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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Ipswich Public Schools**  **MCR Onsite Dates:** **11/03/2014**  **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** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records demonstrated that the district does not consistently provide all required assessments consented to by the parent, specifically 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. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct a root cause analysis to explain why consented-to assessments, specifically the history of a 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, are not routinely completed for initial evaluations and re-evaluations. Upon identification of the cause(s), please indicate the specific corrective actions the district will take.  Conduct assessments for individual students identified by the Department and reconvene Teams. Provide evidence of the outcomes of the reconvening of the Team.  Conduct an internal review of 10 student records from a cross-section of the district’s schools (elementary, middle, high school) of initial evaluations and re-evaluations conducted after all corrective actions have been implemented to ensure that all consented-to assessments have been completed.  **\*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, their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the results of the district's root cause analysis, including the corrective actions and the associated timelines and the person(s) responsible. This progress report is due **February 13, 2015.**  Submit a narrative description of the corrective actions taken for individual students identified by the Department. Please include a copy of the Team Meeting invitation to the parent. This progress report is due **February 13, 2015.**  Submit the results of the internal review of records. Indicate the number of student records reviewed and the number of student records in compliance; for all records not in compliance with this criterion, determine the root cause(s) of the noncompliance and provide the district's plan to remedy the non-compliance. This progress report is due **June 5, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 02/13/2015 | 06/05/2015 |  |  |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and interviews indicated that, for students on the autism spectrum, IEP Teams do not consistently consider and specifically address the verbal and nonverbal communication needs of the child; the need to develop social interaction skills and proficiencies; the needs resulting from the child'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 child's disability that impact progress in the general curriculum, including social and emotional development. | | | |
| **Department Order of Corrective Action:** | | | |
| Prior to developing the district’s corrective actions, review the Department’s guidance on IEP development for students identified with Autism Spectrum Disorder (ASD) at <http://www.doe.mass.edu/sped/advisories/07_1ta.html>.  Conduct training for all IEP Team chairpersons and other relevant special education staff members on the requirement that Teams consider and specifically address the seven areas of need in IEPs of students identified with ASD.  Reconvene the Team and revise the IEP to reflect the Team’s considerations for individual students identified by the Department. Provide evidence of the outcomes of the reconvening of the Team.  Develop an internal oversight system to ensure that IEPs of students with ASD are appropriately developed. The tracking system should include oversight and periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance.  Conduct an internal review of a minimum of 5 records from a cross-section of the district’s schools (elementary, middle, high school) for students with ASD whose IEPs were developed after all corrective actions have been implemented to ensure that IEP Teams have considered and specifically addressed all seven areas 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;**  **c) Name of person(s) who conducted the review, their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit evidence of staff training, including an agenda, training materials, and signed attendance sheets indicating name and role of staff. This progress report is due **February 13, 2015.**  Submit a narrative description of the corrective actions taken for individual students identified by the Department. Provide evidence of the outcomes of the reconvening of the Team, including a copy of the Team Meeting invitation to the parent. This progress report is due **February 13, 2015.**  Submit a description of the district’s internal oversight system with periodic reviews, along with the name/role of the person(s) responsible. This progress report is due **February 13, 2015.**  Submit the results of the internal review of records. Indicate the number of student records reviewed and the number of student records in compliance; for all records not in compliance with this criterion, determine the root cause(s) of the noncompliance and provide the district's plan to remedy the non-compliance. This progress report is due **June 5, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 02/13/2015 | 06/05/2015 |  |  |

| **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 interviews demonstrated that the district consistently notifies the student and parent of the transfer of educational decision-making rights one year prior to the student's 18th birthday. |

| **SE Criterion # 8 - IEP Team composition and attendance** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records demonstrated that when a required Team member is absent from the meeting, the district does not secure the parent’s agreement in writing to excuse the Team member before the meeting or obtain the Team member’s written input in advance of the meeting for the parent and IEP Team to use in developing the IEP. Record review also demonstrated that when the student is involved in a general education program, a general education teacher of the student is not always present at IEP Team meetings. | | | |
| **Department Order of Corrective Action:** | | | |
| Prior to developing the district’s corrective actions, review the Department’s guidance at <http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/iep_attendance.pdf> on the Team excusal process.  Conduct training for all IEP Team chairpersons and other relevant special education staff members on the excusal process of required Team members.  Develop an internal oversight system to ensure that the excusal process is being implemented. The internal oversight system should include periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance.  Conduct an internal review of 10 student records from a cross-section of the district’s schools (elementary, middle, high school) for students with IEP Team meetings convened after all corrective actions have been implemented to ensure that the excusal process is being implemented, as appropriate.  **\*Please note that when 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 record review; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature(s)** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit evidence of staff training, including an agenda, training materials, and signed attendance sheets indicating name and role of staff. This progress report is due **February 13, 2015.**  Submit a description of the district’s internal oversight system with periodic reviews, along with the name/role of the person(s) responsible. This progress report is due **February 13, 2015.**  Submit a report of the results of the internal review of records. Indicate the number of student records reviewed and the number of student records in compliance; for all records not in compliance with this criterion, determine the root cause(s) of the noncompliance and provide the district's plan to remedy the non-compliance. This progress report is due **June 5, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 02/13/2015 | 06/05/2015 |  |  |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that at least annually on or before the anniversary date of the IEP, Team meetings are consistently held to consider student progress and to review, revise, or develop a new IEP, or refer the student for a re-evaluation, as appropriate. |

