# Out of District Monitoring Form (to be completed by the school district)

Student Name:

Placement Name:

Grade:

Date of Contact:

Type of Contact: □ Site Visit □ Phone Call □ Email Conducted by:

Approved Special Education Program

Unapproved Special Education Program Placement Type: Day Residential

Effective Dates of Student’s Current Individualized Education Program (IEP): Date IEP Provided to Placement:

## Contact with Out-of-District Placement

To the extent that monitoring of the student’s out-of-district placement requires site visits, such site visits must be documented and placed in the students' files for review. Site visits and additional contact with the out-of-district placement can be recorded below:

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| Date of Contact | Type of Contact (phone, site  visit, etc.) | Notes (describe content discussed, records reviewed, etc.) |
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## Progress Reports

Progress reports should be received from the Placement regularly. Each progress report should be reviewed and the following elements considered and recorded:

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| Date received | Dates covered by progress report | Were all IEP services implemented? If not, immediate follow up is needed. | Is the student making effective progress on each goal? If not, describe next steps for  follow up. | Are there any concerns? | If so, how will they be addressed? E.g., reconvening the  student’s IEP team |
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## Incident Reports

In the event of serious injury or death of a student, criminal activity on the part of a student or staff member, or other serious incident affecting the well-being of any student, the approved special education school shall immediately notify, by telephone and by letter, the parents/guardians, the sending school district(s), any state agency involved in student care or program placement, and the Department of Elementary and Secondary Education. List any incident reports received and any follow up needed or conducted.

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| Date Received | Type of Incident | Parents Notified? (Yes/No) | Follow-up Required, if any |
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## DISCIPLINARY ACTIONS

For students who have been removed from school for more than 3 consecutive days or 5 total days in a school year, confirm that the school held a meeting with the parent and the sending district as required by 603 CMR 18.05(6).

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| **Date of Disciplinary**  **Action** | **Number of days/in or**  **out of school** | **Parents Notified?**  **(Yes/No)** | **Behavior leading to**  **disciplinary action** |
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Please document any required actions taken consistent with 34 C.F.R. § 300.530(e)[.1](#_bookmark0)

**Teacher Interview Questions:** (the following are meant to be a general guideline and are not exhaustive)

1. Describe the student’s performance (considering the student’s IEP goals):
   1. Academically
   2. Socially
   3. Behaviorally
2. What methods of assessment are used to track the student’s progress?
3. What technology, if any, is used and how often?
4. Did the student take the MCAS or MCAS Alt?
5. Do you have any questions or concerns regarding the student’s IEP or its implementation?

1 Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the district, the parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA), must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine: (i) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or (ii) If the conduct in question was the direct result of the LEA's failure to implement the IEP.

**Administrator/Supervisor Interview Questions:** (the following are meant to be a general guideline and are not exhaustive)

1. Do you have a copy of the student’s signed, consented to IEP and placement page?
2. What are the dates of the IEP? Is it current?
3. Can you show me the service logs for the student (if available) or other documentation showing that the IEP services were delivered to the student?
4. Can you provide me with the qualifications of the faculty or staff providing IEP services to the student?
5. How are the faculty or staff providing IEP services to the student evaluated?
6. How has the student been progressing in this program?
7. Do you have any questions or concerns regarding the implementation of the student’s IEP?
8. Can you explain to me how your program implements the state’s curriculum frameworks?
9. Can you provide me with a copy of restraint logs (if any) and incident reports for the student (if any)?
10. Can you provide me with a copy of logs relating to the use of time-out with the student (if any)?
11. Has the student been suspended while in the program? If yes, how many days?

## Observational Protocol:

When interviewing or conducting an observation of the student in the school environment, make note of the following things: (the following are meant to be a general guideline and are not exhaustive)

Physical Environment (E.g., Is the room clean, organized, functional, safe, accessible etc.)

Instructional Methods (E.g., Are they consistent with what is in the student’s IEP)

Provision of IEP Services (E.g., Is the student receiving the type and amount of services specified in the IEP)

Assistive Technology

Lesson Plan Design/Lesson Flow

Student Assessment Procedures

Classroom Environment

Behavioral Protocols

**Review of IEP Services Provided:** *Monitoring must verify that the student is receiving the special education and related services in the student's IEP.*

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| **Service required per**  **student’s IEP service delivery grid** | **Evidence of implementation (yes/no)** | **If no evidence of implementation, document**  **follow up steps to be taken** |
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