



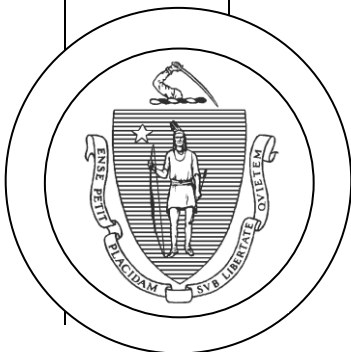
MASSACHUSETTS DEPARTMENT OF  
ELEMENTARY AND SECONDARY  
**EDUCATION**

**COORDINATED PROGRAM REVIEW  
MID-CYCLE REPORT**

**District: Lawrence Public Schools**

**MCR Onsite Dates: 05/17/2016 - 05/19/2016**

**Program Area: Special Education**



Mitchell D. Chester, Ed.D.  
Commissioner of Elementary and Secondary Education

**COORDINATED PROGRAM REVIEW  
MID-CYCLE REPORT**

**SE Criterion # 2 - Required and optional assessments**

**Rating:**

Implemented

**Basis for Findings:**

A review of records and staff interviews indicated that the district consistently provides all required assessments consented-to by the parent, including a history of the student's educational progress in the general curriculum, and a teacher assessment of the student's attention skills, participation behaviors, communication skills, memory and social relations with groups, peers and adults. The assessments are completed and documented in the student record.

**SE Criterion # 3 - Special requirements for determination of specific learning disability**

**Rating:**

Implemented

**Basis for Findings:**

A review of records and staff interviews indicated that when a student suspected of having a specific learning disability (SLD) is evaluated, the district consistently completes 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 consistently create a written determination as to whether or not the student has a specific learning disability, which is signed by all members of the Team.

### **SE Criterion # 3A - Special requirements for students on the autism spectrum**

**Rating:**

Implemented

**Basis for Findings:**

A review of records and staff interviews demonstrated that whenever an evaluation indicates that a student has a disability on the autism spectrum (ASD), IEP Teams consider and specifically address:

- 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.

The district utilizes a checklist for ensuring that all required areas are considered and any needs are addressed within the Student Strengths and Key Evaluation Results section of the IEP, and as accommodations and goals. The checklist is maintained in the student record.

### **SE Criterion # 6 - Determination of transition services**

**Rating:**

Partially Implemented

**Basis for Findings:**

A review of records and staff interviews indicated that beginning no later than when the student is 14 years old, the student is invited to and encouraged to attend part or all of the IEP Team meeting where transition services are discussed or proposed, and the IEP Team documents its discussion on the Transition Planning Form. However, record review and staff interviews indicated that IEP Teams do not consistently review and update transition plans for all secondary students annually.

**SE Criterion # 6 - Determination of transition services**

**Department Order of Corrective Action:**

Develop procedures for ensuring that IEP Teams review the Transition Planning Form annually and update information on the form and the IEP as needed. Please see [http://www.doe.mass.edu/sped/advisories/13\\_1ta.html](http://www.doe.mass.edu/sped/advisories/13_1ta.html) and <http://www.doe.mass.edu/sped/secondary-transition/default.html> for guidance on implementing these requirements. Provide training to Evaluation Team Facilitators at the secondary level on these procedures.

For those students whose records were identified by the Department, reconvene the Teams to review the Transition Planning Forms and update information on the form and the IEP.

Develop an internal oversight and tracking system to ensure that Transition Planning Forms are reviewed annually and information on the form and IEP is updated, as appropriate. The oversight system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.

Develop a report of the results of an internal review of student records for students at the secondary level, with IEP development subsequent to implementation of all corrective actions, to ensure that transition plans are reviewed annually and Transition Planning Forms and IEPs are updated as appropriate.

**\*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; c) Name of person(s) who conducted the review, their role(s) and signature(s).**

**Required Elements of Progress Reports:**

Submit the procedures and evidence of Evaluation Team Facilitator training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **November 14, 2016**.

For those student records identified by the Department, submit copies of the signed attendance sheet (N3A) from the reconvened Team meeting, the updated Transition Planning Form, and relevant pages from the IEP by **November 14, 2016**.

