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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Northbridge Public Schools**  **MCR Onsite Date:** **03/26/2018**  **Program Area: Special Education** | |
|  |  | Jeffrey C. Riley  Commissioner of Elementary and Secondary Education | |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and staff interviews indicated that progress reports are provided at least as often as parents are informed of the progress of non-disabled students and consistently address student progress towards IEP goals.  Student record review and staff interviews also indicated that when 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:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Student record review indicated that the district does not consistently hold a Team meeting, at least annually, on or before the anniversary date of the IEP, 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. The IEP Team reviews and revises the IEP to address any lack of expected progress towards the annual goals and in the general curriculum.  Student record review and staff interviews indicated that when the district and parent agree to make changes to a student's IEP between annual meetings, changes are documented in writing without convening the Team. Upon request, a parent is provided with a revised copy of the IEP with the amendments incorporated. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training for IEP Team chairpersons on the requirement to hold a Team meeting at least annually, on or before the anniversary date of the IEP, 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.  Develop an internal oversight and tracking system to ensure that annual timelines are met. The tracking system should include periodic reviews by an administrator to ensure ongoing compliance.  Develop a report of the results of an internal review of student records across all grade levels, in which Team meetings were held subsequent to implementation of all corrective actions, to ensure that annual Team meetings are held 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 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 October 5, 2018,** submit evidence of training, including the agenda, signed attendance sheet and training materials.  **By October 5, 2018**, submit a description of the district’s internal oversight and tracking system.  **By January 31, 2019,** 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. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/05/2018 | 01/31/2019 |  |  |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and staff interviews indicated that upon determining that the student is eligible for special education, Teams develop the IEP addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education, and the IEP is not changed outside of the Team meeting.  Student record review also 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. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Student record review indicated that following the development of the IEP, the district provides parents with a complete summary of the Team meeting, a service delivery grid and description of the proposed services, but does not consistently provide the proposed IEP, proposed placement and required notice (N1) within two calendar weeks. The district does provide two copies of the IEP and placement. | | | |
| **Department Order of Corrective Action:** Please review *Memorandum on the Implementation of 603 CMR 28.05(7): Parent response to proposed IEP and proposed placement* found at: http://www.doe.mass.edu/news/news.aspx?id=3182. | | | |
| Provide training for IEP Team chairpersons on the requirement to provide parents with a proposed IEP and placement, along with the required notice, within two calendar weeks of developing the IEP when the parent is provided with a summary at the conclusion of the Team meeting.  Develop an internal oversight and tracking system to ensure that the district provides parents with a proposed IEP and placement within two calendar when the parent is provided with a summary of the Team meeting. The oversight and tracking system should include periodic reviews by an administrator to ensure ongoing compliance.  Develop a report of the results of an internal review of student records from across all grade levels, where Team meetings were held subsequent to implementation of all corrective actions, to ensure that parents receive a proposed IEP and placement, along with the required notice, within two calendar weeks of developing the IEP when they are provided with a summary of the Team meeting.  \***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 October 5, 2018**, submit evidence of training, including the agenda, signed attendance sheet and training materials.  **By October 5, 2018**, submit a description of the district’s internal oversight and tracking system.  **By January 31, 2019**, 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. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/05/2018 | 01/31/2019 |  |  |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and staff interviews indicated that if the student is removed from the general education classroom at any time, the Team states 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. |

| **SE Criterion # 22 - IEP implementation and availability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and staff interviews indicated that students in the middle school "Pathways Alternative Program" receive small group social skills instruction with the frequency and duration specified in student IEP service delivery grids. |

| **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 indicated that the district's Notice of Proposed School District Action (N1) forms consistently summarize the action proposed by the district; an explanation of the reason why the district proposed or refused to take the action; a description of any other options considered and the reasons why those options were rejected; the evaluation procedures, test, record, report, or other factors the district used as a basis for the proposed or refused action; and recommended next steps. |

| **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 # 34 - Continuum of alternative services and placements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and staff interviews indicated that the district has Adaptive Physical Education services available for all students who the Team indicates may require it. |

| **SE Criterion # 36 - IEP implementation, accountability and financial responsibility** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| See SE 22. |

| **SE Criterion # 49 - Related services** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| See SE 22. |

| **SE Criterion # 51 - Appropriate special education teacher licensure** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and staff interviews demonstrated that all teachers who design and/or provide direct special education services described in IEPs are appropriately licensed. |