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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Narragansett Regional School District**  **MCR Onsite Dates:** **03/05/2015 - 03/06/2015**  **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:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Documents, student record review and interviews indicated that when a student has a disability on the autism spectrum, all IEP Teams do not consistently consider and specifically address all of 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 routines; the needs resulting from engagement in repetitive activities and stereotyped 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 curriculum, including social and emotional development.  Although the district has developed a new procedure, including a checklist to fill out at Team meetings, Teams are not consistently documenting their considerations for each student in the IEP, Team meeting summary notes, Notice of Proposed School District Action (N1), or behavior plans.  For the individual students whose records were identified as noncompliant at the time of the record review, the Department has provided a Student Record Issues Worksheet to the district. | | | |
| **Department Order of Corrective Action:** | | | |
| The district must provide training to Team Chairpersons on the procedures for considering and specifically addressing the seven areas of need for all students identified with a disability on the autism spectrum. For information on the requirements for students on the autism spectrum, please refer to the Technical Assistance Advisory SPED 2007-1: Autism Spectrum Disorder [www.doe.mass.edu/sped/advisories/07\_1ta.html](http://www.doe.mass.edu/sped/advisories/07_1ta.html)  The district must reconvene IEP Teams for the students whose records the Department reviewed and found did not address all seven specific needs. The Teams must discuss the needs of the students consistent with this requirement and provide the following: meeting invitation (N3), Team attendance sheet (N3A), a copy of the revised IEP or any amendment to the IEP and a copy of the Notice of Proposed District Action (N1).  The district must develop an internal oversight and tracking system to ensure that all Teams are implementing the procedures. The tracking system should include periodic reviews by the Director of Special Education or his/her designee to ensure continuing compliance.  The district must conduct a review of records of those students who were identified with a disability on the autism spectrum after all corrective actions have been implemented to ensure that the seven areas of need are being considered and addressed for each student.    \*Please note when conducting internal monitoring that district must maintain the following documentation and make it available to the Department upon request: a) List of the student names and grade level for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and signature(s). | | | |
| **Required Elements of Progress Reports:** | | | |
| Provide evidence of training for all relevant staff, including the agenda, signed attendance with staff name, role and signature and a copy of the materials by **October 5, 2015**.  Submit evidence to show that the issues identified for the students on the Student Record Issues Worksheet have been resolved by **October 5, 2015.**  Submit a detailed description of the district's internal oversight and tracking system, including periodic reviews and identify the person responsible by **October 5, 2015**.  Submit the results of the student record review and include the following information: number of student records reviewed; number of records in compliance; for records not in compliance, determination of the root cause(s); and the specific action(s) taken by the district to remedy the non-compliance by **January 28, 2016**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/05/2015 | 01/28/2016 |  |  |

| **SE Criterion # 5 - Participation in general State and district-wide assessment programs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Documents, student record review and interviews indicated that students with disabilities, including those participating in an alternate assessment and those enrolled in out-of-district placements, are included in the Massachusetts Comprehensive Assessment System (MCAS) and other district-wide assessment programs, and that IEP Teams designate how each student will participate in the assessments and include the information on the State or District-Wide Assessment page of the student's IEP. |

| **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:** |
| Documents, record review and interviews indicated that the district has a process in place to inform the student and the parent/guardian of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday. The notification is provided to both the student and the parent/guardian at least one year prior to the student reaching age 18, and explicitly states that all rights accorded to parents under special education law will transfer to the 18 year old. The district also has a process in place to obtain consent of the student upon reaching the age of 18 to continue the student's special education program. |

