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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Concord Carlisle Regional School District**  **MCR Onsite Date:** **12/13/2016**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |

| **SE Criterion # 2 - Required and optional assessments** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that the district does not consistently complete all required assessments. Specifically, the district does not always complete an educational assessment that includes a history of the student's educational progress in the general curriculum. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to appropriate staff to ensure that IEP Teams complete an educational assessment that includes a history of the student's educational progress in the general curriculum.  Develop an internal oversight and tracking system to ensure that an educational assessment that includes a history of the student's educational progress in the general curriculum is completed. The oversight and tracking system should include periodic reviews by an administrator of special education to ensure ongoing compliance.  For those student records identified by the Department, submit completed educational assessments that include a history of the students' educational progress in the general curriculum, along with documentation identified in the worksheet.  Subsequent to implementation of all corrective actions, conduct an internal review of records of recently evaluated students to ensure that an educational assessment, that includes a history of the student's educational progress in the general curriculum, is completed.  \*Please note when conducting internal monitoring, the school 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:** | | | |
| **By March 31, 2017**, submit evidence of training of appropriate staff and include the training materials, agenda, and signed attendance sheet with staff name, role, and signature.  **By March 31, 2017**, submit a description of the district's internal oversight and tracking system along with the name/role of the designated person responsible for oversight.  **By March 31, 2017**, for those student records identified by the Department, submit evidence of completed educational assessments that include a history of the students' educational progress in the general curriculum, along with documentation identified in the worksheet.  **By June 16, 2017**, submit the results of an internal review of 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. | | | |
| **Progress Report Due Date(s):** | | | |
| 03/31/2017 | 06/16/2017 |  |  |

| **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 indicated that when a student is suspected of having a specific learning disability (SLD), the district does not consistently complete all four components used to determine a specific learning disability: Historic Review and Educational Assessment  (SLD 1), Area of Concern and Evaluation Method (SLD 2), Exclusionary Factors (SLD 3), and Observation (SLD 4). Record review also demonstrated that IEP Teams do not create a written determination as to whether or not the student has a specific learning disability. | | | |
| **Department Order of Corrective Action:** | | | |
| Prior to corrective actions, please review the following implementation guidance; http://www.doe.mass.edu/sped/iep/sld/default.html.  Provide training to appropriate staff to ensure that IEP Teams complete all four components used to determine a specific learning disability and create a written determination as to whether or not the student has a specific learning disability.  Develop an internal oversight and tracking system to ensure that all required components of the specific learning disability determination process are completed. The oversight and tracking system should include periodic reviews by an administrator of special education to ensure ongoing compliance.  Subsequent to implementation of all corrective actions, conduct an internal review of records of recently evaluated students suspected of having a specific learning disability to ensure that all required components of the specific learning disability determination process are completed.  \*Please note when conducting internal monitoring, the school 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:** | | | |
| **By March 31, 2017**, submit evidence of training of appropriate staff and include the training materials, agenda, and signed attendance sheet with staff name, role, and signature.  **By March 31, 2017**, submit a description of the district's internal oversight and tracking system along with the name/role of the designated person responsible for oversight.  **By June 16, 2017**, submit the results of an internal review of 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. | | | |
| **Progress Report Due Date(s):** | | | |
| 03/31/2017 | 06/16/2017 |  |  |

| **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, documents, and staff interviews indicated that whenever an evaluation indicates that a student has a disability on the autism spectrum, IEP Teams consistently consider and specifically address the following: 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; and 7) other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development.  A review of student records, documents, and staff interviews also indicated that IEP Team chairpersons use a checklist with the seven considerations to guide the discussion during IEP development. Teams document this conversation in the Additional Information section of the IEP. When appropriate, goals and accommodations based upon identified areas of student need are included in the IEP. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that progress reports are provided at least as often as parents are informed of the progress of non-disabled students and consistently address student progress toward IEP goals.  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. |

| **SE Criterion # 14 - Review and revision of IEPs** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that 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 indicated that when the district and parent agree to make changes to a student's IEP, upon request, the parent(s) is provided with a revised copy of the IEP with the amendments incorporated.  A review of student records indicated that, at least annually, on or before the anniversary date of the IEP, the district does not consistently hold a meeting 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. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to appropriate staff to ensure that, at least annually, on or before the anniversary date of the IEP, the district holds a meeting 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.  Develop an internal oversight and tracking system to ensure that, at least annually, on or before the anniversary date of the IEP, the district holds a meeting 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 oversight and tracking system should include periodic reviews by an administrator of special education to ensure ongoing compliance.  Subsequent to implementation of all corrective actions, conduct an internal review of a sample of student records to ensure that, at least annually, on or before the anniversary date of the IEP, the district holds a meeting 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.  \*Please note when conducting internal monitoring, the school 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:** | | | |
| **By March 31, 2017**, submit evidence of training of appropriate staff and include the training materials, agenda, and signed attendance sheet with staff name, role, and signature.  **By March 31, 2017**, submit a description of the district's internal oversight and tracking system along with the name/role of the designated person responsible for oversight.  **By June 16, 2017**, submit the results of an internal review of 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. | | | |
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| 03/31/2017 | 06/16/2017 |  |  |

