

**Massachusetts Continuous Improvement Reporting Document
Compliance as Measured Through Coordinated Program Reviews***
*Figures for 2001-2002 include Mid-Cycle Reviews

KEY INDICATORS	Districts Reviewed in 2000-2001 (56 Districts)				Districts Reviewed in 2001-2002 (87 Districts)			
	Commendable/Implemented		Implementation Problems		Commendable/Implemented		Implementation Problems	
	#	%	#	%	#	%	#	%
1. Parent Involvement								
1.1 Parent Involvement								
SE 26: Parent Participation In Meetings	48	86%	8	14%	72	87%	11	13%
SE 32: Parent Advisory Council for Special Education	31	55%	25	45%	51	61%	33	39%
2. Free Appropriate Public Education (FAPE)								
2.1 Special Education and Related Services are Provided in Accordance with Identified Needs: IEP Development								
SE 18: #1 (2000-2001) SE 18A: #1 (2001-2002) (adds "at the Team meeting" after "develops an IEP") Upon determining that the student is eligible for special education, the Team, including the parent(s), develops an IEP using the evaluation data to guide development of measurable, annual goals and objectives/benchmarks for the student. If the district chooses to draft any element(s) of the IEP for discussion, the Team Chairperson ensures that those elements are genuinely considered prior to adoption at the Team meeting. All ideas and needs of the child as expressed by all Team members, especially the parents, are genuinely considered by the district prior to proposing the IEP.	49	88%	7	12%	62	74%	22	26%
SE 18: #6 (2000-2001) SE 18A: #6 (2001-2002) The school district ensures that each IEP Team has at least one person with authority to commit the resources of the district and that whatever services are set out in the IEP will actually be provided and that the IEP will not be changed at a higher administrative level within the district.	45	80%	11	20%	66	80%	17	20%
SE 18: #10 (2000-2001) – Immediately following the development of the IEP, the district provides the parent with a copy of the proposed IEP along with the required notice without undue delay.	39	70%	17	30%	-----	-----	-----	-----
SE 18B #5 (2001-2002) – Immediately following the development of the IEP, and within 45 school working days after receipt of the parent’s written consent to an initial evaluation or reevaluation, the district provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice, except that the proposal of placement may be delayed according to the provisions of 603 CMR 28.06(2)(e) in a limited number of cases.	-----	-----	-----	-----	53	63%	31	37%

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	Commendable/ Implemented #	%	Implementation Problems #	%	Commendable/ Implemented #	%	Implementation Problems #	%
<p>2. <u>Free Appropriate Public Education (FAPE)</u></p> <p>2.1 Special Education and Related Services are Provided in Accordance with Identified Needs: IEP Development (cont.)</p> <p>SE 22: #1 - Where the IEP of the student in need of special education has been accepted in whole or in part by that student's parent, the school district provides the mutually agreed upon services without delay.</p> <p>SE 22: #2 - At the beginning of each school year, the district has an IEP in effect for each eligible student within its jurisdiction.</p> <p>SE 22: #4 - The school district does not delay implementation of the IEP due to lack of classroom space or personnel, provides as many of the services on the accepted IEP as possible and immediately informs parents in writing of any delayed services, reasons for delay, actions that the school district is taking to address the lack of space or personnel and offers alternative methods to meet the goals on the accepted IEP. Upon agreement of the parents, the school district implements alternative methods immediately until the lack of space or personnel issues are resolved.</p>	52	93%	4	7%	68	82%	15	18%
<p>SE 22: #2 - At the beginning of each school year, the district has an IEP in effect for each eligible student within its jurisdiction.</p>	52	93%	4	7%	74	89%	9	11%
<p>SE 22: #4 - The school district does not delay implementation of the IEP due to lack of classroom space or personnel, provides as many of the services on the accepted IEP as possible and immediately informs parents in writing of any delayed services, reasons for delay, actions that the school district is taking to address the lack of space or personnel and offers alternative methods to meet the goals on the accepted IEP. Upon agreement of the parents, the school district implements alternative methods immediately until the lack of space or personnel issues are resolved.</p>	48	86%	8	14%	76	93%	6	7%
<p>2. <u>Free Appropriate Public Education (FAPE)</u></p> <p>2.2 Psychological Counseling</p> <p>SE 48: #4 - All students receiving special education, regardless of placement, shall have an equal opportunity to participate in and, if appropriate, receive credit for the vocational, supportive, or remedial services that may be available as part of the general education program as well as the non-academic and extracurricular programs of the school. Programs, services and activities include, but are not limited to counseling services.</p> <p>SE 49: #7 - For each student with special education needs found to require related services, the school district provides or arranges for the provision of transportation and such developmental, corrective, and other supportive services as are required to assist a student to benefit from special education or to access the general curriculum, and includes counseling services, including rehabilitation counseling.</p>	54	96%	2	4%	77	99%	1	1%
<p>SE 49: #7 - For each student with special education needs found to require related services, the school district provides or arranges for the provision of transportation and such developmental, corrective, and other supportive services as are required to assist a student to benefit from special education or to access the general curriculum, and includes counseling services, including rehabilitation counseling.</p>	50	89%	6	11%	67	82%	15	18%
<p>2. <u>Free Appropriate Public Education (FAPE)</u></p> <p>2.3 Availability of Extended School Year</p> <p>SE 21: #2 - The Team routinely considers the need for an educational program that is less than or more than the regular school day or school year, including extended day, or year, and/or residential services and indicates on the IEP why the shorter or longer program is necessary.</p> <p>SE 21: #5 - An extended day or year program is identified if the student has demonstrated or is likely to demonstrate substantial regression in his or her learning skills and/or substantial difficulty in relearning such skills if an extended program is not provided.</p>	52	93%	4	7%	77	92%	7	8%
<p>SE 21: #5 - An extended day or year program is identified if the student has demonstrated or is likely to demonstrate substantial regression in his or her learning skills and/or substantial difficulty in relearning such skills if an extended program is not provided.</p>	52	93%	4	7%	79	94%	5	6%

