

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY
EDUCATION**
Public School Monitoring

FOCUSED MONITORING REVIEW

CORRECTIVE ACTION PLAN

Charter School or District: Northampton

FMR Onsite Year: 2020-2021

Program Area: Special Education

All corrective action must be fully implemented and all noncompliance corrected as soon as possible and no later than one year from the issuance of the Coordinated Program Review Final Report dated 08/27/2021.

Mandatory One-Year Compliance Date: 08/27/2022

Summary of Required Corrective Action Plans in this Report

Criterion	Criterion Title	FMR Rating
SE 9	Timeline for determination of eligibility	Partially Implemented

FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

Criterion & Topic: SE 9 Timeline for determination of eligibility	FMR Rating: Partially Implemented
Department FMR Findings: Student record review and interviews indicated that the district does not consistently provide the parents with the proposed IEP and proposed placement along with the required Notice of Proposed School District Action (N1) within 45 days from the time consent for evaluation was received.	
Description of Corrective Action: In investigating noncompliance for criterion 9, it was determined that a number of factors led to this finding. First, staffing challenges related to COVID-19 affected some timelines last year, and while Northampton continued to complete hundreds of initials and reevaluations, quarantining and illness certainly played a role. At the time this plan is being written, we have just contracted with a former Special Education Director to work part-time to help us hold initial and reevaluation meetings, as we are currently seeing many new referrals made and have a backlog of cases at some of our schools. Additionally, we have received grant funding to increase the hours of our preschool ETL, which will allow us to stay well ahead of the flow of initial preschool evaluations. An added challenge is one of our psychologists just resigned as of 9/17/21, and we are looking at contracted services and paying our other district psychologists outside of their typical day to complete evaluations until this position is filled. Finally, it is important to note that our preschool now has an itinerant evaluation team fully in place, which does not require us to pull our preschool teachers for evaluations, which will also make the evaluation process more expeditious. Another factor was that our information system needed data to be better organized in order for us to effectively track and monitor cases. While this has been completed as of 9/21/21, our office is planning to reach out to our vendor to see if there are further workflow monitoring capabilities we can be accessing to track our cases from date of referral to sharing an IEP with a family. Our district found that locating and contracting with bilingual evaluators was slowing the process down for evaluations. We have increased our contracted cases with a psychologist to complete Spanish evaluations, and we also purchased the Bilingual Verbal Abilities test for each school to help teams determine the language in which the evaluations should be conducted. Furthermore, our psychologists have worked with our EL department to ensure they are part of the SST process for students, and we are creating a google form that will allow for a more efficient way of requesting a bilingual evaluation. All of these efforts should ensure that evaluations are completed in time. As the written IEP is nearing completion, our data tracking system should allow the Student Services Office to regularly check-in with teams to ensure they are holding to the timeline. It is recommended to our faculty that meetings are held by day 35. All initials and reevaluations are now flagged immediately when they enter our office, and we track their completion between the clerical staff, Associate Directors, and the Director. When our office discovered that our mail was taking more than 7 days to reach some of our families, we also began reaching out to ask if families wanted us to hand-deliver the IEPs or send them via email to ensure they would be received by the 45th day. All of these factors should lead to better compliance with criterion 9. Beginning of year trainings have occurred with our elementary and preschool educators, and will soon be completed with our middle and high school. At these meetings we are reviewing criterion	

<p>9 and the steps noted above that we are taking to ensure compliance. Finally, the Director of Student Services will report on the TFM findings at an October School Committee meeting, including details of the CAP, and the full TFM has been posted on our website and shared with our SEPAC.</p>	
<p>Title/Role(s) of Responsible Persons: Pamela Plumer, Director of Student Services</p>	<p>Expected Date of Completion: 08/27/2022</p>
<p>Evidence of Completion of the Corrective Action: Our office will submit data regarding trainings completed with special education staff as well as documentation of timelines for initials and reevaluations which occur this year. The trainings will be complete by the end of September.</p>	
<p>Description of Internal Monitoring Procedures: The Student Service Office will regularly track timelines (at least once per week) and follow-up with teams regarding any necessary supports needed. The Student Services Office has increased contracts with a Bilingual Psychologist (Spanish), a former Special Education Director to contract part-time to hold meetings and write IEPs as a result of initials and reevaluations, and we have received grant funding to increase the hours for our preschool ETL. The Student Services Office will continue to monitor a spreadsheet regarding the receipt of initial and reevaluation packets in our office and prioritize all initials and reevaluations to ensure 45 day compliance.</p>	
<p>CORRECTIVE ACTION PLAN APPROVAL SECTION</p>	
<p>Criterion: SE 9 Timeline for determination of eligibility</p>	<p>Corrective Action Plan Status: Approved Status Date: 09/23/2021 Correction Status: Not Corrected</p>
<p>Basis for Decision:</p>	
<p>Department Order of Corrective Action:</p>	
<p>Required Elements of Progress Report(s): By October 29, 2021, submit evidence of training (agenda, materials used, and attendance list with staff role) provided to special education staff on the district procedures to ensure the parent is provided a proposed IEP and proposed placement within forty-five school working days after receipt of the parent's written consent to an initial evaluation or re-evaluation. By February 28, 2022, conduct a review of 20 student records across all grade levels with Initial or Re-evaluation Team meetings held after the September, 2021, training was provided, for evidence that the parent was provided a proposed IEP and proposed placement within forty-five school working days after receipt of the parent's written consent. Submit a spread sheet that includes the date of parental consent, the date of IEP meeting, and the date the IEP and proposed placement was sent to the parents. For any record not in compliance, include a description of the root cause(s) for the continued noncompliance and a description of any additional corrective action taken by the district to address. *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).</p>	
<p>Progress Report Due Date(s): 10/29/2021 02/28/2022</p>	