| **SE Criterion # 8 - IEP Team composition and attendance** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Student record review and interviews indicated that when Team members do not attend scheduled Team meetings, the district does not secure written parental agreement that the attendance of the Team member is not necessary, or the required Team member is excused. There is no documentation that the required Team member who is excused provides written input toward the development of the student's IEP to the parent and the Team prior to the meeting. This was an issue identified at the last Coordinated Program Review (CPR) specific to students in out-of-district placements and was found to be an issue at the Mid-Cycle Review for those same students and for students in the district, as well. | | | |
| **Department Order of Corrective Action:** | | | |
| The district must provide training to key personnel, who are responsible for Team composition and attendance, on the requirements for the excusal of Team members.  The district must develop an internal oversight and tracking system to ensure that required Team members are in attendance or the appropriate excusal procedures are followed and documented. The tracking system should include periodic reviews by the Director of Special Education or his/her designee to ensure continuing compliance.  The district must conduct a student record review for students across all schools and levels, including students in out-of-district placements, whose Team meetings were conducted after all corrective actions have been implemented, for evidence of Team member excusals.  \*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 staff training to include agendas, materials and attendance sheet with staff name, role and signature by **October 5, 2015**.  Submit a detailed description of the district's internal oversight and tracking system, including periodic reviews and identify the person responsible by **October 5, 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, submit the results of a root cause analysis of the non-compliance and a detailed description of the district's plan to remedy such remaining non-compliance by **January 28, 2016**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/05/2015 | 01/28/2016 |  |  |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Student record review and interviews demonstrated that for students in out-of-district placements, 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, within 45 school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation. This was an issue identified at the last CPR. | | | |
| **Department Order of Corrective Action:** | | | |
| The district must conduct an analysis of records of out-of-district students to identify the root cause(s) for not consistently determining a student's eligibility within 45 school working days after receipt of the parent's written consent. Based on the results of the analysis, describe the steps the district will take to correct the root causes and provide a timeline for the implementation of those corrections.  The district must develop an internal oversight and tracking system. The tracking system should include periodic reviews by the Director of Special Education or his/her designee to ensure continuing compliance.  The district must conduct a second review of the records of out-of-district students whose initial evaluations or re-evaluations were conducted after all corrective actions have been implemented to determine compliance with 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 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 analysis of out-of-district student records, including the number of records reviewed along with a description of the root cause(s) of any non-compliance and a description of the steps the district will take to correct the root cause(s) along with the district's proposed timeline for implementation of those corrective actions by **October 5, 2015**.  Provide a detailed description of the district's internal oversight and tracking system, including periodic reviews and identify the person responsible by **October 5, 2015**.  Submit the results of the second review of out-of-district student records. Report the number of records reviewed, the number of records in compliance, and for any records not in compliance, submit the results of a root cause analysis of the non-compliance and a detailed description of the district's plan to remedy such remaining non-compliance by **January 28, 2016.** | | | |
| **Progress Report Due Date(s):** | | | |
| 10/05/2015 | 01/28/2016 |  |  |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that for all grade levels, including out-of-district students, parents receive written reports on the student's progress toward reaching the goals set in the IEP, including the annual goals, at least as often as parents are informed of the progress of non-disabled students. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and 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. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Student record review, document review and interviews indicated that the district does not provide the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice immediately following the development of the IEP. The district provides the parent with one (1) copy of the IEP and notice and tells the parent that they may request another copy, if desired. | | | |
| **Department Order of Corrective Action:** | | | |
| The district must establish a new system for issuing IEPs and assign personnel to be responsible for ensuring that parents are provided with two (2) copies of the proposed IEP and proposed placement along with the required notice.  The district must develop an internal oversight and tracking system. The tracking system should include periodic reviews by the Director of Special Education or his/her designee to ensure continuing compliance.  The district must conduct a student record review for students across all grade levels, whose Team meetings were conducted after all corrective actions have been implemented for evidence that parents receive two copies of the proposed IEP and proposed placement.  \*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 new system for issuing IEPs to parents and identify key personnel responsible by **October 5, 2015**.  Provide a description of the district's internal oversight and tracking system along with periodic reviews and the role of the person responsible by **October 5, 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, submit the results of a root cause analysis of the non-compliance and a detailed description of the district's plan to remedy such remaining non-compliance by **January 28, 2016**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/05/2015 | 01/28/2016 |  |  |

| **SE Criterion # 22 - IEP implementation and availability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that for all students, including students in out-of-district placements, the district does have an IEP in effect at the beginning of the school year. |