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	#	%	#	%	#	%	#	%
2. Free Appropriate Public Education (FAPE) 2.4 Lack of Integration Opportunities for Children with Disabilities Placed in Separate Educational Environments								
SE 1: # 2c – In interpreting evaluation data and making decisions, the district ensures that the placement decision conforms with placement in the least restrictive environment.	50	89%	6	11%	71	91%	7	9%
SE 20: Least restrictive program selected	45	80%	11	20%	61	73%	22	27%
SE 56: #2 – The district develops methods for determining the effectiveness of programs in assisting students with disabilities to achieve the goals set forth in their IEPs in the least restrictive environment.	24	43%	32	57%	-----	-----	-----	-----
2. Free Appropriate Public Education (FAPE) 2.5 Opportunity for Children with Disabilities to be Involved and Progress in the General Curriculum								
SE 1: #2d - In interpreting evaluation data and making decisions, the district includes information related to enabling the student to be involved in and progress in the general curriculum.	51	91%	5	9%	72	92%	6	8%
SE 2: Required and optional assessments	26	46%	30	54%	56	67%	28	33%
SE 8 #4: The following persons are members of the evaluation Team: A teacher who has recently had or currently has the student in a classroom or other teaching situation. If the student is involved or may be involved in a regular education program, a regular education teacher must be included as a Team member.	42	75%	14	25%	50	63%	29	37%
SE 9: #1f – Within forty-five school working days after receipt of the parent's written consent to an initial evaluation, unscheduled evaluation, or re-evaluation, the school district determines if the student requires special education and/or related services and/or accommodations in order to make effective progress or that the student requires related services in order to access the general curriculum.	54	96%	2	4%	67	85%	12	15%
SE 18: #2 (2000-2001) - The IEP includes specially designed instruction to meet the needs of the individual student and related services as necessary to allow the student to benefit from the specially designed instruction or to access the general curriculum, consistent with federal and state requirements.	45	80%	11	20%	-----	-----	-----	-----
SE 18A #2 (2001-2002) – The IEP includes specially designed instruction to meet the needs of the individual student and related services that are necessary to allow the student to benefit from the specially designed instruction, or consists solely of related services that are necessary to allow the student to access the general curriculum, consistent with federal and state requirements.	-----	-----	-----	-----	70	84%	13	16%
SE 33: Involvement in the general curriculum	49	88%	7	12%	75	90%	8	10%
SE 49: Related Services	46	82%	10	18%	68	83%	14	17%