Submit a description of the district’s internal oversight and tracking system with periodic reviews, along with the name/role of the designated person by **November 14, 2016**.

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 submit the above information by **February 13, 2017**.

**Progress Report Due Date(s):**

11/14/2016	02/13/2017		
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## SE Criterion # 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority

### Rating:

Partially Implemented

### Basis for Findings:

A review of records and staff interviews indicated that although the student's choice to share decision-making with or delegate decision-making to his or her parent/guardian is documented in the student record upon reaching the age of majority, the district does not consistently inform the student and the parent at least one year prior to the student reaching age 18 of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday.

Record review also indicated that once the student has turned 18, the district does not consistently implement procedures to obtain the consent of the student with sole or shared decision-making rights to continue his or her special education program.

### Department Order of Corrective Action:

Revise the procedures for notifying students and their parents/guardians at least one year prior to the student reaching the age of 18 of the transfer of rights that will occur at the age of majority and obtaining the consent of the student with sole or shared decision-making rights to continue the special education program upon turning 18. Please see [http://www.doe.mass.edu/sped/advisories/11\\_1.html](http://www.doe.mass.edu/sped/advisories/11_1.html) for guidance on implementing these requirements. Provide training to Evaluation Team Facilitators at the secondary level on these procedures.

For those students whose records were identified by the Department, obtain the student's consent to continue his/her special education program.

Develop an internal oversight and tracking system to ensure that the district is following the requirements for the transfer of parental rights at the age of majority and student participation and consent at the age of majority. The oversight system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.

Develop a report of the results of an internal review of records of students who are 17 and students who have turned 18 subsequent to implementation of all corrective actions, to ensure that the district has informed students and their parent/guardians of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday and obtained the adult student's consent to continue the special education program.

**\*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 the student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and signature(s).**

### Required Elements of Progress Reports:

Submit the procedures and evidence of Evaluation Team Facilitator training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **November 14, 2016**.

For those student records identified by the Department, submit a copy of the Response Section of the IEP and the Placement Consent Form (PL 1) signed by the student. Submit this information by **November 14, 2016**.

**SE Criterion # 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority**

Submit a description of the district's internal oversight and tracking system with periodic reviews, along with the name/role of the designated person by **November 14, 2016**.

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 submit the above information by **February 13, 2017**.

**Progress Report Due Date(s):**

11/14/2016	02/13/2017		
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**SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent**

**Rating:**

Partially Implemented

**Basis for Findings:**

A review of records and staff interviews indicated that within forty-five (45) school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, the district does not consistently 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. In addition, record review indicated that the district does not consistently provide or arrange for the evaluation of the student within 30 school days.

Staff interviews indicate that the district has ended the practice of obtaining parental consent to assessments a year in advance of conducting the three-year re-evaluation.

**Department Order of Corrective Action:**

Review those records in which an initial evaluation or re-evaluation was conducted in the 2015-2016 school year and in which all assessments were not completed within 30 school days and the Team meeting to determine the student's eligibility and the provision of the proposed IEP and placement did not occur within 45 school working days. Analyze the information to determine the root cause(s) of the non-compliance. Based on this root cause analysis, indicate the specific corrective actions the district will take to remedy the non-compliance and a timeline for implementation of those corrective actions.

Develop a report of the results of an internal review of student records, in which initial evaluations or re-evaluations were conducted subsequent to implementation of all corrective actions, to ensure that students are assessed within 30 school days and eligibility determinations are conducted and provision of the proposed IEP and placement occurs within 45 school working days of receipt of written parental consent.

**\*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 the student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and signature(s).**

**Required Elements of Progress Reports:**

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 **November 14, 2016**.

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 submit the above information by **February 13, 2017**.

**Progress Report Due Date(s):**

11/14/2016	02/13/2017		
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**SE Criterion # 13 - Progress Reports and content**

**Rating:**

Partially Implemented

**Basis for Findings:**

A review of records and staff interviews indicated that progress reports are consistently provided to parents at least as often as parents are informed of the progress of non-disabled students. The district uses its online IEP development software to document when the progress reports are sent out. Record review also demonstrated that progress reports are dated and address all elements of student progress towards IEP goals. However, in the district's transition to an electronic record-keeping system, record review and staff interviews indicated that progress reports have not consistently been copied into students' electronic records.

