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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Northeast Metropolitan Regional Vocational High School****MCR Onsite Date:** **05/16/2018****Program Area: Special Education** |
|   |  | Jeffrey C. RileyCommissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **SE Criterion # 2 - Required and optional assessments** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and an administrative staff interview indicated that the district consistently conducts educational assessments, including a history of the student's educational progress in the general curriculum and teacher assessments that address attention skills, participation behaviors, communication skills, memory and social relations with groups, peers and adults. |

| **SE Criterion # 3 - Special requirements for determination of specific learning disability** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records and an administrative staff interview indicated that when a student suspected of having a specific learning disability (SLD) is evaluated, the district consistently completes the four components used to determine a SLD. However, record review demonstrated that although IEP Teams develop the required written eligibility determination for students suspected of having a specific learning disability (mandated form 28M/10), the written determination is not consistently signed by all Team members. There was no documentation indicating that Team members disagreed with the determination. |
| **Department Order of Corrective Action:** |
| Revise procedures for ensuring that the written determination (mandated form 28M/10) as to whether or not the student has a specific learning disability is signed by all Team members. Please see http://www.doe.mass.edu/sped/cspd/sld\_eligibility.pdf and http://www.doe.mass.edu/sped/iep/sld/default.html for guidance on implementing these requirements. Provide training to special education staff on these procedures.Develop an internal oversight and tracking system to ensure that the district completes the written eligibility determination for students suspected of having SLD. The oversight system should include periodic reviews by an administrator to ensure ongoing compliance.Develop a report of the results of an internal review of student records, with SLD eligibility determinations conducted subsequent to implementation of all corrective actions, to ensure that written eligibility determinations for students suspected of having a specific learning disability have been signed by all Team members.**\*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request:** **a) list of the student names and grade levels for the records reviewed; b) date of the review; and c) name of person(s) who conducted the review, their role(s), and signature(s).** |
| **Required Elements of Progress Reports:** |
| Submit the revised procedures and evidence of staff training, including name of presenter, agenda and signed attendance sheet with staff name, role and signature by **October 26, 2018**.Submit a description of the internal oversight and tracking system by **October 26, 2018**. Submit the results of the internal review of student records and include the following: 1. the number of records reviewed;2. the number of records in compliance;3. for any records not in compliance, determine the root cause; and 4. the specific corrective actions taken to remedy the non-compliance.Please submit the above information by **January 25, 2019**. |
| **Progress Report Due Date(s):** |
| 10/26/2018 | 01/25/2019 |  |  |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and an administrative staff interview indicated that whenever an evaluation indicates that a student has a disability on the autism spectrum (ASD), IEP Teams consider and specifically address:1) the verbal and nonverbal communication needs of the student;2) the need to develop social interaction skills and proficiencies;3) the needs resulting from the student's unusual responses to sensory experiences;4) the needs resulting from resistance to environmental change or change in daily routines;5) the needs resulting from engagement in repetitive activities and stereotyped movements;6) the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and7) other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development.IEP Teams use a checklist to document that all areas of need are considered and to note when needs are identified and addressed in IEP accommodations and goals. The checklist is maintained in the student record and consideration is noted in the Additional Information section of the IEP and the Notice of Proposed School District Action (N1). |

| **SE Criterion # 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records and an administrative staff interview indicated that the district consistently obtains consent from the student to continue his or her special education program upon the student's 18th birthday, and documents the student's choice to share or delegate decision-making authority. However, record review indicated that the district does not consistently inform students and their parent/guardian of the rights that will transfer from the parent/guardian to the student one year prior to the student reaching age 18. |
| **Department Order of Corrective Action:** |
| Develop procedures for notifying students and their parents/guardians of the transfer of rights that will occur at the age of majority. Please see http://www.doe.mass.edu/sped/advisories/11\_1.html for guidance on implementing these requirements. Provide training to all responsible personnel on these procedures.Develop an internal oversight and tracking system to ensure that the district is following the requirements for the transfer of parental rights at the age of majority. The oversight system should include periodic reviews by an administrator to ensure ongoing compliance.Develop a report of the results of an internal review of records, with students who turned 17 subsequent to implementation of all corrective actions, to ensure that the district has informed students and their parent/guardians at least one year before the student turns 18 of the rights that will transfer to the student upon the student's 18th birthday.**\*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request:** **a) list of the student names and grade levels for the records reviewed; b) date of the review; and c) name of person(s) who conducted the review, their role(s), and signature(s).** |
