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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **North Brookfield Public Schools**  **MCR Onsite Date:** **05/18/2017**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 8 - IEP Team composition and attendance** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and staff interviews indicated that when an invited Team member is unable to attend a Team meeting, the parent and the district do not always document their agreement to excuse the Team member. Specifically, the principal and school adjustment counselors are not consistently excused when invited, but not in attendance. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to Team chairpersons on the requirements for IEP Team attendance.  Members of the Team attend Team meetings unless:   * 1. the parent and district agree to use alternative means, such as a video conference or a conference call, for any Team meeting OR   2. the district and the parent agree, 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   3. the district and the parent agree, 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.   Develop an internal oversight and tracking system to monitor the documentation of written excusals for invited Team members. The oversight 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 from across all grade levels and schools to ensure that Team members are in attendance and appropriate excusal procedures are followed if the Team member is unable to attend.  **\* 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 training (agenda, attendance sheet with staff name, role and signature, and materials used) by **October 27, 2017**.  Provide a description of the district's internal oversight and tracking system by  **October 27, 2017.**  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 **January 19, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/27/2017 | 01/19/2018 |  |  |

| **SE Criterion # 13 - Progress Reports and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records 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.  A review of student records and staff interviews indicated that for students whose eligibility terminated because the student has graduated from secondary school or exceeded the age of eligibility, the district does not provide 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. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to high school special education teachers and Team chairpersons on procedures for developing summaries of academic achievement and functional performance for students who are graduating or exceeding the age of eligibility.  Develop an internal oversight and tracking system to monitor the development of summaries of academic achievement and functional performance. The oversight 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 at the high school level for students who have graduated or exceeded the age of eligibility to ensure that the district has developed summaries of academic achievement and functional performance.  **\* 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 training (agenda, attendance sheet with staff name, role and signature, and materials used) by **October 27, 2017.**  Provide a description of the district's internal oversight and tracking system by  **October 27, 2017.**  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 **May 4, 2018.** | | | |
| **Progress Report Due Date(s):** | | | |
| 10/27/2017 | 05/04/2018 |  |  |

| **SE Criterion # 14 - Review and revision of IEPs** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that the IEP Team reviews and revises the IEP to address any lack of expected progress towards the annual goals and in the general curriculum. Record review also indicated that when the district and parent agree to make changes to a student's IEP, the Team reconvenes and the parent is provided with a revised copy of the IEP with the amendments incorporated.  A review of student records indicated that, at least annually, on or before the anniversary date of the IEP, the district does not consistently hold a meeting 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. Record review demonstrated that annual meetings were, at times, held between five days and six weeks after the expiration of the IEP. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to appropriate staff on procedures for ensuring annual review IEP Team meetings are conducted on or before the date the current IEP expires.  Develop an internal oversight and tracking system to monitor the scheduling of annual review Team meetings. The oversight system should include periodic reviews by an administrator to ensure ongoing compliance.  Subsequent to all corrective actions, conduct a review of a sample of student records across all levels to ensure annual review Team meetings are consistently held on or before the anniversary date 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;**  **c) name of person(s) who conducted the review with their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Provide evidence of training (agenda, attendance sheet with staff name, role and signature, and materials used) by **October 27, 2017.**  Provide a description of the district's internal oversight and tracking system by  **October 27, 2017.**  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 **January 19, 2018.** | | | |
| **Progress Report Due Date(s):** | | | |
| 10/27/2017 | 01/19/2018 |  |  |

| **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, IEP Teams develop the IEP, addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Staff interviews indicated that the IEP is not changed outside of the Team meeting.  A review of student records 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. IEP Teams document the skills and proficiencies in the Additional Information section of the IEP and individual IEP goals. |

| **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.  A review of student records and staff interviews also 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 indicated that the district consistently sends two copies of the proposed IEP and placement within two calendar weeks of the Team meeting. |

| **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 North Brookfield Public Schools has an active parent advisory council (PAC) with officers, which has established by-laws and operational procedures. The PAC advises the district on matters that pertain to the education and safety of students with disabilities and meets regularly with school officials to participate in the planning, development, and evaluation of the school district's special education programs. The school district also conducts, in cooperation with the parent advisory council, at least one workshop annually on the rights of students and their parents and guardians under the state and federal special education laws. |