Staff interviews indicated that special education teachers and related services providers have been provided with progress report models to ensure consistency, and Evaluation Team Facilitators work with these staff members on writing reports that include all required information. Interviews also indicated that Evaluation Team Facilitators oversee the development and scanning of progress reports, except at the School for Exceptional Studies (SES) where the literacy coach has oversight.

**Department Order of Corrective Action:**

Develop procedures to ensure that progress reports are maintained in the district's student record database, and disseminate the procedures to Evaluation Team Facilitators, the SES literacy coach, and special education clerks.

Develop an internal oversight and tracking system to ensure that all progress reports are maintained in the student record database. The oversight system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.

Develop a report of the results of an internal review of student records, with progress reporting occurring subsequent to implementation of all corrective actions, to ensure that progress reports are maintained in the student record database.

**\*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 the student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and signature(s).**

**Required Elements of Progress Reports:**

Submit the procedures and evidence of dissemination to relevant staff by **November 14, 2016**.

Submit a description of the district's internal oversight and tracking system with periodic reviews, along with the name/role of the person responsible by **November 14, 2016**.

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 submit the above information by **February 13, 2017**.

**Progress Report Due Date(s):**

11/14/2016

02/13/2017



**SE Criterion # 18A - IEP development and content**

**Rating:**

Implemented

**Basis for Findings:**

A review of records and staff interviews demonstrated 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 or 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. IEP Teams document their consideration in the Additional Information section of the IEP and in a district form that is completed by the Team and maintained in the student record.

A review of records indicated that Teams have ended the practice of including language that connects grade level promotion to attaining goals in the IEP.

**SE Criterion # 18B - Determination of placement; provision of IEP to parent**

**Rating:**

Partially Implemented

**Basis for Findings:**

A review of documents and staff interviews indicated that the district's School for Exceptional Studies (SES) therapeutic day program for high school students is a public day program approved by the Department. A review of records demonstrated that the Placement Consent Form (PL1) for students in the SES program designates an approved day program placement.

A review of records and staff interviews also indicated that the district has discontinued the practice of changing middle school student placements from partial inclusion or substantially separate to full inclusion for the High School Learning Center (HLC) without convening a Team meeting to develop the IEP and obtaining parent consent. When students do transition to this program directly from the eighth grade, the placement decision of full inclusion is made by the student's IEP Team and with the parent's consent prior to the student's placement.

A review of records and staff interviews 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. Records and interviews indicated that although the district consistently sends the proposed IEP and placement within two calendar weeks of the Team meeting, it does not provide the parent with two copies.

**Department Order of Corrective Action:**

Develop procedures for the provision of two copies of the proposed IEP and placement to the parent, and disseminate the procedures to Evaluation Team Facilitators and special education clerks responsible for the provision of IEPs to parents.

Develop an internal oversight and tracking system to ensure that parents are sent two copies of the proposed IEP and placement. The oversight system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.

**SE Criterion # 18B - Determination of placement; provision of IEP to parent**

Develop a report of the results of an internal review of student records, in which IEP development occurred subsequent to implementation of all corrective actions, to ensure that two copies of the proposed IEP and placement are sent to parents.

**\*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 the student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and signature(s).**

**Required Elements of Progress Reports:**

Submit the procedures and evidence of dissemination to relevant staff by **November 14, 2016.**

Submit a description of the district's internal oversight and tracking system with periodic reviews, along with the name/role of the person responsible by **November 14, 2016.**

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 submit the above information by **February 13, 2017.**

**Progress Report Due Date(s):**

11/14/2016	02/13/2017		
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**SE Criterion # 20 - Least restrictive program selected**

**Rating:**

Partially Implemented

**Basis for Findings:**

A review of records indicated that when students are removed from the general education classroom, IEP Teams do not always state why the removal is considered critical to the student's program and 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. See also SE 18B.

**Department Order of Corrective Action:**

Provide training to Evaluation Team Facilitators on developing complete Non-participation Justification statements that indicate why the removal is considered critical to the student's program and the basis for the 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.

Develop an internal oversight and tracking system to ensure that when students are removed from the general education classroom, IEP Teams state why the removal is considered critical to the student's program. The oversight system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.

