

**SEEM Collaborative**

**Therapeutic Learning Center SEEM Middle School**

**SEEM Deaf and Hard of Hearing Program SEEM Prep**

**Campus Academy High School Hurd Elementary Program**

**Program Review Report**

**Onsite Visit: October 09, 2023**

**Draft Report Issued: November 15, 2023**

**Final Report Issued: December 06, 2023 Corrective Action Plan Due: January 05, 2024**

**Department of Elementary and Secondary Education Onsite Team Members: Christine Romancewicz, Chairperson**

**Karen Brann, Team Member**



Jeffrey C. Riley

Commissioner of Elementary and Secondary Education

Therapeutic Learning Center

#### Full Approval

Expires: August 31, 2026

SEEM Middle School

#### Full Approval

Expires: August 31, 2026

SEEM Prep

#### Full Approval

Expires: August 31, 2026

Campus Academy High School

#### Full Approval

Expires: August 31, 2026

Hurd Elementary Program

#### Full Approval

Expires: August 31, 2026

##### MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION APPROVED SPECIAL EDUCATION SCHOOL PROGRAM REVIEW REPORT OVERVIEW OF REVIEW PROCEDURES

**INTRODUCTION**

The Massachusetts Department of Elementary and Secondary Education (Department) is required under M.G.L. c. 71B, §10 to review special education programs in collaborative and approved public day school programs that serve publicly funded students under the provisions of Board of Elementary and Secondary Education Regulations 603 CMR 18.00, 28.09 and 46.00. Each year, the Department's Office of Approved Special Education Schools (OASES) conducts onsite visits to selected collaborative and approved public day school programs to verify the implementation of these programs. In the spring of the previous school year, the schools participating in review cycle were notified of the dates of the onsite visits and were required to conduct a Self-Assessment before the onsite portion of the review using the Department's Communication Hub and Monitoring Portal (CHAMP).

The statewide six-year Collaborative Program Review cycle together with the Department’s Mid-cycle monitoring schedule is posted on the Department’s Website at [https://www.doe.mass.edu/oases/crs/6yrcycle.html.](https://www.doe.mass.edu/oases/crs/6yrcycle.html)

##### SCOPE OF COLLABORATIVE PROGRAM REVIEW

The Office of Approved Special Education Schools of the Massachusetts Department of Elementary and Secondary Education oversees compliance with education requirements through its Collaborative Program Review System (PR), private special education school program reviews, as well as reviews of certain Special Education in Institutional Schools Settings programs. The collaborative reviews cover selected requirements in the following areas: Special Education (CSE)

Selected requirements from the federal Individuals with Disabilities Education Act (IDEA); the federal regulations promulgated under that Act at 34 CFR Part 300; M.G.L. c. 71B, and the Massachusetts Board of Education’s Special Education regulations (603 CMR 28.00), as amended effective March 27, 2018.

Civil Rights Methods of Administration and Other General Education Requirements (CCR)

Selected federal civil rights requirements, including requirements under Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, together with selected state requirements under M.G.L. c. 76, Section 5, as amended by Chapter 199 of the Acts of 2011, and

M.G.L. c. 269 §§ 17 through 19.

Selected requirements from the Massachusetts Board of Education’s Physical Restraint regulations (603 CMR 46.00). Selected requirements from the Massachusetts Board of Education’s Student Learning Time regulations (603 CMR 27.00).

Selected requirements governing bullying prevention and intervention under M.G.L. c. 71 § 37H, as amended by Chapter 92 of the Acts of 2010, and as amended by sections 72-74 of the Acts of 2013; M.G.L. c. 71, §37O.

Various requirements under other federal and state laws.

Approved Public Day Program Standards (APD) (where applicable)

Selected requirements from the Massachusetts Board of Elementary and Secondary Education Special Education regulations from 603 CMR 28.09. Selected requirements from the Massachusetts Program and Safety Standards for Approved Public or Private Day and Residential Special Education School Programs 603 CMR 18.00

The report includes findings in the program areas reviewed organized under three components: Special Education Legal Standards, Civil Rights: Methods of Administration and Other Related General Education Requirements and Approved Public Day Program Standards.