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	#	%	#	%	#	%	#	%
<p>2. <u>Free Appropriate Public Education (FAPE)</u></p> <p>2.6 Lack of Opportunity for Involvement of Children with Disabilities in Regular Vocational Education Programs with Appropriate Supports as Determined by the IEP form.</p> <p>SE 6: #2 - For a student who is 16 years of age, or younger if appropriate, the Team includes in the IEP services that promote movement of the student from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.</p> <p>SE 48: #2 - All students receiving special education, regardless of placement, shall have an equal opportunity to participate in and, if appropriate, receive credit for the vocational, supportive, or remedial services that may be available as part of the general education program as well as the non-academic and extracurricular programs of the school. Programs, services and activities include, but are not limited to vocational education, industrial arts, and consumer and homemaking education.</p> <p>Perkins 15 (2000-2001) Perkins 16 (2001-2002) Equal access for special populations, including individuals with disabilities</p>	47	84%	9	16%	53	72%	21	28%
	51	91%	5	9%	69	95%	4	5%
	3	75%	1	25%	17	81%	4	19%
<p>3. <u>Secondary Transition</u></p> <p>3.1 Outcome Oriented Statements of Transition that Include the Required Components</p> <p>SE 6 #2 – For a student who is 16 years of age, or younger if appropriate, the Team includes in the IEP services that promote movement of the student from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.</p> <p>SE 6 #3 – The transition services are based upon the student’s needs, taking into account the student’s preferences and interests and includes specially designed instruction, community experiences, the development of employment or other post-school adult living objectives, and, if appropriate, the acquisition of daily living skills and functional vocational evaluation.</p>	47	84%	9	16%	53	70%	23	30%
	48	86%	8	14%	54	71%	22	29%

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	#	%	#	%	#	%	#	%
<p>3. Secondary Transition - 3.2 Method for Insuring that Outside Agencies Likely to be Providing or Paying For Post-School Activities Are Invited to the IEP Meeting and Method For Obtaining Their Input If They Do Not Attend</p> <p>SE 6: #4 - For any student approaching graduation or the age of twenty-two, the Team determines whether the student is likely to require continuing services from adult human service agencies. In such circumstances, the Administrator of Special Education makes a referral to the Bureau of Transitional Planning in the Executive Office of Health and Human Services in accordance with the requirements of M.G.L. c.71B, §12A-§12C (known as Chapter 688).</p> <p>SE 6: #5 - In cases where the IEP included needed transition services and a participating agency other than the school district fails to provide these services, the Team reconvenes to identify alternative strategies to meet the transition objectives.</p> <p>SE 8 #11 – When one purpose of the Team meeting is to discuss transition services, a representative of any public agency who may be responsible for providing or paying for transition services is invited to the Team meeting. If the representative(s) does not attend the meeting, the school district takes other steps to obtain the participation of these agencies.</p>	52	93%	4	7%	63	84%	12	16%
	55	98%	1	2%	63	84%	12	16%
	53	95%	3	5%	59	83%	12	17%
<p>3. Secondary Transition - 3.3 Students Invited to Meeting if Transition Planning is a Purpose of the Meeting</p> <p>SE 6: #6 (2000-2001) The district ensures that students age 14, or younger if appropriate, are invited to and attend Team meetings at which transition services are discussed or proposed. (2001-2002) The district ensures that students age 14, or younger if appropriate, are invited to and encouraged to attend part or all of Team meetings at which transition services are discussed or proposed.</p>	51	91%	5	9%	-----	-----	-----	-----
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<p>3. Secondary Transition - 3.4 Statement of Transition Service Course of Study Beginning at Age 14</p> <p>SE 6: #1 - For a student who is 14 years of age, the Team considers the student's course of study in relation to the student's future goals and documents this in the IEP.</p>	50	89%	6	11%	53	71%	22	29%

Total numbers for 2001-2 vary because not every criterion applies to every district, and because not every criterion was monitored in every mid-cycle review

**Needs Assessment Issues
Identified by
Massachusetts Steering Committee - June 2002**

KEY INDICATORS	Districts Reviewed in 2001-2002				Districts Reviewed in 2002-2003			
	Commendable/ Implemented # %		Implementation Problems # %		Commendable/ Implemented # %		Implementation Problems # %	
Needs Assessment								
SE 56 Special education programs and services are evaluated	20	36%	36	64%	37	52%	34	48%
SE 29 Communications are in English and primary language of home	32	57%	24	43%	57	67%	28	33%
SE 50(4) Educational services in home or hospital. Upon receipt of a physician's written order verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the principal arranges for provision of educational services in the home or hospital. Such services are provided with sufficient frequency to allow the student to continue his or her educational program, as long as such services do not interfere with the medical needs of the student. The principal coordinates such services with the Administrator for Special Education for eligible students. Such educational services are not to be considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP.	50	89%	6	11%	70	84%	13	16%
SE 38 Educational services in institutional settings (ESIS)	53	95%	3	5%	61	91%	6	9%