Develop a report of the results of an internal review of student records, with IEP development subsequent to implementation of all corrective actions, to ensure appropriate completion of the Non-participation Justification statement.

**\*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 the student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and signature(s).**

**Required Elements of Progress Reports:**

Submit evidence of Evaluation Team Facilitator training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **November 14, 2016**.

Submit a description of the district's internal oversight and tracking system with periodic reviews, along with the name/role of the person responsible by **November 14, 2016**.

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 submit the above information by **February 13, 2017**.

**Progress Report Due Date(s):**

11/14/2016

02/13/2017

### SE Criterion # 21 - School day and school year requirements

**Rating:**

Implemented

**Basis for Findings:**

A review of records and staff interviews demonstrated that IEP Teams routinely consider the need for an extended school day or year and indicate on the IEP why the longer program is necessary to prevent substantial regression in a student's learning skills and/or substantial difficulty in relearning such skills if an extended program is not provided.

A review of documents and staff interviews indicated that the district provides extended school year programming tailored to meet the needs of students with disabilities and address continued development of academic, vocational, and life skills. In addition, special education teachers and paraprofessionals are provided for students on IEPs who enroll in general education summer school programs, such as Level Up for grades K-8 and high school credit recovery.

### SE Criterion # 22 - IEP implementation and availability

**Rating:**

Implemented

**Basis for Findings:**

A review of records, documents, and staff interviews demonstrated that the district consistently implements all mutually agreed upon special education services identified in the service delivery grid of the IEP. The district hired additional service providers for speech and language therapy and occupational therapy to address insufficient services at the high school. Additionally, a change in the enrollment policy for the High School Learning Center significantly reduced the number of special education students, thereby allowing the program to provide all related services and paraprofessional support required by students' IEPs.

In addition, a review of records, documents, and staff interviews indicated that when a hiring delay prevented some high school students from receiving all of the speech and language services required by their IEPs, parents were immediately notified and offered equal hours of compensatory services.

**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**

**Rating:**

Partially Implemented

**Basis for Findings:**

A review of records indicated that the Notice of Proposed School District Action (N1) does not consistently address all of the federally required elements on page 2 of the form. Specifically, the N1 does not always include a description of any other options the agency considered and the reasons why those options were rejected, and any other factors that were relevant to the agency's proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student.

**Department Order of Corrective Action:**

Provide training to Evaluation Team Facilitators on completing the N1 form and responding to all questions on page 2 of the form, including a description of any other options the agency considered and the reasons why those options were rejected, and any other factors that were relevant to the agency's proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student.

Develop an internal oversight and tracking system to ensure the proper completion of the N1 form. The oversight system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.

Develop a report of the results of an internal review of student records, for N1s completed subsequent to implementation of all corrective actions, to ensure the proper completion of the form.

**\*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 the student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and signature(s).**

**Required Elements of Progress Reports:**

Submit evidence of Evaluation Team Facilitator training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **November 14, 2016**.

Submit a description of the district's internal oversight and tracking system with periodic reviews, along with the name/role of the person responsible by **November 14, 2016**.

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 submit the above information by **February 13, 2017**.

**Progress Report Due Date(s):**

11/14/2016

02/13/2017

### SE Criterion # 25 - Parental consent

**Rating:**

Implemented

**Basis for Findings:**

A review of records and staff interviews indicated that the district consistently documents its efforts to obtain parental consent to implement the IEP by means of an online tracking system and staff assigned to monitor and document the receipt of parental consent. Special education clerks assigned to each Evaluation Team Facilitator send initial and follow-up notices to parents and submit copies to the district Special Education Office, where they are entered into the database. The Evaluation Team Facilitator or clerk follows up as needed with phone calls or sends additional notices through the mail.

### SE Criterion # 26 - Parent participation in meetings

**Rating:**

Partially Implemented

**Basis for Findings:**

A review of records and staff interviews indicated that the district uses multiple methods to ensure parent participation in IEP Team meetings. Evaluation Team Facilitators generate meeting invitations which are sent by the Team Facilitators, or their assigned special education clerks, approximately two weeks prior to the meeting date and followed up with phone calls to the parent. Parents who do not appear for a Team meeting are immediately contacted to reschedule, and teleconferencing is offered to parents who have difficulty getting to the school. However, record review indicated that the district does not consistently maintain the Team Meeting Invitation (N3) in students' electronic records.