| **Required Elements of Progress Reports:** |
| Submit the procedures and evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **October 26, 2018**.Submit a description of the internal oversight and tracking system by **October 26, 2018**.Submit the results of the internal review of student records and include the following: 1. the number of records reviewed;2. the number of records in compliance;3. for any records not in compliance, determine the root cause; and 4. the specific corrective actions taken to remedy the non-compliance.Please submit the above information by **January 25, 2019**. |
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| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that when a required IEP Team member is unable to attend the Team meeting, including general education teachers when the student is involved in a general education program, the Team member is consistently excused in writing by the parent. In addition, record review indicated that excused required Team members provide written input to the parent and the IEP Team for the development of the IEP prior to the meeting. |

| **SE Criterion # 12 - Frequency of re-evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the district conducts a re-evaluation with parental consent every three years unless the parent and district agree that it is unnecessary. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records and an administrative staff interview indicated that although the district provides progress reports at least as often as parents are informed of the progress of non-disabled students, the reports do not always provide information on the student's progress towards the annual goals and benchmark/objectives in the IEP.A review of student records and staff interviews indicated that when a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the district provides the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals. |
| **Department Order of Corrective Action:** |
| Develop procedures for ensuring that progress reports consistently address student progress towards current IEP goals and benchmark/objectives. Provide training to special education staff on these procedures.Develop an internal oversight and tracking system to ensure that progress reports consistently address student progress towards current IEP goals and benchmark/objectives. The oversight system should include periodic reviews by an administrator to ensure ongoing compliance.Develop a report of the results of an internal review of student records, with progress reporting subsequent to implementation of all corrective actions, to ensure that progress reports address progress towards IEP goals and benchmark/objectives.**\*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request:** **a) list of the student names and grade levels for the records reviewed; b) date of the review; and c) name of person(s) who conducted the review, their role(s), and signature(s).** |
| **Required Elements of Progress Reports:** |
| Submit the procedures and evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **October 26, 2018**.Submit a description of the internal oversight and tracking system by **October 26, 2018**.Submit the results of the internal review of student records and include the following: 1. the number of records reviewed;2. the number of records in compliance;3. for any records not in compliance, determine the root cause; and 4. the specific corrective actions taken to remedy the non-compliance.Please submit the above information by **January 25, 2019**. |
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| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and an administrative staff interview indicated that at least annually, on or before the anniversary date of the IEP, a Team meeting is held to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. Staff interviews indicated that IEP Teams consistently review and revise IEPs to address any lack of expected student progress towards the annual goals and in the general curriculum.A review of student records and an administrative staff interview indicated that when the district and parent agree to make changes to a student's IEP between annual meetings, changes are documented in writing and, upon request, the parent is provided with a revised copy of the IEP with the amendments incorporated. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records and an administrative staff interview indicated that upon determining that the student is eligible for special education, IEP Teams do not consistently address all elements of the IEP. Specifically, Present Levels of Educational Performance (PLEP) B: Other Educational Needs does not address areas of need such as communication and skill development related to vocational preparation or experience. Record review also indicated that IEP goals and benchmark/objectives are not consistently individualized to address the student's disability needs as determined by evaluations, tests, classroom reports, and the student's current performance level.A review of student records indicated that IEP Teams specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students whose disability affects social skills development, when the student's disability makes him or her vulnerable to bullying, harassment or teasing, and for students identified with a disability on the autism spectrum. A review of student records indicated that IEP Teams document considerations of the skills and proficiencies needed by students in the district's meeting summary notes as well as in the Additional Information section of the IEP. |
