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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Somerville Public Schools**  **MCR Onsite Date:** **05/29/2018**  **Program Area: Special Education** |
|  |  | Jeffery 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:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that, at least one year prior to the student reaching 18 years of age, the district consistently informs the student and parents of the transfer of educational decision-making rights from the parent/guardian to the student upon his or her 18th birthday. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that when required IEP Team members, including general education teachers, do not attend Team meetings, they are consistently excused in writing by the parent and district. These required Team members provide written input to the parent and the IEP Team for the development of the IEP prior to the meeting. |

| **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 progress reports are provided at least as often as parents are informed of the progress of non-disabled students. However, not all progress reports consistently address student progress towards IEP goals.  A review of student records and staff interviews also 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:** | | | |
| Review district procedures and provide training to appropriate staff to ensure progress reports include written information on the student's progress towards the annual goals in the IEP.  Develop an internal oversight and tracking system to ensure progress reports include written information on the student's progress towards the annual goals in the IEP. The tracking system should include periodic reviews by an administrator to ensure continuing compliance.  Subsequent to all corrective actions, conduct a review of a sample of student records across all levels to ensure that progress reports include written information on making progress towards reaching 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 October 26, 2018,** submit evidence of staff training, including name of presenter, agenda, training materials 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 25, 2019,** submit a report of the results of the internal review of student records. Indicate the number of student records reviewed; the number of student records in compliance; for all records not in compliance, please identify the root cause(s) of the noncompliance; and provide the actions taken to remedy the noncompliance. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/26/2018 | 01/25/2019 |  |  |

| **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 consistently 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 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. Record review indicated that IEP Teams document their considerations of the skills and proficiencies needed by students in the Notice of Proposed School District Action (N1) form, the Present Levels of Educational Performance (PLEP) B, and the Additional Information sections 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 that, following the IEP Team meeting, the district provides the parent with a meeting summary that includes a completed IEP service delivery grid and a statement of the major goal areas associated with these services. The district sends two (2) copies of the proposed IEP and proposed placement along with the required notice to parents within two calendar weeks. |

| **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 # 37 - Procedures for approved and unapproved out-of-district placements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that the district no longer delegates individual student program oversight to the out-of-district public day programs that the students attend. Individual student program oversight is now conducted by district staff. Additionally, a review of records demonstrated that monitoring plans are consistently documented in student records. |

| **SE Criterion # 41 - Age span requirements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that the ages of the youngest and oldest students in special education instructional groups in all schools, including the Next Wave High School, do not differ by more than 48 months. As a result, the district did not need to submit a written request for approval of a wider age range to the Department during the 2017-18 school year. |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that general education teachers and paraprofessionals are regularly trained on the following: 1) state and federal special education requirements and related local special education policies and procedures; 2) analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom of students with diverse learning styles; and  3) methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. In addition, the district's training for all locally hired and contracted transportation providers includes written information of the nature of student needs or problems prior to the transportation of the student. |

| **SE Criterion # 56 - Special education programs and services are evaluated** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that special education programs and services are regularly evaluated. |