The findings in each area explain the “ratings,” determinations by the team about the implementation status of the criteria reviewed. The ratings indicate those criteria that were found by the team to be substantially “Implemented”. (Refer to the “Definition of Compliance Ratings” section of the report.) Where criteria were found to be either "Partially Implemented," "Implementation in Progress," or "Not Implemented," the collaborative must propose to the Department corrective actions to bring those areas into compliance with the controlling statute or regulation. The collaborative is expected to incorporate the corrective action into their professional development plans.

##### Collaborative Program Review Elements

**Criteria:** The Collaborative Program Review criteria encompass key elements drawn from 603 CMR 18.00, 28.09, 46.00 and the approved public day school program’s application for approval. They also include those required by the federal Office for Special Education Programs (OSEP) and revised requirements of the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400 et seq. (IDEA-2004) as described in the Department's Special Education Advisories. Through the Desk Review the OASES chairperson examines the Self-Assessment submission and determines which criteria will be followed up on through onsite verification activities. The Self-Assessment and Desk Review are both described below.

**Self-Assessment Phase:** This is a requirement for all collaborative programs being monitored. It is completed for the onsite review and covers all of the Department selected criteria. The collaborative is responsible for completing the Self- Assessment for each individual program being reviewed, which consists of:

Collaborative review of policies and procedures,

Collaborative review of student documentation including a sample of student records. Collaborative review of facilities, buildings, and grounds.

Upon completion of these portions, the collaborative submits the Self-Assessment to the Department for review.

**Desk Review Phase:** The OASES chairperson assigned to each collaborative reviews the responses by the collaborative regarding the critical elements for appropriate policies, procedures, and practices, as well as actual documents and data submitted for each criterion. The OASES chairperson also reviews documents, student record data, and explanatory comments. The outcome of this review, along with 3-year trend data from the Problem Resolution System, restraint reports, restraint injuries, serious incidents and notification or prior approval from the Department through its notification system is used to determine the scope and nature of onsite activities.

**Onsite Verification Phase:**

This includes activities selected from the following:

Interviews with administrative, instructional, and other staff consistent with those criteria selected for verification. Telephone interviews as requested by parents, guardians or members of the general public.

Review of student records: The Department selects a sample of student records from those the collaborative reviewed as part of its self-assessment to verify the accuracy of the data. The Department also conducts an independent review of a sample of student records that reflect activities conducted since the beginning of the school year. The Department monitoring team will conduct this review using standard Department procedures to determine whether procedural and programmatic requirements have been implemented.

Observation of classrooms and other facilities: The team observes a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

**Team:** Depending upon the scope of follow-up activities that have been identified based on the Department’s Desk Review of the collaborative’s Self-Assessment, a two-to-three-member Department team will conduct a two-to-five-day Program Review.

**Final Report:** A Final Report is then issued via the CHAMP. The Final Report includes findings organized under 4 specified compliance areas. The findings explain the “ratings,” or determinations by the Department about the implementation status of the compliance criteria reviewed within each of these areas. The ratings indicate those criteria that were found by the OASES monitoring team to be “Implemented,” “Implementation in Progress,” “Partially Implemented,” or “Not Implemented.”

**Response:** The collaborative program must propose to the Department corrective action to bring into compliance with the required statute or regulation each area found to be not fully “Implemented.” In some instances, the team may have found certain requirements to be fully “Implemented” but made a specific comment on the program’s implementation methods that also may require response from the collaborative. **Under federal Special Education State**

**Performance Plan requirements pursuant to IDEA-2004, public and approved special education school programs serving disabled students must demonstrate effective resolution of noncompliance identified by the Department as soon as possible but in no case later than one year from the issuance of the Department’s Final Program Review Report.**

##### REPORT INTRODUCTION

A two-member team conducted a visit to SEEM Collaborative during the week of October 09, 2023 to evaluate the implementation of selected compliance criteria under the Massachusetts Board of Elementary and Secondary Education Regulations 603 CMR 18.00 (Program and Safety Standards for Approved Public or Private Day and Residential Special Education School Programs) and 603 CMR 28.09 (Approval of Public or Private Day and Residential Special Education School Programs), 603 CMR 46.00 (Prevention of Physical Restraint and Requirements If Used), M.G.L c. 71B, the federal Individuals with Disabilities Education Act, 20 U.S.C. Section 1400 et seq, as amended in 2004 (IDEA--2004), and civil rights provisions that are pertinent to Approved Special Education School Programs. The team appreciated the opportunity to interview staff, to observe classroom facilities, and to review the program efforts underway.

