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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **East Longmeadow Public Schools**  **MCR Onsite Dates:** **12/13/2016 - 12/14/2016**  **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** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and interviews indicated that the district consistently completes educational assessments, including a history of the student's educational progress in the general curriculum. Record review confirmed that assessments are included in the student record. |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review, document review and interviews indicated that whenever an evaluation indicates that a student has a disability on the autism spectrum, the IEP Team considers and specifically addresses the following: 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. |

| **SE Criterion # 6 - Determination of transition services** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and interviews indicated that the district annually reviews and updates the Transition Planning Form for all students ages 14 through 22. |

| **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:** |
| Record review and interviews indicated that when the student reaches the age of 18, the district implements procedures to obtain consent from the student to continue his or her special education program. Interviews also indicated that when the student reaches the age of 18, the parent continues to receive written notices. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and interviews indicated that the district ensures that a proposed IEP or a written finding of no eligibility is provided within 45 school working days after receipt of the parent's written consent to an initial evaluation or re-evaluation. |

| **SE Criterion # 11 - School district response to parental request for independent educational evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and interviews indicated that the district has a process for responding to a parent request for an independent educational evaluation and the document the district uses to inform parents of the process contains all required elements. |

| **SE Criterion # 12 - Frequency of re-evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and interviews indicated that the district consistently conducts re-evaluations every three years, unless the parent and district agree that it is unnecessary. |

| **SE Criterion # 13 - Progress Reports and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Record review and interviews indicated that progress reports are provided at least as often as parents are informed of the progress of non-disabled students; however, record review also indicated that progress report information sent to parents does not always include information on the progress towards each of the student's annual goals in the IEP.  Where a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the district provides the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide staff training on the procedures for providing progress reports that address all annual goals in the IEP.  Develop an internal oversight and tracking system to monitor the content of progress reports. The tracking system should include periodic reviews by an administrator to ensure continuing compliance.  Conduct a review of a sample of student records across all grade levels and schools, after all corrective actions are completed, to determine if progress reports address all goals in the IEP.  **\* Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) list of student names and grade levels for the records reviewed; b) date of the review;**  **c) name of person(s) who conducted the review with their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Provide evidence of training (agenda, attendance sheet with staff name, role and signature, and materials used) by **May 8, 2017**.  Provide a description of the district's internal oversight and tracking system, including the name and role of the person designated for oversight by **May 8, 2017**.  Submit the results of the internal reviews 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 **October 27, 2017**. | | | |
| **Progress Report Due Date(s):** | | | |
| **05/08/2017** | **10/27/2017** |  |  |

| **SE Criterion # 14 - Review and revision of IEPs** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Record review and interviews indicated that the district does not consistently hold a Team meeting 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, on or before the anniversary date of the IEP.  Record review and interviews also indicated that between annual IEP meetings, when the district and parent agree to make changes to a student's IEP, the district documents the changes in writing on an amendment, and upon request, the parent is provided with a revised copy of the IEP with the amendments incorporated. | | | |
| **Department Order of Corrective Action:** | | | |
| Review those records in which the annual review IEP Team meeting was due since the beginning of the 2016-2017 school year, but was not conducted on or before the anniversary date of the IEP. 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.  Conduct a review of a sample of student records across all grade levels and schools, after all corrective actions are completed, to determine whether the Team meeting is held on or before the anniversary date 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 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 **May 8, 2017.**  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 **October 27, 2017**. | | | |
| **Progress Report Due Date(s):** | | | |
| **05/08/2017** | **10/27/2017** |  |  |