| **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 also 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. The district includes a personalized statement addressing these skills and proficiencies in the Additional Information section of the IEP. |

| **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 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. A review of student records and interviews demonstrated that Teams consistently ensure that students are educated in the school she or he would attend if the student did not require special education, unless otherwise required by the 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 type 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 interviews indicated that following the development of the IEP, the district provides a Team meeting summary and the proposed IEP and placement is sent within 10 days to the parents. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that when a student is removed from the general education classroom at any time, the Team consistently explains in the Nonparticipation Justification statement of the IEP why removal of a student from the general education classroom is critical to the student's program. The statement also includes the basis for the Team's conclusion that with the use of supplementary aids and services, instruction for the student could not be achieved satisfactorily in a less restrictive environment. |

| **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 indicate that although the district's Notice of Proposed School District Action (N1) summarizes the action proposed; an explanation of the reason why the district proposed or refused to take the action; other options considered and the reasons why those options were rejected; or other factors the district used as a basis for the proposed or refused action and recommended next steps, the district's N1 does not consistently provide a description of the evaluation procedures, test, and record or report used as the basis for the proposed action. | | | |
| **Department Order of Corrective Action:** | | | |
| Prior to corrective actions, please review the Department's example of an appropriately developed N1 form at http://www.doe.mass.edu/sped/advisories/01\_4sample.pdf.  Provide training to appropriate staff to ensure that the Notice of Proposed School District Action (N1) contains all required elements of the N1 form including a description of the evaluation procedures, test, and record or report used as the basis for the proposed action.  Develop an internal oversight and tracking system to ensure that the Notice of Proposed School District Action (N1) contains all required elements. The oversight and tracking system should include periodic reviews by an administrator of special education to ensure ongoing compliance.  Subsequent to implementation of all corrective actions, conduct an internal review of a sample of student records to ensure that the Notice of Proposed School District Action (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;  c) Name of person(s) who conducted the review, with their role(s) and signature(s). | | | |
| **Required Elements of Progress Reports:** | | | |
| **By March 31, 2017**, submit evidence of training of appropriate staff and include the training materials, agenda, and signed attendance sheet with staff name, role and signature.  **By March 31, 2017**, submit a description of the district's internal oversight and tracking system with periodic reviews, along with the name/role of the designated person responsible for oversight.  **By June 16, 2017**, submit the results of an internal review of 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. | | | |
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| 03/31/2017 | 06/16/2017 |  |  |

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

| **SE Criterion # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and interviews indicated that the district has an established parent advisory council for special education. Membership is offered to all parents of students with disabilities and other interested parties. The council's duties are clearly defined and the council has established by-laws regarding officers and operational procedures, meeting agendas, meeting minutes, and a meeting schedule. The council meets monthly in a community space (library, town hall). The council co-presidents meet monthly with the director of special education to discuss any concerns or upcoming workshops.  The school district conducts, in cooperation with the parent advisory council, at least one workshop annually on the rights of students and their parents and guardians under state and federal special education laws. |

| **SE Criterion # 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** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents indicated that the district's procedures for placing a student in an interim alternative educational setting addresses the authority of a hearing officer to order an alternative placement when there is evidence that the student is substantially likely to injure him/herself or others. |

| **SE Criterion # 55 - Special education facilities and classrooms** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Observations and staff interviews indicated that the Speech/Language services and the Pathways program at the high school have no identifying or stigmatizing signage.  However, observations and interviews indicated that special education classrooms are not all equal in all physical respects to average standards of general education facilities and classrooms. Specifically, at the high school, the Learning Center special education classrooms (Rooms 206 and 202) are located in a wing containing only special education instructional spaces (Learning Center and Pathways program) and are not fully integrated into the life of the school. | | | |
| **Department Order of Corrective Action:** | | | |
| While the Pathways program requires specialized facilities available only in its current location, develop a plan to relocate the Learning Center special education classrooms (Rooms 206 and 202) at the high school to maximize the inclusion of students into the life of the school. | | | |
| **Required Elements of Progress Reports:** | | | |
| **By March 31, 2017**, submit a proposed floor plan demonstrating the elimination of clustering of special education classrooms at the high school to maximize inclusion into the life of the school.  **By September 14, 2017**, a representative from the Department will conduct an on-site visit to verify the re-location of classrooms at Concord Carlisle Regional High School. | | | |
| **Progress Report Due Date(s):** | | | |
| 03/31/2017 | 09/14/2017 |  |  |