The Department is submitting the following Approved Special Education School Program Review Report containing findings made pursuant to this onsite visit. In preparing this report the team reviewed extensive documentation regarding the operation of the school programs, together with information gathered by means of the following Department program review methods:

Interviews of 7 leadership staff; Interviews of 8 related services staff; Interviews of 12 teaching staff; and Interviews of 10 direct care staff.

Student record review: A sample of 30 Massachusetts student records was selected by the Department. Student records were first examined by the school program’s staff and then verified by the OASES monitoring team using standard Department student record review procedures to make determinations regarding the implementation of procedural and programmatic requirements. An additional number of randomly selected student records were also reviewed by the OASES monitoring team to ensure determinations regarding the implementation of procedural and programmatic requirements remain in effect.

Observation of classrooms and other facilities: A sample of instructional classrooms and other facilities used in the delivery of programs and services was observed to determine general levels of compliance with program requirements.

###### 1. Summary of Compliance Criteria Included In This Report Requiring Corrective Action Plan Development In Response to the Following Program Review Report Findings

**Implemented**

The requirement is totally or substantially met

###### Implemented Response Required

The requirement is met, but the Agency is required to provide additional information.

###### Implementation in Progress

This rating is used for criteria containing new or updated legal requirements and means that the agency has implemented any old requirements contained in the criterion and is training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year.

###### Partially Implemented

The requirement, in one or several important aspects, is not entirely met.

###### Not Implemented

The requirement is totally or substantially not met.

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| --- | --- | --- | --- | --- | --- |
| **Policies & Procedures** | | | | | |
| **Criteria** | **Implemented** | **Implemented Response Required** | **Implementation In Progress** | **Partially Implemented** | **Not Implemented** |
| **APD 4.2 Public Information and Postings** | All |  |  |  |  |
| **APD 9.1 (a)**  **Student Separation Resulting from Behavior Support** | All |  |  |  |  |
| **CCR 7A School year schedules** | All |  |  |  |  |
| **CCR 9 Hiring and employment practices of prospective employers of students** | All |  |  |  |  |
| **CCR 10C Student Discipline** | All |  |  |  |  |
| **CCR 11A**  **Designation of coordinator(s); grievance procedures** | All |  |  |  |  |
| **CCR 12A Annual and continuous notification concerning nondiscrimination and coordinators** | All |  |  |  |  |
| **CCR 14**  **Counseling and** |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **counseling materials free from bias and stereotypes** | All |  |  |  |  |
| **CCR 24**  **Curriculum review** | All |  |  |  |  |
| **CSE 44 Procedure for Recording Suspensions** | All |  |  |  |  |

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| **Staff Documentation** | | | | | |
| **Criteria** | **Implemented** | **Implemented Response Required** | **Implementation In Progress** | **Partially Implemented** | **Not Implemented** |
| **APD 12.2 In-service Training Plan and Calendar** | All |  |  |  |  |
| **APD 16.3 Nursing** | All |  |  |  |  |
| **CCR 18A**  **Collaborative employment practices** | All |  |  |  |  |
| **CCR 21 Staff training regarding civil rights responsibilities** | All |  |  |  |  |
| **CSE 51 Appropriate Special Education Teacher Licensure** | All |  |  |  |  |
| **CSE 52 Appropriate certifications/licenses or other**  **credentials-- related service providers** | All |  |  |  |  |
| **CSE 52A**  **Registration of educational interpreters** | All |  |  |  |  |
| **CSE 53 Use of Paraprofessionals** | All |  |  |  |  |
| **CSE 54 Professional Development** | All |  |  |  |  |

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| **Student Documentation** | | | | | |
| **Criteria** | **Implemented** | **Implemented Response Required** | **Implementation In Progress** | **Partially Implemented** | **Not Implemented** |
| **APD 4.5 Immediate Notification** |  |  |  | Campus Academy High School  SEEM Prep;Hurd Elementary Program;SEEM Middle School;Therapeutic Learning Center |  |
| **APD 15.5 Parent** |  |  |  |  |  |