| **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 demonstrated that when a student is referred for an evaluation to determine eligibility for special education, including students at the high school level, the school district sends written notice to the student's parent(s) within 5 school days of receipt of the referral, along with the district's notice of procedural safeguards. |

| **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 # 37 - Procedures for approved and unapproved out-of-district placements** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and interviews confirmed that the district does not develop monitoring plans for students in out-of-district placements and document the plans in the files of students in those placements. This was an issue for the district at the last CPR and continues to be an ongoing issue.  For the individual students whose records were identified as noncompliant at the time of the record review, the Department has provided a Student Record Issues Worksheet to the district. | | | |
| **Department Order of Corrective Action:** | | | |
| The district must conduct an analysis of administrative procedures to identify the root cause(s) for the district's failure to provide monitoring plans and document such monitoring, for students in out-of-district placements. Based on the results of the analysis, provide the steps the district proposes to take to correct the root causes and a timeline for the implementation of those corrections.  The district must provide documentation of monitoring for each student identified on the Student Record Issues Worksheet.  The district must develop an internal oversight and tracking system to ensure monitoring of all students in out-of-district placements. The tracking system should include periodic reviews by the Director of Special Education or his/her designee to ensure continuing compliance.  The district must conduct a review of records of all students in out-of-district placements after corrective actions have taken place for evidence of monitoring.  \*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:** | | | |
| After conducting an analysis of administrative procedures for monitoring students in out-of-district placements, provide the steps the district proposes to take to correct the root causes and a timeline for the implementation of those corrections by **October 5, 2015**.  Submit evidence to show that the issues identified for the students on the Student Record Issues Worksheet have been resolved by **October 5, 2015.**  Provide a detailed description of the newly developed internal oversight and tracking system including periodic review and the role of the person responsible by **October 5, 2015**.  Conduct a review of records of all students in out-of-district placements after corrective actions have taken place. Report the number of records reviewed, the number of records in compliance, for any records not in compliance, submit the results of a root cause analysis of the non-compliance and a detailed description of the district's plan to remedy such remaining non-compliance by **January 28, 2016**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/05/2015 | 01/28/2016 |  |  |

| **SE Criterion # 54 - Professional development** | | | |
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| **Rating:** | | | |
| Not Implemented | | | |
| **Basis for Findings:** | | | |
| Interviews and document review indicated that the district is changing its mandatory trainings to a website based format and has not yet embedded into its program the required special education training that both special education and general education staff must be trained on, and has not provided the training in some other format. Specifically, the district is not providing training on: state and federal special education requirements and related local special education policies and procedures; 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 methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. This is a continuing issue from the 2012 CPR.  Additionally, the district was unable to provide documentation of in-service training for all locally hired and contracted transportation providers, before they begin transporting any special education student receiving special transportation, on his or her needs and appropriate methods of meeting those needs. The district does not provide written information on the nature of any needs or problems that may cause difficulties, along with information on appropriate emergency measures. | | | |
| **Department Order of Corrective Action:** | | | |
| The district must provide professional development to all general education and special education staff on all required topics.  The district must also provide training for all locally hired and contracted transportation providers before they begin transporting any special education student who requires special transportation. | | | |
| **Required Elements of Progress Reports:** | | | |
| Provide documentation of in-service training, including agendas, materials and attendance sheet with staff name and role, demonstrating that all locally hired and contracted transportation providers receive required training by **October 5, 2015.**  Provide a plan with proposed dates for the provision of professional development on all required topics for general education and special education staff by **October 5, 2015.**  Provide documentation of all training events to date for the provision of professional development on all required topics to general education and special education staff, including agendas, materials and signed attendance logs by **January 28, 2016.** | | | |
| **Progress Report Due Date(s):** | | | |
| 10/05/2015 | 01/28/2016 |  |  |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A site visit to the Phillipston Elementary School indicated that instructional spaces being used to provide special education services are at least equal in all physical respects to the average standards of general education classrooms and that all services are now provided in spaces dedicated to the service being provided. The elevator that was accessed through the nurse’s office is no longer being used as no students in the building require the use of an elevator. The district indicated that for any future student with similar needs, the district would place that student in an alternative, accessible school building. |