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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **North Andover Public Schools**  **MCR Onsite Dates:** **05/22/2017 - 05/23/2017**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 6 - Determination of transition services** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that IEP Teams consistently determine whether students approaching graduation are likely to require continuing services from adult human service agencies. Specifically, the Additional Information section of the IEP consistently indicates whether or not a Chapter 688 referral is recommended. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that a general education teacher is consistently present at IEP Team meetings when a student is involved in a general education program. In addition, when a member of the Team does not attend an IEP Team meeting, the district follows appropriate excusal procedures, which include: a) the district and the parent agreeing, in writing, that the attendance of the Team member is not necessary because the member´s area of the curriculum or related services is not being modified or discussed; or  b) the district and the parent agreeing, in writing, to excuse a required Team member´s participation and the excused member provides written input into the development of the IEP to the parent and the IEP Team prior to the meeting. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that within 45 school working days after receiving the parent's written consent for an initial evaluation or re-evaluation, the district consistently determines whether the student is eligible for special education and provides the parent with either a proposed IEP and placement or a written explanation of the finding of no eligibility. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that the district consistently provides parents with written reports on the student's progress towards reaching the goals set in the IEP at least as often as parents are informed of the progress of non-disabled students. Additionally, where a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the school district provides the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that at least annually, on or before the anniversary date of the IEP, a Team meeting is held to consider the student's progress and to review, revise or develop a new IEP, or refer the student for a re-evaluation, as appropriate. Additionally, staff interviews indicated that IEP Teams consistently review and revise IEPs to address any lack of expected progress towards the annual goals and in the general curriculum.  A review of student records and staff interviews also indicated that between annual IEP meetings the district and parent may agree to make changes to a student's IEP, documented in writing, without convening a meeting of the Team. A copy of the revised IEP with the amendments incorporated is provided to parents upon request. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that upon determining that the student is eligible for special education, the Team, including the parent(s), develops an IEP at the Team meeting using the current format provided by the Department of Elementary and Secondary Education. A review of records and staff interviews also indicated that the school district ensures that the IEP will not be changed outside of the Team meeting.  A review of student records indicated that whenever the IEP Team evaluation indicates that a student's disability affects social skills development, when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, or if a student is identified as having autism, the IEP addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff 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.  Immediately following the development of the IEP, the district provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice. |

| **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 Team does not consistently state why removal from the general education classroom at any time is considered critical to the student's program and the basis for its conclusion that education in the least restrictive environment, with the use of supplementary aides and services, could not be achieved satisfactorily. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to special education teachers, Team chairs, and any other relevant staff on providing justification for why removal from the general education classroom is critical to the student's program.  Develop and implement an internal oversight and tracking system to ensure that the IEP Team consistently provides justification for why removal from the general education classroom is considered critical to the student's program. The oversight system should include periodic reviews by an administrator to ensure continuing compliance.  Subsequent to implementation of all corrective actions, conduct an internal review of a sample of student records where the IEP indicates the student is removed from the general education classroom to ensure that the Team consistently provides justification for why the removal from the general education classroom is considered critical to the student's 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; and c) name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| **By November 3, 2017**, submit evidence of training and include the training agenda, training materials, and signed attendance sheet with staff name, role, and signatures.  **By November 3, 2017**, submit a description of the district's internal oversight and tracking system.  **By February 9, 2018**, submit the results of an internal review of records and include the following: 1) the number of records reviewed; 2) the number of records in compliance; and  3) for any records not in compliance, determine the root cause for the noncompliance and any specific corrective actions taken to remedy each instance of noncompliance. | | | |
| **Progress Report Due Date(s):** | | | |
| 11/03/2017 | 02/09/2018 |  |  |

| **SE Criterion # 22 - IEP implementation and availability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that students receive all required related services, including speech and language services, physical therapy and occupational therapy, without delay at the beginning of the school year. |

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

| **SE Criterion # 29 - Communications are in English and primary language of home** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that the district consistently sends written communications, including Team Meeting Invitation (N3) forms and special education progress reports, to parents in both English and the primary language of the home. |

| **SE Criterion # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff and parent interviews indicated that the parent advisory council (PAC) participates in the planning, development, and evaluation of the district's special education programs. |

| **SE Criterion # 54 - Professional development** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of documents and staff interviews indicated that the district consistently trains all staff on the following: 1) local special education policies and procedures; 2) analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom of students with diverse learning styles; and  3) methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom.  A review of documents and staff interviews, however, indicated that the district does not consistently train all staff on state and federal special education regulations. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to all regular and special education staff on state and federal special education regulations. | | | |
| **Required Elements of Progress Reports:** | | | |
| **By November 3, 2017**, submit evidence of training and include the training agenda, training materials, and signed attendance sheet with staff name, role, and signatures. | | | |
| **Progress Report Due Date:** | | | |
| 11/03/2017 |  |  |  |

| **SE Criterion # 55 - Special education facilities and classrooms** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| An observation at North Andover High School indicated that there is a designated space for physical therapy that allows for confidentiality. At the Sargent Elementary School, observations indicated that all special education classrooms are located in spaces throughout the building that are immersed into the life of the school. Observations at the Sargent Elementary School also indicated that special education resource room services and English Learner (EL) instruction are provided in separate spaces that allow for confidentiality and minimize auditory distractions. At Kittredge Elementary School, physical and occupational therapy services are conducted in locations that provide for confidentiality and minimize auditory distractions. All special education classrooms at the Kittredge Elementary School are in private locations that allow for confidentiality, yet are also immersed into the life of the school.  An observation at Kittredge Elementary School, however, indicated that speech and language services are provided to students in a room that is only accessible by walking through the school's therapeutic classroom, compromising confidentiality. | | | |
| **Department Order of Corrective Action:** | | | |
| Relocate speech and language therapy services at the Kittredge Elementary School to a location that allows for confidentiality. | | | |
| **Required Elements of Progress Reports:** | | | |
| **By November 3, 2017**, provide a floor plan indicating the location of the speech and language therapy services at the Kittredge Elementary School. The Department of Elementary and Secondary Education will conduct an onsite observation to confirm the space allows for confidentiality. | | | |
| **Progress Report Due Date:** | | | |
| 11/03/2017 |  |  |  |