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| **Consent and Required Notification** | All |  |  |  |  |
| **CCR 7 Information to be translated into languages other than English** | All |  |  |  |  |
| **CCR 10 Anti-Hazing Reports** |  |  |  | SEEM Prep |  |
| **CCR 10A Student handbooks and codes of conduct** | All |  |  |  |  |
| **CCR 10B Bullying Prevention and Intervention** | All |  |  |  |  |
| **CCR 17A Use of physical restraint on any student enrolled in a publicly-funded education program** | All |  |  |  |  |
| **CCR 20 / CCR26A**  **Staff training on confidentiality of student records/Confidentiality and student records** | All |  |  |  |  |
| **CSE 13 Progress Reports and Content** | All |  |  |  |  |
| **CSE 22 IEP**  **implementation and availability** | All |  |  |  |  |
| **CSE 29**  **Communications are in English and Primary language of home** | All |  |  |  |  |
| **CSE 35 Assistive Technology** | All |  |  |  |  |
| **CSE 40 Instructional grouping requirements for students aged five and older** | All |  |  |  |  |
| **CSE 41 Age Span requirements** | All |  |  |  |  |
| **CSE 46 Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district** | All |  |  |  |  |

**Buildings/Facilities**

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| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Implemented** | **Implemented Response Required** | **Implementation In Progress** | **Partially Implemented** | **Not Implemented** |
| **CSE 55 Special Education Facilities and Classrooms** | All |  |  |  |  |

##### Student Documentation

**APD 4.5 Immediate Notification Requirements**

The program shall develop and implement a written procedure describing how it notifies all appropriate parties of serious incidents within the program and identifying the person responsible for making this notification.

### For ALL students (Massachusetts and Out-of-State students)

The program makes immediate notification to the parent, the public school district special education administrator, and to any state agency involved in the student’s care or placement , and the Department of Elementary and Secondary Education of the following incidents:

1. Death of a student;
2. Filing of a 51-A report with DCF, or a complaint to the Disabled Persons Protection Commission against the school or a school staff member for abuse or neglect of a student;
3. Any action taken by a federal, state or local agency that might jeopardize the school’s approval with the Department; and
4. Any legal proceeding brought against the program or its employee(s) arising out of circumstances related to the care or education of any of its students regardless of state of residency.

### For Massachusetts Students Only:

1. The hospitalization of a Massachusetts student (including outpatient emergency room visits) due to physical injury at school or previously unidentified illness, accident or disorder which occurs while the student is in the program;
2. Massachusetts student injury resulting from a motor vehicle accident during transport by school staff (including contracted staff) which requires medical attention;
3. Massachusetts student serious injury requiring emergency medical intervention resulting from a restraint
4. Massachusetts student run away;
5. Emergency termination of a Massachusetts student under circumstances in which the student presents a clear and present threat to the health and safety of him/herself or others; and
6. Any other incident of serious nature that occurs to a Massachusetts student.

**Legal Standards**

[28.09(12) (a, b)](https://www.doe.mass.edu/lawsregs/603cmr28.html?section=09)

**Confirmed Findings**

|  |  |  |  |
| --- | --- | --- | --- |
| **Applies To** | **Rating** | **Response Required** | **Finding Description** |
| Campus Academy High School | Partially Implemented | Yes | A review of documentation and staff interviews indicated that the collaborative has not updated the Immediate Notification Policy and Procedures to align with current requirements. Additionally, a review of student records indicated that not all incidents requiring the submission of a serious incident report to the Department were reported. Therefore the Department was unable to determine if appropriate procedures and notifications were followed. |
| SEEM Prep;Hurd Elementary Program;SEEM Middle School;Therapeutic Learning Center | Partially Implemented | Yes | A review of documentation and staff interviews indicated that the collaborative has not updated the Immediate Notification Policy and Procedures to align with current requirements. |

**Requirements**

**CCR 10 Anti-Hazing Reports**

1. The principal/program director of each secondary school program in the collaborative issues a copy of M.G.L. c. 269 §§ 17 through 19 to every student enrolled full-time and every student group, student team, or student

organization, including every unaffiliated student group, student team, or student organization, and a copy of the collaborative’s anti-hazing disciplinary policy approved by the collaborative board.

1. Each secondary school program files, at least annually, a report with the Department certifying:
   1. Its compliance with its responsibility to inform student groups, teams, or organizations, and every full-time enrolled student, of the provisions of M.G.L. c. 269 §§ 17 through 19;
   2. Its adoption of a disciplinary policy with regard to the organizers and participants of hazing; and
   3. That the hazing policy has been included in the student handbook or other means of communicating school policies to students.

