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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Braintree Public Schools**  **MCR Onsite Dates:** **05/01/2017 - 05/02/2017**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 13 - Progress Reports and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and staff interviews indicated that although progress reports are provided at least as often as parents are informed of the progress of non-disabled students, they do not consistently include written information on the student's progress towards the annual goals in the IEP.  A review of student records and staff interviews indicated that where 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:** | | | |
| Conduct training for all responsible staff to ensure that progress reports sent to parents include written information on the student's progress towards the annual goals in the IEP.  Develop an internal oversight and tracking system to ensure that progress reports sent to parents include written information on the student's progress towards the annual goals in the IEP. The oversight and tracking system should include periodic reviews by an administrator to ensure ongoing compliance.  Subsequent to the implementation of all corrective actions, conduct an internal review of a sample of student records across all levels to ensure that progress reports sent to parents include written information on the student's progress towards the annual goals in the IEP.  **\*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 student names and grade levels for the records reviewed; b) date of the review; and c) name of person(s) who conducted the review, with their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| **By November 3, 2017**, submit evidence of training and include the training materials, agenda, and signed attendance sheet with staff name, role, and signature.  **By November 3, 2017**, submit a description of the district’s internal oversight and tracking system.  **By February 9, 2018**, submit the results of an internal review of records across all levels 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. | | | |
| **Progress Report Due Date(s):** | | | |
| 11/03/2017 | 02/09/2018 |  |  |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records 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. The IEP Team reviews and revises the IEP to address any lack of expected progress towards the annual goals and in the general curriculum.  Record review also confirmed that between annual IEP meetings the district and parent may agree to make changes to a student's IEP, documented in writing, without convening a meeting of the Team. 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:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that upon determining that the student is eligible for special education, IEP Teams develop the IEP, addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Staff interviews indicated that the IEP is not changed outside of the Team meeting.  A review of student records and staff interviews also indicated that IEP Teams consistently consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing for students identified with a disability on the autism spectrum, for students whose disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing. Information regarding the Team's consideration of these skills can be found in the Additional Information section of the IEP, as well as in the meeting summary notes provided to the parent at the conclusion of each meeting. When appropriate, the Team develops goals and provides services to address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that at the Team meeting, after the IEP has been fully developed, the Team determines the appropriate placement to deliver the services on the student's IEP. The decision regarding placement is based on the IEP, including the types of related services that are to be provided to the student, the types of settings in which those services are to be provided, the types of service providers, and the location at which the services are to be provided.  A review of student records and staff interviews also indicated that parents receive summary notes at the conclusion of the IEP Team meeting, which include a completed IEP service delivery grid describing the types and amounts of special education and related services proposed by the district and a statement of the major goal areas associated with these services. Immediately following the development of the IEP, the district provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice. |

| **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:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and staff interviews indicated that the Notice of Proposed School District Action (N1) sent to parents does not always contain all required elements. Specifically, the notices do not always contain a description of what actions the district proposes and why this action was proposed. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct training for all responsible staff to ensure that the N1 contains all required elements.  Develop an internal oversight and tracking system to ensure that the N1 contains all required elements. The oversight and tracking system should include periodic reviews by an administrator to ensure ongoing compliance.  Subsequent to the implementation of all corrective actions, conduct an internal review of a sample of student records across all levels to ensure that the N1 contains all required elements.  **\*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 student names and grade levels for the records reviewed; b) date of the review; and c) name of person(s) who conducted the review, with their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| **By November 3, 2017**, submit evidence of training and include the training materials, agenda, and signed attendance sheet with staff name, role, and signature.  **By November 3, 2017**, submit a description of the district’s internal oversight and tracking system.  **By February 9, 2018**, submit the results of an internal review of records across all levels 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. | | | |
| **Progress Report Due Date(s):** | | | |
| 11/03/2017 | 02/09/2018 |  |  |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district submitted its special education student 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 does not consistently translate all special education documents, such as IEPs, notices, and assessment summaries. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures to ensure that, when required, documents are translated into the primary language of the home. Provide training to responsible staff on these procedures.  For those students whose records were identified by the Department, translate all special education documents, such as IEPs, notices, and assessment summaries.  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 as documented on the Home Language Survey, the district translates all special education documents. The oversight system should include periodic reviews by an administrator to ensure ongoing compliance.  Subsequent to the implementation of all corrective actions, develop a report of the results of an internal review of student records to ensure that all special education documents are provided in both English and the primary language of the home when the parent has requested translation as documented on the Home Language Survey.  **\*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 student names and grade levels for the records reviewed; b) date of the review; and c) name of person(s) who conducted the review, with their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| **By November 3, 2017**, submit evidence of training and include the training materials, agenda, and signed attendance sheet with staff name, role, and signature.  **By November 3, 2017**, submit a description of the district’s internal oversight and tracking system.  **By February 9, 2018**, submit the results of an internal review of records across all levels 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. | | | |
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| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Classroom observations indicated that at South Middle School the LINKS program and resource rooms are no longer clustered in one section of the building and are now accessible to students without walking through other classrooms. Likewise, the Language Based Program is no longer in an isolated space behind the kitchen. All programs are now housed in classrooms amongst grade level peers, maximizing the inclusion of students into the life of the school. At East Middle School, speech and language services are now provided in centrally located offices that are accessible to students without walking through other instructional areas. |