| **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 demonstrated that while the district provides a Team summary following IEP development and two (2) copies of the proposed IEP and placement, the IEP is not sent to parents/guardians within 10 days. | | | |
| **Department Order of Corrective Action:** | | | |
| Prior to developing the district’s corrective actions, review the Department’s guidance on the immediate provision of proposed IEPs and placements to parents/guardians at <http://www.doe.mass.edu/news/news.aspx?id=3182>.  Review and revise the district’s process as appropriate to ensure that the district provides parents with the proposed IEP and proposed placement immediately following the development of the IEP.  Develop an internal review and tracking system to ensure that proposed IEPs and placements are sent to parents immediately. The tracking system should include periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance.    Conduct an internal review of 10 student records from a cross-section of the district’s schools (elementary, middle, high school) with IEP Team meetings convened after all corrective actions have been implemented to ensure that IEPs are sent to parents within 10 days.  **\*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, their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the district’s revised procedure to ensure the immediate provision of the proposed IEP and placement to parents. This progress report is due **February 13, 2015.**  Submit a description of the internal oversight and tracking system and identify the person(s) responsible for the oversight, including the date of the system's implementation. This progress report is due **February 13, 2015.**  Submit the results of the internal review of records. Indicate the number of student records reviewed and the number of student records in compliance; for all records not in compliance with this criterion, determine the root cause(s) of the noncompliance and provide the district's plan to remedy the non-compliance. This progress report is due **June 5, 2015**. | | | |
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| 02/13/2015 | 06/05/2015 |  |  |

| **SE Criterion # 20 - Least restrictive program selected** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that the Non-Participation Justification statement in  the IEP does not always indicate 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. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct training for all IEP Team chairpersons and other relevant special education staff members on the development of Non-Participation Justification statements that indicate why the removal of the student from the general education classroom is considered critical to the student's program.  Develop an internal oversight and monitoring system to ensure that Non-Participation  Justification statements appropriately indicate the Team’s reasons for the removal of the student from the general education classroom. The system should include oversight and periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance.    Conduct an internal review of 10 records from a cross-section of the district’s schools (elementary, middle, high school) with IEP development meetings convened after all corrective actions have been implemented to ensure that Non-participation Justification statements are appropriately developed.  **\*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 level for the record review; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit evidence of staff training, including an agenda, training materials, and signed attendance sheets indicating name and role of staff. This progress report is due **February 13, 2015.**  Submit a description of the internal oversight and monitoring system and identify the person(s) responsible for the oversight, including the date of the system's implementation. This progress report is due **February 13, 2015.**    Submit the results of the internal review of records. Indicate the number of student records reviewed and the number of student records in compliance; for all records not in compliance with this criterion, determine the root cause(s) of the noncompliance and provide the district's plan to remedy the non-compliance. This progress report is due **June 5, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 02/13/2015 | 06/05/2015 |  |  |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews demonstrated that the district consistently obtains parent/guardian consent prior to conducting assessments. |

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

| **SE Criterion # 44 - Procedure for recording suspensions** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews demonstrated that the district has a procedure to record the number and duration of suspensions from any part of the student's program, including suspensions from special transportation prescribed by the IEP and students are not suspended for longer durations of time than what is indicated in the district's management system. |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Staff interviews and a review of documents demonstrated that the Director of Special Education annually provides professional development activities on state and federal special education requirements and related local special education policies and procedures to district staff, thereby ensuring that all school personnel have engaged in the required professional development. |

| **SE Criterion # 55 - Special education facilities and classrooms** | | | |
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| **Rating:** | | | |
| Not Implemented | | | |
| **Basis for Findings:** | | | |
| Observations at Winthrop Elementary School determined that special education instruction and related service provision are delivered in one classroom with partitions separating classroom instruction and direct related services, creating auditory distractions. Observations at the Doyan Elementary School demonstrated that special education students must walk through a general education classroom to access the instructional space where their services are provided, which does not allow for confidentiality for these students. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct a root cause analysis to explain why special education students at the Winthrop and Doyan Elementary Schools are assigned to instructional spaces that are not at least equal in all physical respects to the average standards of general education facilities and classrooms. | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the results of the district's root cause analysis, including the corrective actions and the associated timelines. This progress report is due **February 13, 2015.**  A representative from the Department will conduct an on-site visit to verify the re-location or re-scheduling of services at each school no later than **March 23, 2015.** | | | |
| **Progress Report Due Date(s):** | | | |
| 02/13/2015 | 03/23/2015 |  |  |