**Legal Standards**

[M.G.L. c. 269 §§ 17 through 19](https://malegislature.gov/Laws/GeneralLaws/PartIV/TitleI/Chapter269/Section17)

**Confirmed Findings**

|  |  |  |  |
| --- | --- | --- | --- |
| **Applies To** | **Rating** | **Response Required** | **Finding Description** |
| SEEM Prep | Partially Implemented | Yes | A review of student records and staff interviews indicated that the program does not document and ensure that each secondary age student receives a copy of the Collaborative's Anti-Hazing Policy and  Anti-Hazing Disciplinary Policy. |



SEEM COLLABORATIVE

# Therapeutic Learning Center

a public special education program operated pursuant to 603 CMR 18.00 and 28.09 is granted

# Full Approval

This approval status expires on August 31, 2026 and is a result of a Program Review conducted in the 2023-2024 school year. The next expected Mid Cycle Review will be conducted in the 2025-2026 school year.



**Program-Specific Information**

**Primary Program Address:** 260 Fordham Road,Wilmington,MA,US,01887

**Program Type:** Approved Public Day

**Number of Months in Session:** 11 months

**Current Enrollment: Ages Served:**

**School Level Served:**

69

Elementary

## Issued by the Office of Approved Special Education Schools:

Christine Romancewicz, Educational Specialist Karen Brann, M.Ed., C.A.E.S., Supervisor



SEEM COLLABORATIVE

# SEEM Middle School

a public special education program operated pursuant to 603 CMR 18.00 and 28.09 is granted

# Full Approval

This approval status expires on August 31, 2026 and is a result of a Program Review conducted in the 2023-2024 school year. The next expected Mid Cycle Review will be conducted in the 2025-2026 school year.



**Program-Specific Information**

**Primary Program Address:** 25 William Street,Stoneham,MA,US,02180

**Program Type:** Approved Public Day

**Number of Months in Session:** 11 months

**Current Enrollment: Ages Served:**

**School Level Served:**

50

Middle

## Issued by the Office of Approved Special Education Schools:

Christine Romancewicz, Educational Specialist Karen Brann, M.Ed., C.A.E.S., Supervisor



SEEM COLLABORATIVE

# SEEM Prep

a public special education program operated pursuant to 603 CMR 18.00 and 28.09 is granted

# Full Approval

This approval status expires on August 31, 2026 and is a result of a Program Review conducted in the 2023-2024 school year. The next expected Mid Cycle Review will be conducted in the 2025-2026 school year.



**Program-Specific Information**

**Primary Program Address:** Yeuell School, 0 Crystal St,Wakefield,MA,US,01880

**Program Type:** Approved Public Day

**Number of Months in Session:** 11 months

**Current Enrollment: Ages Served:**

**School Level Served:**

70

Secondary

## Issued by the Office of Approved Special Education Schools:

Christine Romancewicz, Educational Specialist Karen Brann, M.Ed., C.A.E.S., Supervisor



SEEM COLLABORATIVE

# Campus Academy High School

a public special education program operated pursuant to 603 CMR 18.00 and 28.09 is granted

# Full Approval

This approval status expires on August 31, 2026 and is a result of a Program Review conducted in the 2023-2024 school year. The next expected Mid Cycle Review will be conducted in the 2025-2026 school year.



**Program-Specific Information**

**Primary Program Address:** 25 William Street,Stoneham,MA,US,02180

**Program Type:** Approved Public Day

**Number of Months in Session:** 11 months

**Current Enrollment: Ages Served:**

**School Level Served:**

80

Secondary

## Issued by the Office of Approved Special Education Schools:

Christine Romancewicz, Educational Specialist Karen Brann, M.Ed., C.A.E.S., Supervisor



SEEM COLLABORATIVE

# Hurd Elementary Program

a public special education program operated pursuant to 603 CMR 18.00 and 28.09 is granted

# Full Approval

This approval status expires on August 31, 2026 and is a result of a Program Review conducted in the 2023-2024 school year. The next expected Mid Cycle Review will be conducted in the 2025-2026 school year.



**Program-Specific Information**

**Primary Program Address:** 94 Lebanon St,Melrose,MA,US,02176

**Program Type:** Approved Public Day

**Number of Months in Session:** 11 months

**Current Enrollment: Ages Served:**

**School Level Served:**

45

Elementary

## Issued by the Office of Approved Special Education Schools:

Christine Romancewicz, Educational Specialist Karen Brann, M.Ed., C.A.E.S., Supervisor

Date Issued: December 06, 2023

Nina M. Marchese, M.Ed., Director