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|  | | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Longmeadow Public Schools**  **MCR Onsite Date:** **05/09/2016**  **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** | | | | | |
| **Rating:** | | | | | |
| Partially Implemented | | | | | |
| **Basis for Findings:** | | | | | |
| A review of student records and staff interviews demonstrated that whenever an evaluation indicates that a student has a disability on the autism spectrum, the IEP Team does not always consider and specifically address the following:  1) The needs resulting from the student's unusual responses to sensory experiences;  2) The needs resulting from resistance to environmental change or change in daily  routines; and  3) The needs resulting from engagement in repetitive activities and stereotyped movements. | | | | | |
| **Department Order of Corrective Action:** | | | | | |
| Revise the district's procedures for ensuring that whenever an evaluation indicates that a student has a disability on the autism spectrum, IEP Teams consider and address the seven areas related to autism spectrum disorder (ASD). Provide training to Team chairpersons on these procedures. For information on the requirements for students on the autism spectrum, please refer to *Technical Assistance Advisory SPED 2007-1: Autism Spectrum Disorder* at <http://www.doe.mass.edu/sped/advisories/07_1ta.html>.  For those students whose records were identified by the Department, reconvene the IEP Teams to consider and address the special requirements for students on the autism spectrum.  Develop an internal oversight and tracking system to ensure that IEP Teams address and document consideration of the special requirements for students identified with a disability on the autism spectrum. The tracking system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.    Develop a report of the results of an internal review of student records, in which students with ASD had IEP development subsequent to implementation of all corrective actions, to ensure that the seven areas of need are being considered and addressed by IEP Teams.  **\*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; c) Name of person(s) who conducted the review, their role(s), and signature(s).** | | | | | |
| **Required Elements of Progress Reports:** | | | | | |
| Submit the revised ASD procedures and evidence of Team chairperson training, including name(s) of the presenter, agenda, and signed attendance sheet with staff name, role, and signature by **November 4, 2016**.  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 **November 4, 2016**.  Submit a description of the district's internal oversight and tracking system with periodic reviews, along with the name/role of the person responsible by **November 4, 2016**.  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 **February 27, 2017**. | | | | | |
| **Progress Report Due Date(s):** | | | | | |
| 11/04/2016 | | | 02/27/2017 |  |  |

| **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:** |
| A review of student records indicated that at least one year prior to the student reaching age 18, the district consistently informs students and parents of the rights that will transfer from the parent to the student upon the student's 18th birthday. The district consistently documents this notification in the Additional Information section of the IEP. |

| **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 forty-five (45) school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, the district consistently determines whether the student is eligible for special education and provides to the parent either a proposed IEP and proposed placement or a written explanation of the finding of no eligibility. |

| **SE Criterion # 11 - School district response to parental request for independent educational evaluation** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that within ten (10) school days from the time the district receives a report of an independent educational evaluation, IEP Teams do not reconvene and consider the evaluation and whether a new or amended IEP is appropriate. | | | |
| **Department Order of Corrective Action:** | | | |
| Revise the district's procedures for ensuring that whenever an independent educational evaluation is received by the district, the IEP Team is reconvened to consider the evaluation within ten (10) school days. Please see <http://www.doe.mass.edu/sped/advisories/04_1.html> for guidance on implementing these requirements. Provide training to Team chairpersons on the procedures.  Develop an internal oversight and tracking system to ensure that IEP Teams reconvene within ten (10) school days of receipt of an independent educational evaluation. The tracking system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.    Develop a report of the results of an internal review of student records, in which an independent educational evaluation was provided to the district subsequent to implementation of all corrective actions, to ensure that the Team reconvenes within ten (10) school days to consider the evaluation and whether a new or amended IEP is appropriate.  **\*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; c) Name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the revised procedures and evidence of Team chairperson training, including name(s) of the presenter, agenda, and signed attendance sheet with staff name, role, and signature by **November 4, 2016**.  Submit a description of the district's internal oversight and tracking system with periodic reviews, along with the name/role of the person responsible by **November 4, 2016**.  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 **February 27, 2017**. | | | |
| **Progress Report Due Date(s):** | | | |
| 11/04/2016 | 02/27/2017 |  |  |

| **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 parents receive summary notes at the conclusion of the IEP Team meeting, which include a completed IEP service delivery grid describing the types and amounts of special education and related services proposed by the district and a statement of the major goal areas associated with these services. Records and interviews indicated that the district consistently sends two copies of the proposed IEP and placement within two calendar weeks of the Team meeting. |

| **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 a student is removed from the general education classroom, the Team does not consistently state why the removal is considered critical to the student's program and the basis for concluding that the use of supplementary aids and services could not be achieved satisfactorily in the general education classroom. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to Team chairpersons on developing complete Non-participation Justification statements that indicate why the removal 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.  Develop an internal oversight and tracking system to ensure that when students are removed from the general education classroom, IEP Teams develop complete Non-participation Justification statements. The oversight and tracking system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, with IEP development subsequent to implementation of all corrective actions, to ensure appropriate completion of the Non-participation Justification statement.  **\*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; c) Name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit evidence of Team chairperson training, including name(s) of presenter, agenda, and signed attendance sheet with staff name, role and signature by **November 4, 2016**.  Submit a description of the district's internal oversight and tracking system with periodic reviews, along with the name/role of the person responsible by **November 4, 2016**.  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 **February 27, 2017**. | | | |
| **Progress Report Due Date(s):** | | | |
| 11/04/2016 | 02/27/2017 |  |  |

| **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:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that information included in the narrative description of the Notice of Proposed School District Action (N1) does not contain sufficient detail of the district's proposed actions on page 2 of the form. Specifically, the district's evaluation proposals do not always indicate the assessments and evaluations to be conducted, and the district's IEP proposals do not consistently describe the evaluation procedures, tests, records or reports used as a basis for the proposed actions; rejected options considered; or other factors that were relevant to the district's decision. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct training for IEP Team chairpersons on completing the N1 form and responding to all questions on page 2 of the form.  Develop an internal oversight and tracking system to ensure the appropriate completion of the N1 form. The oversight and tracking system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, for N1s completed subsequent to the implementation of all corrective actions, for the proper completion of the form.  **\*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; c) Name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit evidence of Team chairperson training, including name(s) of presenter, agenda, and signed attendance sheet with staff name, role and signature by **November 4, 2016**.  Submit a description of the district's internal oversight and tracking system with periodic reviews, along with the name/role of the person responsible by **November 4, 2016**.  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 **February 27, 2017**. | | | |
| **Progress Report Due Date(s):** | | | |
| 11/04/2016 | 02/27/2017 |  |  |

| **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 # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that the district has a newly-established special education parent advisory council (SEPAC) that includes by-laws, officers, and operational procedures. The district supports the SEPAC through a variety of means, including providing space for meetings, mailing PAC information to parents of children with disabilities, providing a web page linked to the district website, and including SEPAC representatives on hiring search committees. Document review indicated that the annual workshop on parent and student rights was held on February 3, 2016. The SEPAC is involved in planning and evaluation activities, such as reviewing the special education services and programs at the middle and high schools, developing a program for high school students to mentor younger students with disabilities, collaborating with a local college's Occupational Therapy (OT) department to improve district OT services, and discussing the SEPAC's role in administrative policy decisions. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Onsite observations of the Life Skills classroom at the Glenbrook Middle School indicated that the program has been relocated to a wing of the school with appropriate grade-level general education classrooms, thereby maximizing the inclusion of these students into the life of the school. |