The district provided its special education student roster as requested by the Department.

**Department Order of Corrective Action:**

Develop procedures to ensure that Team Meeting Invitation (N3) notices are maintained in the district's student record database, and disseminate the procedures to Evaluation Team Facilitators and special education clerks.

Develop an internal oversight and tracking system to ensure that N3s are maintained in the student record database. The oversight system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.

Develop a report of the results of an internal review of student records across grade levels, with IEP Team meetings held subsequent to implementation of all corrective actions, to determine whether the N3 notices has been included in the students' electronic records.

**\*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 the student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and signature(s).**

**SE Criterion # 26 - Parent participation in meetings**

**Required Elements of Progress Reports:**

Submit the procedures and evidence of dissemination of the procedures to relevant staff by **November 14, 2016**.

Submit a description of the district's internal oversight and tracking system with periodic reviews, along with the name/role of the designated person by **November 14, 2016**.

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 submit the above information by **February 13, 2017**.

**Progress Report Due Date(s):**

11/14/2016

02/13/2017

**SE Criterion # 32 - Parent advisory council for special education**

**Rating:**

Implemented

**Basis for Findings:**

A review of documents and interviews demonstrated that the district actively supports the special education parent advisory council (PAC). The district holds an annual workshop on the rights of students and their parents and guardians under state and federal special education laws, conducts ongoing outreach to parents with children in early intervention programs to encourage their involvement, and has assisted the PAC officers in the development of bylaws and operational procedures, as well as creating a calendar of events. In 2016, the district conducted parent focus groups to obtain input for the district's evaluation and strategic plans for special education programming and services.

### **SE Criterion # 34 - Continuum of alternative services and placements**

**Rating:**

Implemented

**Basis for Findings:**

A review of documents and staff interviews demonstrated that the district provides a variety of opportunities for special education students with vocational needs and interests to work in community businesses, organizations, and on the Lawrence High School (LHS) campus. Students are placed in locations that include New Balance, Lawrence General Hospital, a senior center, and an animal shelter, as well as at LHS' school store and in meal preparation, delivery, and sales. Vocational placements range from one to three hours daily, depending on the age of the student, and are documented in students' IEPs.

A review of documents and staff interviews demonstrated that the district provides a full spectrum of special education services and placements at the high school, including adequately staffing all programs with special education teachers, classroom aides, and related service providers. The needs of students with severe language-based disabilities are met through tailored goals provided in resource rooms and inclusion classrooms, one-to-one reading programs, and small group reading interventions, as well as intensive speech and language therapy.

### **SE Criterion # 35 - Assistive technology: specialized materials and equipment**

**Rating:**

Implemented

**Basis for Findings:**

A review of records and staff interviews demonstrated that IEP Teams consider the need for assistive technology for each student and, if the student requires assistive technology, describes the technology in the IEP. Examples of specialized materials and equipment documented in IEPs include audio-books, laptop computers, and calculators.

### **SE Criterion # 36 - IEP implementation, accountability and financial responsibility**

**Rating:**

Implemented

**Basis for Findings:**

See SE 22.



## SE Criterion # 40 - Instructional grouping requirements for students aged five and older

### Rating:

Partially Implemented

### Basis for Findings:

A review of documents and staff interviews indicated that the district has addressed the enrollment of the High School Learning Center (HLC) by significantly reducing the number of special education students assigned and converting the HLC to a full inclusion program. A review of documents also indicated that paraprofessionals at Guilmette Middle School are no longer shared between resource rooms and full inclusion classes, which caused resource room instructional groups to exceed the maximum number of students allowed for one teacher.

