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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Framingham Public Schools**  **MCR Onsite Dates:** **05/21/2018 - 05/22/2018**  **Program Area: Special Education** |
|  |  | Jeffry C. Riley  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **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 staff interviews indicated that at least one year prior to the student reaching age 18, the district informs the student and the parent/guardian of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday. However, upon reaching the age of 18, the school district does not always obtain consent from the student to continue her or his special education program. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures to ensure that, upon reaching the age of 18, the school district obtains consent from the student to continue her or his special education program. Provide training to appropriate staff members on these procedures.  Develop an internal oversight and tracking system to ensure that consent is obtained when the student turns 18. The tracking system should include periodic reviews by an administrator to ensure continuing compliance.  Subsequent to implementation of all corrective actions, conduct an internal review of special education student records to ensure that, upon reaching the age of 18, the school district obtains consent from the student to continue IEP services. | | | |
| **Required Elements of Progress Reports:** | | | |
| **By October 26, 2018,** submit the procedures and evidence of training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature.  **By October 26, 2018,** provide a detailed description of the district's internal oversight and tracking system.  **By January 31, 2019,** 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 note that 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, their role(s) and signature(s).** | | | |
| **Progress Report Due Date(s):** | | | |
| 10/26/2018 | 01/31/2019 |  |  |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that within forty-five school working days after the receipt of a parent’s written consent to an initial evaluation or a re-evaluation, the district convenes the Team to determine eligibility and proposes an IEP and placement, or provides a written explanation of the finding of no eligibility. |

| **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 at all grade levels, including the high school level, progress reports are provided at least as often as parents are informed of the progress of non-disabled students and consistently address student progress towards annual 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:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews 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 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 staff interviews also indicated that the district and parent may agree to make changes to a student's IEP, documented in writing, without convening 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 a student is eligible for special education, IEP Teams develop the IEP and address 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 documents this consideration in the Team summary notes and in the Additional Information section of the student's IEP. Record review indicated that goals and services related to these skills are also included in the IEP when necessary. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** | | | |
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| **Rating:** | | | |
| Partially 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 district provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice; however, this does not always occur immediately following the development of the IEP. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures to ensure that, 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. Provide training to appropriate staff members on these procedures.  Develop an internal oversight and tracking system to ensure that the parent is provided with the proposed IEP and placement immediately following the development of the IEP. The tracking system should include periodic reviews by an administrator to ensure continuing compliance.  Subsequent to implementation of all corrective actions, conduct an internal review of special education student records to ensure that, 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. | | | |
| **Required Elements of Progress Reports:** | | | |
| **By October 26, 2018,** submit the procedures and evidence of training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature.  **By October 26, 2018,** provide a detailed description of the district's internal oversight and tracking system.  **By January 31, 2019,** 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 note that 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, their role(s) and signature(s).** | | | |
| **Progress Report Due Date(s):** | | | |
| 10/26/2018 | 01/31/2019 |  |  |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that Non-participation Justification statements in IEPs include why the removal of the student from the general education classroom is considered critical to the student's program and the basis for the IEP 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. |

| **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 Notices of School District Action (N1) include the following components: 1) a description of any other options that the agency considered and the reasons why those options were rejected; and 2) a description of each evaluation procedure, test, record or report the agency used as a basis for the proposed or refused action. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that when the participation or consent of the parent is required and the parent fails or refuses to participate, the district's attempts to secure the consent of the parent through a variety of methods, such as letters, telephone calls, and email, are consistently documented. |

| **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:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that the district consistently translates documents for families whose primary language is other than English. |

| **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 indicated that when eligible students are assigned to instructional groupings outside of the general education classroom, the group size does not exceed required ratios. Specifically, the following schools no longer have instructional groups that exceed the required staff to student ratios: 1) Cameron Middle School; 2) Framingham High School; 3) Fuller Middle School; and 4) Walsh Middle School. |

| **SE Criterion # 41 - Age span requirements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents indicated that the ages of the youngest and oldest student in any instructional grouping do not differ by more than 48 months. Specifically, Framingham High School no longer has instructional groupings with age spans greater than 48 months. |

| **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 student records and staff interviews indicated that when students are suspended for 10 days or more, the district completes a functional behavioral assessment or recommends behavioral intervention services and modifications to address the behavior so that it does not recur. In addition, staff interviews indicated that, if required, the district places a student in an interim alternative educational setting for 45 days only when the student’s behavior involves weapons, drugs, or the infliction of serious bodily injury. |

| **SE Criterion # 51 - Appropriate special education teacher licensure** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents indicated that individuals who design and/or provide direct special education services described in IEPs are appropriately licensed. |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that all special education and general education staff are trained on the following: 1) state and federal special education requirements and related local special education procedures; and 2) methods of collaboration to accommodate diverse learning styles of students in the general education classroom. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Observations indicated the following:  At the Barbieri Elementary School, speech and language services are provided in a dedicated instructional area that is accessible from a main hallway, eliminating confidentiality issues. In addition, students with hearing impairments attending Barbieri Elementary are assigned to classrooms with visual fire alarms.  There is no longer a cluster of special education classrooms at Fuller Middle School. Instead, special education classrooms at Fuller are amongst general education classrooms and maximize the inclusion of students into the life of the school.  Grade 9 students in the Phoenix Program at Framingham High School are no longer assigned to a room where cubicle dividers separate it from the supervised lunch for general education students assigned to in-school suspension, and now receive instruction in a room that is equal in all physical respects to the average standards of general education classrooms. |