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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Northampton Public Schools**  **MCR Onsite Dates:** **04/11/2018 - 04/12/2018**  **Program Area: Special Education** |
|  |  | Jeffrey C. Riley  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 6 - Determination of transition services** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that the Team discusses the student’s transition needs annually, beginning no later than when the student is 14 years old, and documents its discussion on the Transition Planning Form (TPF). However, record review also indicated that appropriate measurable postsecondary goals are not always included in the TPF or IEP. | | | |
| **Department Order of Corrective Action:** | | | |
| Review guidance for developing the Transition Planning Form at <http://www.doe.mass.edu/sped/advisories/13_1ta.html> and <http://www.doe.mass.edu/sped/secondary-transition/default.html>.  Review district procedures and provide training to appropriate staff to ensure that the TPF and IEP include appropriate measurable postsecondary goal(s).  For those students identified by the Department, reconvene the IEP Teams to update the TPF and IEP with appropriate measurable postsecondary goal(s).  Develop an internal oversight and tracking system to ensure that IEP Teams include appropriate measurable postsecondary goal(s) in the TPF and IEP.  Subsequent to corrective actions, conduct a review of a sample of high school student records to ensure that IEP Teams include appropriate measurable postsecondary goal(s) in the Transition Planning Form and 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; and c) name of person(s) who conducted the review with their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| **By October 12, 2018,** submit evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature.    **By October 12, 2018**, for those students identified by the Department, submit copies of the signed attendance sheet (N3A) from the reconvened Team meeting and copies of the updated Transition Planning Form and IEP.  **By October 12, 2018**, provide a detailed description of the district’s internal oversight and  tracking system. The tracking system should include periodic reviews by an administrator to ensure continuing compliance.  **By January 18, 2019**, submit the results of the internal record review. Indicate the number of records reviewed; the number found to be compliant; an explanation of the root cause(s) for any continued non-compliance; and a description of additional corrective actions taken by the district to address any identified non-compliance. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/12/2018 | 01/18/2019 |  |  |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records 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. | | | |
| **Department Order of Corrective Action:** | | | |
| Review district procedures and provide training to appropriate staff to ensure that the IEP Team determines eligibility within 45 school working days after receipt of parent’s consent to evaluate.  Develop an internal oversight and tracking system to ensure that special education eligibility is determined by the IEP Team within 45 school working days of receipt of consent to evaluate.  Subsequent to corrective actions, conduct a review of a sample of student records across all grade levels for which an initial evaluation or re-evaluation was conducted. Review records to ensure that the Team meeting to determine the student’s eligibility and the provision of the proposed IEP and placement occurred within 45 school working days of receipt of the parent’s written consent to an evaluation.  **\*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; and c) name of person(s) who conducted the review, their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| **By October 12, 2018,** submit evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature.  **By October 12, 2018**, provide a detailed description of the district’s internal oversight and  tracking system. The tracking system should include periodic reviews by an administrator to ensure continuing compliance.  **By January 18, 2019**, submit the results of the internal record review. Indicate the number of records reviewed; the number found to be compliant; an explanation of the root cause(s) for any continued non-compliance; and a description of additional corrective actions taken by the district to address any identified non-compliance. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/12/2018 | 01/18/2019 |  |  |