A review of documents and staff interviews indicated that the following instructional groups exceed the maximum number of students to staff ratio for students scheduled outside of the general education classroom 60% or less of their school programs:

School	Instructional Group	Student/Teacher/ Aide Ratio
Bruce School	Gr. 4 Resource Room Writing	12:1:0
	Gr. 5 Weekly ELA Resource	12:1:0
	Gr. 7 Resource Room Math	10:1:0
	Gr. 8 Resource Room Math	10:1:0
Frost Elementary School	Gr. 4 Resource Room Reading	9:1:0
Guilmette Elementary School	Gr. 4 Reading	15:1:1
	Gr. 4 Writing	15:1:1
Guilmette Middle School	Gr. 5 ELA	12:1:0
	Gr. 6 ELA	9:1:0
	Gr. 6 Math Resource Room	9:1:0
Leahy Elementary School	Gr. 2 Writing Resource Room	13:1:0
	Gr. 4 Writing Resource Room	12:1:0.5
South Lawrence East ES	Gr. 2 Resource Room Literacy	11:1:0
	Gr. 2 Resource Room Writing	17:1:0
	Gr. 3 Writing	15:1:0
	Gr. 3 Reading	13:1:0
	Gr. 3 Math	14:1:0
	Gr. 4 Math Group 2	14:1:0
	Gr. 4 Reading Group 2	14:1:0
	Gr. 4 Writing Group 1	14:1:0
	Gr. 5 Math 1	10:1:0
	Gr. 5 Reading	12:1:0
Tarbox School	Gr. 5 Science	9:1:0
	Gr. 5 ELA 2	12:1:0
	Gr. 4 Resource Room ELA 8:40-9:10	10:1:0
	Gr. 4 Resource Room ELA 9:10-9:40	10:1:0
Wetherbee School	Gr. 4 Math	9:1:0
	Gr. 7 Math Class	12:1:0
	Gr. 8 Math Class	15:1:0
Lawrence High School	9GA Period 1 English	10:1:0
	9GA Period 4 Resource Room Math	10:1:0
	HHS Gr. 10-11 Resource Room Math	10:1:0

**SE Criterion # 40 - Instructional grouping requirements for students aged five and older**

	HHS Gr. 11-12 Academic Reinforcement	10:1:0
	PFA Gr. 9-12 Resource Room Math Period 5	12:1:0
	PFA Gr. 10 Period 3 A-Day Resource Room English	11:1:0
	PFA Gr. 10-12 Period 4 B-Day Academic Reinforcement	12:1:0
	MST Gr. 10-12 RR Math Period 5	11:1:0
	MST Gr. 10-11 Period 4 B-Day Academic Reinforcement	11:1:0

In addition, the following instructional groups exceed the maximum number of students scheduled outside the general education classroom 60% or more of their school programs:

School	Instructional Group	Student/Teacher/Aide Ratio
Wetherbee School	Gr. 5-6 Academic LC (sub-sep)	13:1:1
School for Exceptional Studies	Gr. 9 Phys Education (sub-sep)	13:1:2

**Department Order of Corrective Action:**

Ensure that instructional groupings for the identified classrooms of students scheduled outside of the general education classroom for 60% or less of the students' school schedule do not exceed:

- a. 8 students with a certified special educator,
- b. 12 students if the certified special educator is assisted by 1 aide, and
- c. 16 students if the certified special educator is assisted by 2 aides.

Ensure that instructional groupings for the identified classrooms of students scheduled outside of the general education classroom more than 60% of the students' school schedule do not exceed:

- a. 8 students to 1 certified special educator, or
- b. 12 students to 1 certified special educator and 1 aide.

Develop an internal oversight and tracking system to ensure that the special education classrooms and programs are in compliance with instructional grouping requirements. The oversight system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.

**Required Elements of Progress Reports:**

Submit an updated *Special Education Instructional Grouping and Age Span* document, which can be found in the WBMS Document Library, for the identified classrooms by **November 14, 2016**.

Submit a description of the district's internal oversight and tracking system with periodic reviews, along with the name/role of the designated person by **November 14, 2016**.

**Progress Report Due Date(s):**

11/14/2016			
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**SE Criterion # 49 - Related services**

**Rating:**

Implemented

**Basis for Findings:**

See SE 22.

**SE Criterion # 55 - Special education facilities and classrooms**

**Rating:**

Implemented

**Basis for Findings:**

Onsite observations at the Guilmette Elementary and Middle Schools verified that special education facilities and classrooms are no longer identified by signs that stigmatize special education students; all instructional spaces for students with disabilities are now identified by room numbers.