| **SE Criterion # 18A - IEP development and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Record review and interviews indicated that upon determining that a student is eligible for special education, IEP Teams develop the IEP, addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Interviews indicated that the IEP is not changed outside of the Team meeting.    Record review indicated that IEP Teams do not always 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. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures to ensure that IEP Teams consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing when a student is identified with a disability on the autism spectrum. Provide staff training on these procedures. Please review the Department's guidance at <http://www.doe.mass.edu/sped/advisories/11_2ta.html> and <http://www.doe.mass.edu/bullying/considerations-bully.html>.    Develop an internal oversight and tracking system for ensuring that IEP Teams consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. The tracking system should include periodic reviews by an administrator to ensure continuing compliance.    For those students whose records were identified by the Department, reconvene the IEP Teams for development of bullying, harassment and teasing proficiencies, skills and supports.  Conduct a review of a sample of student records across all grade levels and schools, after all corrective actions are completed, for those students identified with a disability on the autism spectrum to ensure that IEP Teams consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing.  **\* 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 the procedures and evidence of training (agenda, attendance sheet with staff name, role and signature, and materials used) by **May 8, 2017**.  Provide a description of the district's internal oversight and tracking system, including the name and role of the person designated for oversight by **May 8, 2017**.    For those student records identified by the Department, submit a copy of the IEP and the Team Meeting Attendance Sheet (N3A) indicating that the IEP Teams have reconvened. Submit this information by **May 8, 2017**.  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 **October 27, 2017**. | | | |
| **Progress Report Due Date(s):** | | | |
| **05/08/2017** | **10/27/2017** |  |  |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Record review and interviews indicated that IEP Teams develop the IEP prior to determining the appropriate placement to deliver the student's identified services and accommodations. Record review and staff interviews demonstrated that Teams consistently ensure that students are educated in the school she or he would attend if the student did not require special education, unless otherwise required by the IEP. Record review also demonstrated that placements are based on the IEP, including the types of related services, types of settings, types of service providers and location where services are to be provided.  Record review and interviews indicated that the district provides parents with two copies of the proposed IEP and proposed placement along with the required notice, but not within two calendar weeks of the Team meeting when summary notes are provided. Record review also indicated that summary notes that parents receive at the conclusion of the IEP Team meeting do not contain an IEP service delivery grid describing the types and amounts of special education services proposed by the district and a statement of the major goal areas associated with these services. | | | |
| **Department Order of Corrective Action:** | | | |
| Review those records from Team meetings since the beginning of the 2016-2017 school year where IEPs and proposed placements were not sent out within two calendar weeks of the Team meeting and summary notes were provided. 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.  Provide staff training on completing Team meeting summary notes.  Conduct a review of a sample of student records across all grade levels and schools, after all corrective actions are completed, to ensure that timelines for issuing the proposed IEP and proposed placement are being met, and that the Team summary notes contain an IEP service delivery grid and the major goal areas.  **\* 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 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 **May 8, 2017**.  Provide evidence of training (agenda, attendance sheet with staff name, role and signature, and materials used) by **May 8, 2017**.  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 **October 27, 2017**. | | | |
| **Progress Report Due Date(s):** | | | |
| **05/08/2017** | **10/27/2017** |  |  |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and interviews indicated that the Non-participation Justification statement in the IEP consistently states why the removal of a student from the general education classroom 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. |

| **SE Criterion # 22 - IEP implementation and availability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and interviews indicated that at the beginning of the school year the district has an IEP in effect for each eligible student within its jurisdiction, including students ages 18 through 22. |

| **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:** |
| Record review and interviews indicated that the district's Notice of Proposed School District Action consistently includes: a) a description of the action proposed or refused by the agency; b) an explanation of why the district proposed or refused to take action; c) a description of any other options the district considered and the reasons why those options were rejected; d) a description of each evaluation procedure, test, record, or report the district used as a basis for the proposed action; and e) a description of any other relevant factors. |

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

| **SE Criterion # 36 - IEP implementation, accountability and financial responsibility** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| See SE 14. | | | |
| **Department Order of Corrective Action:** | | | |
| See SE 14. | | | |
| **Required Elements of Progress Reports:** | | | |
| See SE 14. | | | |
| **Progress Report Due Date(s):** | | | |
| **05/08/2017** | **10/27/2017** |  |  |

| **SE Criterion # 37 - Procedures for approved and unapproved out-of-district placements** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| See SE 14. | | | |
| **Department Order of Corrective Action:** | | | |
| See SE 14. | | | |
| **Required Elements of Progress Reports:** | | | |
| See SE 14. | | | |
| **Progress Report Due Date(s):** | | | |
| **05/08/2017** | **10/27/2017** |  |  |

| **SE Criterion # 39A - Procedures used to provide services to eligible students enrolled in private schools at private expense whose parents reside in the district** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review indicated that district procedures address all required areas, including the location of service provision when funded by state or local funds, or when using only federal funds; the requirement to ensure an expedited special education evaluation, which is limited to a student's physician statement unless there is a clear indication of the need, or unless the parents request an additional evaluation. In addition, procedures include the provision of services to eligible students whose parents reside in the district within 15 calendar days of the district's receipt of a physician statement. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Interviews and observations indicated that spaces assigned to special education students maximize the inclusion of such students into the life of East Longmeadow High School, Birchland Park Middle School and Mountain View School.  East Longmeadow High School: Special education students in the autism program were isolated from their peers. Their classroom, room B2, was across from the cafeteria and surrounded by the auditorium and gym. A general education classroom is now located next door in room B1, and the students are no longer isolated from their peers.  Birchland Park Middle School: Special education students in the ASD and LC programs were clustered in rooms 107, 108, and 109, and isolated from their peers in a hallway across from the gym and boiler room. Room 107 remains a special education classroom and rooms 108 and 109 now are general education classrooms. The special education programs formerly in rooms 108 and109 were placed amid general education classrooms. The students are no longer isolated from their peers.  Mountain View School: Students with IEPs in the Transition II (room 33) and ASD (room 31) programs were separated from their peers in an area of the school that housed the gym, an art/music room, and a room sometimes used for the gifted and talented program. The programs remain in rooms 31 and 33, and a general education classroom was added to the hall. The students are no longer isolated from their peers. |