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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Northampton-Smith Vocational Agricultural School District**  **MCR Onsite Date:** **01/14/2015**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Documents, student record review and interviews indicate that when a student has a disability on the autism spectrum, the IEP Team considers and specifically addresses the following: 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 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 education curriculum, including social and emotional development. |

| **SE Criterion # 8 - IEP Team composition and attendance** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Student record review and interviews indicate that when one purpose of the IEP Team meeting is to discuss transition services, a representative of a public agency who may be responsible for providing or paying for transition services is not invited to the Team meeting. | | | |
| **Department Order of Corrective Action:** | | | |
| The district must develop a procedure to ensure that when one purpose of the IEP Team meeting is to discuss transition services, a representative of a public agency who may be responsible for providing or paying for transition services is invited to the Team meeting. The procedure must include steps the district will take to obtain participation of these agencies if the representative does not attend the meeting. The district must train Team Chairpersons on this procedure.  The district must develop an internal oversight and tracking system to ensure that when the participation of a public agency is required, a representative of the agency is invited to the Team meeting. The tracking system should identify a person(s) responsible and include periodic reviews to ensure continued compliance.  The district must conduct a review of student records where the IEP Team discussed transition services for meetings held after all corrective actions were implemented, to ensure a public agency was invited, as appropriate.  \*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, with their role(s) and signature(s). | | | |
| **Required Elements of Progress Reports:** | | | |
| Provide a detailed description of the district's procedure and evidence (agenda, dated attendance sheet with staff signature and role, materials presented) that Team Chairpersons were trained by **May 27, 2015**.  Provide a description of the district's internal oversight and tracking system, along with the name and role of the person(s) responsible by **May 27, 2015.**  Submit the results of the review of student records. Report the number of records reviewed, the number of records in compliance and for any records not in compliance, determine the root cause of the non-compliance and provide a detailed description of the district's plan to remedy such remaining non-compliance by **December 7, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 05/27/2015 | 12/07/2015 |  |  |

| **SE Criterion # 13 - Progress Reports and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Student record review and interviews indicate parents do not consistently receive progress reports as often as parents are informed of the progress of non-disabled students, and the reports do not contain information on progress toward reaching the annual goals set in the IEP. | | | |
| **Department Order of Corrective Action:** | | | |
| The district must conduct a root cause analysis to determine the cause for the inconsistency in providing parents progress reports with the same frequency as parents receive reports on their non-disabled students and the lack of content focused on IEP goals. Based on the analysis, provide a description of the corrective action the district proposes to take and a timeline for implementation of those corrections.  The district must develop an internal oversight and tracking system to monitor the frequency and content of progress reports. The tracking system should identify a person(s) responsible and include periodic reviews to ensure continued compliance.    The district must conduct a review of five student records at each grade level (9-12) for first trimester progress reports after all corrective actions were implemented for evidence of the frequency and content of progress reports.  \*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 record review; b) Date of the review; c) Name of person(s) who conducted the review, with 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 action, the timeline for implementation and the person(s) responsible by **May 27, 2015.**  Provide a description of the district's internal oversight and tracking system to include the name/role of the person(s) responsible and periodic reviews by **May 27, 2015.**  Submit the results of the review of student records. Report the number of records reviewed, the number of records in compliance and for any records not in compliance, determine the root cause of that non-compliance and provide a detailed description of the district's plan to remedy the remaining non-compliance by **December 7, 2015.** | | | |
| **Progress Report Due Date(s):** | | | |
| 05/27/2015 | 12/07/2015 |  |  |