| **Department Order of Corrective Action:** |
| Provide training to Team chairpersons to ensure that all areas of need are addressed in PLEP B of the IEP, and IEP goals and benchmark/objectives are appropriately developed for each student as determined by evaluations, tests, classroom reports, and the student's current performance level. Please see <http://www.doe.mass.edu/sped/cspd/mod1F.html> for guidance on implementing these requirements. For those students whose records were identified by the Department, reconvene the Team to review the IEP and revise the PLEP B, goals, and benchmark/objectives as needed to reflect the individual needs and current performance level of the student.Develop an internal oversight and tracking system to ensure that IEP Teams consistently address all elements of the IEP, with the PLEP B appropriately completed and goals and benchmark/objectives individualized to address the student’s disability needs. The oversight system should include periodic reviews by an administrator to ensure ongoing compliance.Develop a report of the results of an internal review of student records, with IEP development conducted subsequent to implementation of all corrective actions, to ensure that IEPs are appropriately developed and individualized.**\*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request:** **a) list of the student names and grade levels for the records reviewed; b) date of the review; and c) name of person(s) who conducted the review, their role(s), and signature(s).** |
| **Required Elements of Progress Reports:** |
| Submit evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **October 26, 2018**. For those student records identified by the Department, submit a copy of the revised pages from the IEP and the signed Team Meeting Attendance Sheet (N3A) indicating that the IEP Teams have reconvened by **October 26, 2018.**Submit a description of the internal oversight and tracking system by **October 26, 2018**.Submit the results of the internal review of student records and include the following:1. the number of records reviewed;2. the number of records in compliance;3. for any records not in compliance, determine the root cause; and4. the specific corrective actions taken to remedy the non-compliance.Please submit the above information by **January 25, 2019**. |
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| **SE Criterion # 19 - Extended evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| An administrative staff interview indicated that IEP Teams use the extended evaluation process when the Team finds a student eligible for special education and the evaluation information is insufficient to develop a full or partial IEP. At the time of the Mid-Cycle Review, the district did not have any current records with extended evaluations. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records indicated that IEP Teams do not consistently state why removal from the general education classroom is considered critical to the student's program and the basis for the conclusion that education in the least restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |
| **Department Order of Corrective Action:** |
| Provide training to Team chairpersons to ensure that Nonparticipation Justification statements consistently indicate why the removal from the general education classroom is considered critical to a student's program, along with the basis for the Team’s conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily.Develop an internal oversight and tracking system to ensure that IEP Teams develop appropriate Nonparticipation Justification statements. The oversight system should include periodic reviews by an administrator to ensure ongoing compliance.Develop a report of the results of an internal review of student records, with IEP development conducted subsequent to implementation of all corrective actions, to ensure that IEP Teams appropriately justify the removal of students from general education classrooms. **\*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request:** **a) list of the student names and grade levels for the records reviewed; b) date of the review; and c) name of person(s) who conducted the review, their role(s), and signature(s).** |
| **Required Elements of Progress Reports:** |
| Submit evidence of staff training on the procedures, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **October 26, 2018**. Submit a description of the internal oversight and tracking system by **October 26, 2018**.Submit the results of the internal review of student records and include the following: 1. the number of records reviewed;2. the number of records in compliance;3. for any records not in compliance, determine the root cause; and 4. the specific corrective actions taken to remedy the non-compliance.Please submit the above information by **January 25, 2019**. |
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| **SE Criterion # 24 - Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the district's Notice of Proposed School District Action (N1) consistently contains all required components, including a description of the action proposed or refused by the district; an explanation of why the district proposed or refused to take the action; a description of any other options that the district considered and the reasons why those options were rejected; and a description of each evaluation procedure, test, record, report, or other factors. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district provided its special education roster as requested by the Department. |