| **SE Criterion # 13 - Progress Reports and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records 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 written information on the student’s progress towards the annual goals in the IEP.  A review of student records and staff interviews indicated that students whose eligibility terminated because the student graduated or exceeded the age of eligibility are provided with a summary of 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:** | | | |
| Review district procedures and provide training to appropriate staff to ensure progress reports include written information on the student’s progress towards the annual goals in the IEP.  Develop an internal oversight and tracking system to ensure progress reports include written information on the student’s progress towards the annual goals in the IEP. The tracking system should include periodic reviews by an administrator to ensure continuing compliance.  Subsequent to all corrective actions, conduct a review of a sample of student records across all levels to ensure that progress reports include written information on making progress towards reaching the annual 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; and c) name of person(s) who conducted the review, with their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| **By October 12, 2018,** submit evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature.    **By October 12, 2018,** provide a detailed description of the district's internal oversight and tracking system.  **By January 18, 2019,** submit a report of the results of the internal review of student records. Indicate the number of student records reviewed; the number of student records in compliance; for all records not in compliance, please identify the root cause(s) of the noncompliance; and provide the actions taken to remedy the noncompliance. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/12/2018 | 01/18/2019 |  |  |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records 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. Staff interviews indicated that IEP Teams consistently review and revise IEPs to address any lack of expected student progress towards the annual goals and in the general curriculum.  A review of student records and staff interviews indicated that, between annual IEP meetings, the district and parent may agree to make changes to a student's IEP, which is documented in writing, without convening a meeting of the Team. Upon request, the parent is provided with a complete revised copy of the IEP with amendments incorporated. |

| **SE Criterion # 18A - IEP development and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that when a student is determined to be eligible for special education, the Team, including the parents, develops an IEP during the Team meeting and ensures that the IEP will not be changed outside of the Team meeting. However, record review also indicated that Teams do not always address all elements of the IEP. Specifically, IEP Teams do not consistently complete the Present Levels of Educational Performance (PLEP) A to provide information on specially designed instruction and accommodations for student access in the general curriculum.  A review of student records indicated 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, 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 considerations of the skills and proficiencies needed by students in the Student Strengths and Weaknesses, Goals, and Additional Information sections of the IEP. | | | |
| **Department Order of Corrective Action:** | | | |
| Review district procedures and provide training to Team chairs to ensure that all elements of the IEP are completed, specifically PLEP A.  For those students identified by the Department, reconvene the IEP Teams to address specially designed instruction and accommodations for student access in the general curriculum (PLEP A).  Develop an internal oversight and tracking system to ensure that all elements of the IEP, particularly PLEP A, are addressed. The tracking system should include periodic reviews by an administrator to ensure continuing compliance.  Subsequent to all corrective actions, conduct a review of a sample of student records across grade levels to ensure that IEP Teams address all elements of the IEP, specifically PLEP A.  **\*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; and c) name of person(s) who conducted the review with their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| **By October 12, 2018,** submit evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature.  **By October 12,** **2018**, for those students identified by the Department, submit copies of the signed attendance sheet (N3A) from the reconvened Team meeting and copies of the Present Levels of Educational Performance A.  **By October 12, 2018,** provide a detailed description of the district's internal oversight and tracking system.  **By January 18, 2019,** submit the results of the internal record review. Indicate the number of records reviewed; the number found to be compliant; an explanation of the root cause(s) for any continued non-compliance; and a description of additional corrective actions taken by the district to address any identified non-compliance. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/12/2018 | 01/18/2019 |  |  |

| **SE Criterion # 20 - Least restrictive program selected** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student 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. | | | |
| **Department Order of Corrective Action:** | | | |
| Review district procedures and provide training to appropriate staff to ensure that if a student is removed from the general education classroom at any time, the Team states in the Nonparticipation Justification section of the IEP 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.  Develop an internal oversight and tracking system to ensure that if a student is removed from the general education classroom at any time, the Team states in the Nonparticipation Justification section of the IEP why the removal is considered critical to the student’s program. The tracking system should include periodic reviews by an administrator to ensure continuing compliance.  Subsequent to all corrective actions, conduct a review of a sample of student records across grade levels to ensure that if a student is removed from the general education classroom at any time, the Team appropriately completes the Nonparticipation Justification section 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; and c) name of person(s) who conducted the review with their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| **By October 12, 2018,** submit evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature.  **By October 12, 2018,** provide a detailed description of the district's internal oversight and tracking system.  **By January 18**, **2019,** submit the results of the internal record review. Indicate the number of records reviewed; the number found to be compliant; an explanation of the root cause(s) for any continued non-compliance; and a description of additional corrective actions taken by the district to address any identified non-compliance. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/12/2018 | 01/18/2019 |  |  |

| **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. |