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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Worcester Public Schools****MCR Onsite Dates:** **02/26/2018 - 02/28/2018****Program Area: Special Education** |
|   |  | Jeffrey C. RileyCommissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **SE Criterion # 2 - Required and optional assessments** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the district conducts all assessments consented to by the parent, specifically achievement, home, and psychological assessments. Record review also indicated that the district conducts all required assessments, including a history of the student's educational progress in the general curriculum and observations of the student in his/her classroom environment. |

| **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 and staff interviews indicated that for students on the autism spectrum, IEP Teams consider and specifically address the verbal and nonverbal communication needs of the student; the need to develop social interaction skills and proficiencies; the needs resulting from the student's unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development.IEP Teams use a checklist to guide the development of these required areas for students on the autism spectrum. Student record review demonstrated that Teams document their consideration of each area in the IEP, along with goals and accommodations for identified areas of student need. |

| **SE Criterion # 4 - Reports of assessment results** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that assessment summaries consistently include the procedures employed, the evaluator's diagnostic impressions of the student, a description of the student's needs in educationally relevant and common terms, and explicit means of meeting these needs. In addition, a review of student records indicated that the summaries of assessments are consistently available to the parent two days in advance of the Team discussion. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Student record review indicated that general education teachers are not consistently in attendance at Team meetings when their attendance is required, and do not consistently provide written input in advance of the Team meeting to the parent and IEP Team for development of the IEP. Also, the district is not documenting in writing a parent's agreement to excuse Team members that are invited to a Team meeting, but do not attend. |
| **Department Order of Corrective Action:** |
| Review those records in which a Team meeting was held since the start of the 2017-2018 school year and in which all required Team members were not in attendance and the excusal process was not documented. Analyze the information to determine the root cause(s) of the non-compliance. Based on the results of the analysis, describe the steps the district will take to correct the non-compliance and provide a timeline for the implementation of those corrections.Subsequent to all corrective actions, conduct a review of a sample of 25 student records from across all grade levels and schools ensuring that required Team members, including general education teachers, are in attendance and excusal procedures are followed if a Team member is unable to attend. \***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 the results of the root cause analysis that includes a description of the district's proposed corrective actions, the timeline for implementation, and the person(s) responsible.**By January 14, 2019**, submit the results of the internal review of student records and include the following:1. the number of records reviewed at each level (preschool, elementary, middle and high school);
2. the number found to be compliant;
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):** |
| 10/26/2018 | 01/14/2019 |  |  |

| **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 45 school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, IEP Teams consistently convene to determine whether the student is eligible for special education and provide to the parent either a proposed IEP and proposed placement or a written explanation of the finding of no eligibility. |

| **SE Criterion # 12 - Frequency of re-evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the district consistently conducts re-evaluations every three years. |

| **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 towards annual IEP goals. A review of student records also indicated that when a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the school 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. The IEP Team consistently reviews and revises the student's IEP to address any lack of expected progress towards the annual goals and in the general curriculum. A review of student records and staff interviews also indicated that if the district and parent agree to make changes to a student's IEP between annual meetings, the Team is reconvened to amend the IEP. Parents are advised that they may request a revised copy of the IEP with amendments incorporated. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Partially 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 do not consistently address all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Specifically, the service delivery grid does not identify the end date of the service unless the student receives extended year services. Also, in some instances, the Present Levels of Educational Performance A (PLEP A), for students with a disability that impacts their participation in the general curriculum, was left blank, and several IEPs included other student names.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 identified with a disability on the autism spectrum. However, IEP Teams do not consistently address those skills and proficiencies for students whose disability affects social skills development or when the student's disability makes him or her vulnerable to bullying, harassment or teasing.  |
| **Department Order of Corrective Action:** |
| Review the district’s procedures regarding the requirement to address all elements of the IEP. Train all appropriate personnel on: 1) identifying end dates on the service delivery grid; 2) completing PLEP A; 3) including correct personal student information; and 4) addressing the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing for students whose disability affects social skills development and when the student's disability makes him or her vulnerable to bullying, harassment or teasing. For those student records identified by the Department, reconvene the Team and update the IEP to ensure that all required and appropriate information is included. Develop an internal oversight and tracking system for ensuring that: 1) all elements of the IEP, including service delivery grids and PLEP A, are completed and contain the correct personal student information; and 2) Teams specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing.Subsequent to all corrective actions, conduct a review of a sample of 25 student records from across all grade levels and schools to ensure that all elements of the current IEP format are addressed, including service delivery grids, PLEP A, and bullying, and that IEPs contain correct personal student information. \***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 trainings (agenda, signed/dated attendance list with staff role and materials used).**By October 26, 2018**, for those students whose records were identified by the Department, submit: 1) the meeting invitation (N3); 2) Team attendance sheet (N3A); and 3) revised or amended IEP.**By October 26, 2018**, submit a description of the district's internal oversight and tracking system.**By January 14, 2019**, submit the results of the internal reviews of student records and include the following:1. the number of records reviewed at each level (preschool, elementary, middle and high school);
2. the number found to be compliant;
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):** |
| 10/26/2018 | 01/14/2019 |  |  |