| **SE Criterion # 29 - Communications are in English and primary language of home** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that when a family's primary language of the home is other than English and the parent has requested translation as documented on the Home Language Survey, the district translates IEPs and related notices and provides an interpreter for Team meetings for parents who request it. However, record review indicated that assessment summaries and progress reports are not consistently translated into the primary language of the home. |
| **Department Order of Corrective Action:** |
| Develop procedures for ensuring that assessment summaries and progress reports are translated into the primary language of the home when the parent has requested translation. Provide training to special education staff on these procedures. For those students whose records were identified by the Department, provide assessment summaries from the most recent evaluation and 2017-2018 progress reports translated into the primary language of the home.Develop an internal oversight and tracking system to ensure that when a family's primary language of the home is other than English and the parent has requested translation, the district provides translated assessment summaries and progress reports. The oversight system should include periodic reviews by an administrator to ensure ongoing compliance.Develop a report of the results of an internal review of student records, with initial or re-evaluations and progress reporting subsequent to implementation of all corrective actions, to ensure that the district provided assessment summaries and progress reports to parents in the primary language of the home when translation was requested. **\*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request:** **a) list of the student names and grade levels for the records reviewed; b) date of the review; and c) name of person(s) who conducted the review, their role(s), and signature(s).** |
| **Required Elements of Progress Reports:** |
| Submit the procedures and evidence of staff training on the procedures, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **October 26, 2018**.For those student records identified by the Department, submit copies of translated assessment summaries and progress reports by **October 26, 2018**.Submit a description of the internal oversight and tracking system by **October 26, 2018**.Submit the results of the internal review of student records and include the following: 1. the number of records reviewed;2. the number of records in compliance;3. for any records not in compliance, determine the root cause; and 4. the specific corrective actions taken to remedy the non-compliance.Please submit the above information by **January 25, 2019**. |
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| **SE Criterion # 40 - Instructional grouping requirements for students aged five and older** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and an administrative staff interview indicated that all special education instructional groups meet the required student to staff ratios. The two (2) sections of English III each have eight (8) students, one (1) licensed special education teacher and one (1) paraprofessional. All seven (7) Resource classes have seven (7) or fewer students, one (1) licensed special education teacher and one (1) paraprofessional. |

| **SE Criterion # 47 - Procedural requirements applied to students not yet determined to be eligible for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and an administrative staff interview indicated that the district has procedures for disciplining students not yet determined to be eligible for special education, which are published in the student and parent handbook.  |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of documents and an administrative staff interview indicated that although the district offers professional development on special education topics for general education staff, all staff, including both special education and general education staff, are not regularly trained on the following topics:1. state and federal special education requirements and related local special education policies and procedures;
2. analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom of students with diverse learning styles; and
3. methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom.
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| **Department Order of Corrective Action:** |
| Provide training to all staff, including both special education and general education staff, onstate and federal special education requirements and related local special education policies and procedures; analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom of students with diverse learning styles; and methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. |
| **Required Elements of Progress Reports:** |
| Submit evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **October 26, 2018**. |
| **Progress Report Due Date(s):** |
| 10/26/2018 |  |  |  |

| **SE Criterion # 56 - Special education programs and services are evaluated** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and an administrative staff interview demonstrated that the district's special education programs and services are regularly evaluated. An external evaluator conducted an evaluation of all special education programs in 2016, reviewing a representative selection of student records across all disability categories and practices of all special education liaisons. A number of commendable practices were identified, such as the district's use of an IEP toolkit to assist staff in implementing Team process requirements and educationally relevant recommendations in evaluation summaries. Recommended areas for improvement, which included training for special education staff on developing measurable and specific IEP goals, have been ongoing. An administrative staff interview indicated that the next evaluation of the district’s special education programs and services is planned for 2019. |