| **SE Criterion # 18A - IEP development and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Student record review and interviews indicate that when IEP Team meetings are rescheduled, the dates recorded on the IEP to reflect the proposed duration period of the IEP indicate the date when the original meeting was scheduled, and not the date of the Team meeting that actually occurred to develop and produce the IEP, resulting in the “back-dating” of IEPs. | | | |
| **Department Order of Corrective Action:** | | | |
| The district must provide training to Team Chairs on the appropriate procedures for recording IEP dates to ensure the duration period of the IEP corresponds to the date of the meeting that developed and produced the IEP to the end date of the proposed IEP.  The district must develop an internal oversight and tracking system to ensure accurate recording of the proposed duration period of an IEP. The tracking system should identify a person(s) responsible and periodic review by the designated person to ensure continued compliance.  The district must conduct a review of student records for IEP Team meetings that were held after all corrective actions were implemented for evidence of accurate recording of the proposed duration of 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, with their role(s) and signature(s). | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit evidence of staff training to include the agenda, dated attendance sheet with staff signature and role, materials presented by **May 27, 2015.**  Provide a description of the district's internal oversight and tracking system to include the name/role of the person(s) responsible and periodic reviews by **May 27, 2015**.  Submit the results of the review of student records. Report the number of records reviewed, the number of records in compliance and for any records not in compliance, determine the root cause of that non-compliance and provide a detailed description of the district's plan to remedy remaining non-compliance by **December 7, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 05/27/2015 | 12/07/2015 |  |  |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** | | | |
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| **Rating:** | | | |
| Not Implemented | | | |
| **Basis for Findings:** | | | |
| Student record review and interviews indicate that the district provides a “draft” version of the IEP to the parent, rather than providing a summary, at the conclusion of the Team meeting. An IEP presented at the conclusion of an IEP Team meeting is not considered a “draft” by ESE, but is considered the proposed IEP. The district may provide a summary at the conclusion of the Team, followed by the proposed IEP and proposed placement within 10 working days of the Team meeting, or alternatively, provide a proposed IEP and proposed placement within 3-5 days of the Team meeting. Additionally, immediately following the development of the IEP, the district does not provide the parent with two (2) copies of the proposed IEP and proposed placement. | | | |
| **Department Order of Corrective Action:** | | | |
| The district must submit a copy of a detailed set of procedures outlining the process from the development of the IEP to the delivery of the IEP to the parent.    Please see ***Memorandum on the Implementation of 603 CMR 28.05(7): Parent response to proposed IEP and proposed placement*** on the ESE website.    The procedure must also ensure that parents receive two (2) copies of the proposed IEP and proposed placement within required timelines. The district must train staff responsible for issuing the IEP on these procedures.    The district must develop an internal oversight and tracking system to ensure newly developed procedures are implemented. The tracking system should identify a person(s) responsible and periodic review by the designated person to ensure continued compliance.    The district must conduct a review of student records for IEP Team meetings that were held after all corrective actions were implemented for evidence of two copies of the IEP provided to parents within the required timelines.    \*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 record review; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s). | | | |
| **Required Elements of Progress Reports:** | | | |
| Provide a detailed description of the district's newly developed procedure and evidence of staff training to include the agenda, dated attendance sheet with staff signature and role, materials presented by **May 27, 2015.**    Provide a description of the district's internal oversight and tracking system, along with the name and role of the person responsible by **May 27, 2015.**    Submit the results of the review of student records. Report the number of records reviewed, the number of records in compliance and for any records not in compliance, determine the root cause of that non-compliance and provide a detailed description of the district's plan to remedy remaining non-compliance by **December 7, 2015.** | | | |
| **Progress Report Due Date(s):** | | | |
| 05/27/2015 | 12/7/2015 |  |  |

| **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:** |
| Student record review and interviews confirm that the district's Notice of School District Action (N1) contains a description of any other options that the Team considered and the reasons why those options were rejected. |

| **SE Criterion # 29 - Communications are in English and primary language of home** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Student record review and interviews indicate communications with parents are not consistently provided in both English and the primary language of the home if such primary language is other than English. Also, if the district provides notices orally or in some other mode of communication that is not written language, the district does not consistently maintain written documentation that it has provided such notice in an alternate manner, the content of the notice and of the steps taken to ensure that the parent understands the content of the notice. | | | |
| **Department Order of Corrective Action:** | | | |
| The district must develop procedures to identify those parent(s) whose primary language is other than English using the Home Language Survey, and identify the steps staff must take to ensure translators and translated documents are made available and documented in the record.  The district must provide training to Team Chairs on the procedures to ensure they are knowledgeable on what steps to take.  The district must develop an internal oversight and tracking system to ensure communications with parents are in English and the primary language of the home and are documented in the student record. The tracking system should identify a person(s) responsible and include periodic review to ensure continued compliance.  The district must conduct a review of student records where the primary language of the home is other than English and who had IEP Team meetings conducted after all corrective actions were implemented, for documentation of the use of translators and written communications in both English and the primary language of the home.  \*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 record review; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s). | | | |
| **Required Elements of Progress Reports:** | | | |
| Provide evidence of staff training to include the agenda, dated attendance sheet with staff signature and role, materials presented by **May 27, 2015.**  Provide a description of the district's internal oversight and tracking system to include the name/role of the person(s) responsible and periodic reviews by **May 27, 2015.**  Submit the results of the review of student records. Report the number of records reviewed, the number of records in compliance and for any records not in compliance, determine the root cause of that non-compliance and provide a detailed description of the district's plan to remedy remaining non-compliance by **December 7, 2015.** | | | |
| **Progress Report Due Date(s):** | | | |
| 05/27/2015 | 12/07/2015 |  |  |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district provided the student roster documentation required by the Department. |

| **SE Criterion # 32 - Parent advisory council for special education** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| The district conducts a workshop annually on the rights of students and their parents and guardians under the state and federal special education laws, but it has not yet established a district-wide parent advisory council on special education with updated by-laws regarding officers and operational procedures. The district has demonstrated ongoing efforts since the 2011-2012 CPR to establish a parent advisory council and has not applied for a waiver. | | | |
| **Department Order of Corrective Action:** | | | |
| The district must develop a plan to establish a district-wide parent advisory council, or apply for a Request for a Waiver for Alternative Compliance from the Department for the 2015-2016 school year. Please see Administrative Advisory SPED 2015-1:  Special Education Parent Advisory Councils, Acceptable Alternatives, and Use of Social Media <http://www.doe.mass.edu/sped/advisories/2015-1.html> | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit a description of the plan to establish a district-wide parent advisory council or intent to submit a Request for a Waiver for Alternative Compliance by **May 27, 2015.** | | | |
| **Progress Report Due Date(s):** | | | |
| 05/27/2015 |  |  |  |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Documents, observation and interviews confirm that the three special education classrooms at Smith Vocational and Agricultural High School, placed together in a small hallway that did not have any general education classrooms in its location, have been moved to other buildings. These classrooms are now located among general education classrooms which maximizes the inclusion of such students into the life of the school. |