| **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 indicated that the district does not consistently provide to the parent the proposed IEP and proposed placement along with the required notice within two calendar weeks when the parent receives a summary at the conclusion of the Team meeting. |
| **Department Order of Corrective Action:** |
| Develop procedures to ensure that the district provides to the parent the proposed IEP and proposed placement along with the required notice within two calendar weeks when the parent receives a summary at the conclusion of the Team meeting. Conduct training for Evaluation Team Coordinators on these procedures.Develop an internal oversight and tracking system for ensuring the proposed IEP and proposed placement, along with the required notice, are provided to the parent within two calendar weeks when the parent receives a summary at the conclusion of the Team meeting. The tracking system should include periodic reviews by an administrator to ensure ongoing compliance. Subsequent to implementation of all corrective actions, conduct a review of 25 student records across grade levels and schools for evidence that the district provided the parent the proposed IEP and proposed placement, along with the required notice, within two calendar weeks, when the parent receives a summary at the conclusion of the Team meeting. \***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 the procedures and evidence of training (agenda, signed/dated attendance list with staff role and materials used).**By October 26, 2018**, submit a description of the district's internal oversight and tracking system.**By January 14, 2019**, submit the results of the internal review of student records and include the following:1. the number of records reviewed at each level (preschool, elementary, middle and high school);
2. the number found to be compliant;
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 # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that when a student is removed from the general education classroom, IEP Teams consistently state why the removal is considered critical to the student's program and provide the basis for its 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 and staff interviews indicated that the district’s Notice of Proposed School District Action (N1) consistently provides a description of each evaluation procedure, test, record, or report the district used as a basis for the proposed or refused action and a description of any factors relevant to the district's proposal or refusal. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records indicated that when parents do not attend IEP Team meetings, the district does not document multiple attempts to obtain parents' participation. |
| **Department Order of Corrective Action:** |
| Review the district’s procedures for documenting multiple attempts to obtain parents' participation when they do not attend IEP Team meetings. Alternative methods may include, but are not limited to, video conferencing or telephone calls. Train appropriate personnel on these procedures. For those student records identified by the Department in which the parent/guardian was not able to attend the Team meeting and the district did not document multiple attempts to obtain the parent’s participation, reschedule the Team meetings to ensure that the parent/guardian either attends or is offered alternative means to participate.Develop an internal oversight and tracking system for ensuring that multiple attempts for parent participation are documented. The tracking system should include periodic reviews by an administrator to ensure ongoing compliance.Subsequent to all corrective actions, conduct a review of a sample of 25 student records from across all grade levels and schools for evidence that parents are in attendance at Team meetings. If the parent is unable to attend, the district documents multiple attempts to obtain the parent's participation in IEP Team meetings.\***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 training (agenda, signed/dated attendance list with staff role and materials used).**By October 26, 2018**, for those students whose records were identified by the Department, submit a copy of the Team Meeting Attendance Sheet (N3A) indicating that the parent attended the IEP meeting or evidence that alternative means for participation was offered and documented. **By October 26, 2018**, submit a description of the district's internal oversight and tracking system.**By January 14, 2019**, submit the results of the internal review of student records and include the following:1. the number of records reviewed at each level (preschool, elementary, middle and high school);
2. the number found to be compliant;
3. for any records not in compliance, determine the root cause; and
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| **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 parents who speak low incidence languages. Record review and interviews also indicated that individuals familiar with special education procedures, programs and services consistently provide interpretation at IEP Team meetings. New procedures are in place to ensure that families and friends are not relied upon to act as interpreters. |

| **SE Criterion # 34 - Continuum of alternative services and placements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that, at all grade levels, Teams may develop IEPs with counseling as a direct service for any student with social/emotional and behavioral needs, including students that are not placed in the Structured Therapeutic Education Program (STEP) program.  |

| **SE Criterion # 40 - Instructional grouping requirements for students aged five and older** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review indicated that the instructional groupings at Burncoat High School conform to instructional grouping requirements for eligible students receiving services outside of the general education classroom. |

| **SE Criterion # 41 - Age span requirements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review indicated that the age span of the youngest and oldest student at Burncoat High School, North High School, South High Community School, Worcester Technical High School and Claremont Academy do not differ by more than 48 months in the special education instructional groupings. |

| **SE Criterion # 45 - Procedures for suspension up to 10 days and after 10 days: General requirements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the written notice of procedural safeguards is provided to parents of high school students who are suspended 10 or more days. |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and staff interviews indicated that general education and special education teachers receive training regularly on the following: 1) state and federal special education regulations and related special education procedures; 2) analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom; and 3) methods of collaboration among teachers, paraprofessionals and instructional assistants to accommodate diverse learning styles of all students in the general education curriculum. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Classroom observations indicated that the special education facilities and classroom issues identified during the 2014-2015 CPR have been resolved at the following schools:Chandler Magnet Elementary School: The previously identified Academic Transition Program (ACT) classrooms, which were special education rooms clustered in the school’s C wing (rooms 120, 119, 118, 121A, 121B, 122A and 122B), are now used for district professional development. The ACT program was moved off site where it now operates as an Approved Day School. Doherty High School: A wall was constructed in room 209 which created two classroom spaces identified as A and B to eliminate auditory distractions and any confidentiality concerns. Currently, special education students receive services in both classroom spaces. Another wall was constructed in room 321 to create two classroom spaces identified as B and C. (Please note that at the time of the CPR, room 324 was incorrectly identified as the classroom in the finding. The classroom that was out of compliance was 321). Students now enter the suspension room through its own entrance. Also, computers are no longer repaired in the classroom where occupational therapy and speech therapy services are delivered (room 203) and, therefore, a safety hazard no longer exists for the students.  |