

**COORDINATED PROGRAM REVIEW**

**MID-CYCLE REPORT**

**District: Danvers Public Schools**

**Program Area: Special Education**

Mitchell D. Chester, Ed.D. Commissioner of Elementary and Secondary Education

## **SE Criterion # 2 - Required and optional assessments**

Rating: Implemented

Basis for Findings: A review of student records indicated that the district consistently completes educational assessments, including a history of the student's educational progress in the general Curriculum.

## **SE Criterion #13 - Progress Reports and content**

Rating: 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 EP goals.

A review of student records and staff interviews also indicated that students whose eligibility terminated because the student graduated or exceeded the age of eligibility are provided with a summary of academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals.

## **SE Criterion # 14 - Review and revision of IEPs**

Rating: Implemented

Basis for Findings: A review of student records indicated that at least annually, on or before the anniversary date of the EP, a Team meeting is held to consider the student's progress and to review, revise, or develop a new EP or refer the student for a re-evaluation, as appropriate. A review of student records and staff interviews indicated that EP Teams consistently review and revise EPs to address any lack of expected Student progress towards the annual goals and in the general curriculum. Record review and staff interviews also indicated that if the district and parent agree to make changes to a student's EP between annual IEP meetings, the EP Team is reconvened to amend the EP. Parents are advised that they may request a complete copy of the amended EP.

## **SE Criterion #18A IEP development and content**

### **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 EP, addressing all elements of the current EP 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 EP 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. A review of student records indicated that EP Teams document their considerations of the skills and proficiencies needed by students in the district's Notice of Proposed School District Action (N1), as well as in the Additional Information section of the IEP.

## **SE Criterion #18B - Determination of placement; provision of IEP to parent**

### **Rating:**

Implemented

Basis for Findings: A review of student records indicated that IEP Teams develop the EP prior to determining the appropriate placement to deliver the student's identified services and accommodations. Record review 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 EP. A review of student records indicated that placements are based on the EP, 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 indicated that parents receive summary notes at the conclusion of the IEP Team meeting, which include a completed EP 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. Record review and staff interviews demonstrated 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**

### **Rating:**

Implemented

Basis for Findings: A review of student records and staff interviews indicated that when a student is removed from the general education classroom, the Team states why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily.

## **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**

### **Rating:**

Implemented

Basis for Findings: A review of student records and staff interviews indicated that whenever the district proposes an evaluation to determine eligibility for special education, an EP or amendment, a placement, or other action, the district uses the Department's Notice of Proposed School District Action (N1) and Notice of School District Refusal to Act (N2). A review of student records demonstrated that notices consistently contain narratives of the district's proposed actions and include:

1. a description of the action the district proposed to take,
2. a description of why the district took the action;
3. a description of any other options that the district considered and the reasons why those options were rejected,
4. a description of each evaluation procedure, test, record, or report used as a basis for the proposed action,
5. a description of any other factors relevant to the district's decision, and
6. A description of what steps, if any, the district proposed to take.

## SE Criterion # 25 - Parental consent

### Rating:

Partially implemented

Basis for Findings: A review of student records and staff interviews indicated that when parental consent to the services proposed on a student's EP is required, and the parent fails or refuses to participate, the district does not routinely secure Consent from the parent through multiple attempts using a variety of methods or consistently document its efforts.

Department Order of Corrective Action: Review those records in which a Team meeting was held in the 2016-2017 school year and the district did not make multiple attempts using a variety of methods or document its efforts to secure consent when the parent failed or refused to participate. Analyze the information to determine the root cause(s) of the non-compliance. Based on this root cause analysis, indicate the specific corrective actions the district will take to remedy the non-compliance and a timeline for implementation of those corrective actions.

Develop an internal oversight and tracking system to ensure that the district's attempts to secure parental consent are documented in the student record. The system should include oversight and periodic reviews by an administrator to ensure ongoing compliance.

Subsequent to all Corrections, develop a report of the results of an internal review of student records in which Team meetings were conducted, ensuring the district made multiple attempts to secure parental consent, using a variety of methods, and documented such efforts.

**\*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 results of the root cause analysis that includes a description of the district's proposed corrective actions, the timeline for implementation, and the person(s) responsible by September 15, 2017.

Provide a detailed description of the district's internal oversight and tracking system, including the name and role of the person designated for oversight by September 15, 2017.

Submit the results of the internal review of student records and include the following: f, 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 November 17, 2017.

### Progress Report Due Date(s):

09/15/2017 11/17/2017

## **SE Criterion # 26 - Parent participation in meetings.**

### **Rating:**

Implemented

Basis for Findings: The district provided its special education student roster as requested by the Department.

## **SE Criterion # 46 - Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district**

### **Rating:**

Implemented

Basis for Findings: A review of documents and staff interviews indicated that when an EP Team determines that behavior resulting in a suspension longer than 10 days is not a manifestation of the student's disability, the district is able to provide services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress towards IEP goals.

At the time of the Mid-Cycle Review, the district did not have any current records for students with suspensions exceeding 10 school days.

## **SE Criterion # 54 - Professional development**

### **Rating:**

Implemented

Basis for Findings: A review of documents and staff interviews indicated that the district provides comprehensive training annually for special education and general education staff on state and federal special education requirements.

## **SE Criterion # 56 - Special education programs and services are evaluated**

### **Rating:**

Implemented

Basis for Findings: A review of documents and interviews indicated that special education programs and services are regularly evaluated. Specifically, the district annually reviews survey data from families, consults with external agencies such as the New England Center for Children and Landmark Outreach, conducts internal meetings with school personnel, and analyzes student needs, both at the individual level and in the aggregate, to inform program planning and staffing needs. As a result of its evaluation efforts, the district has recently initiated

language-based programming, modified pre-school screening and writing instruction, and enhanced services to better support students with disabilities on the autism spectrum.

## Progress Report Summary

### Danvers CPR/Program Review Onsite Year: 2013-2014

Progress Report Due Date 2/27/2015 :

<u>SE 2</u>	<u>02/27/2015</u>	<u>Required and Optional assessments</u>	<u>Approved</u>	<u>Yes</u>
<u>SE 18B</u>	<u>02/27/2015</u>	<u>Determination of placement; Provision of IEP to parent</u>	<u>Approved</u>	<u>Yes</u>
<u>SE 20</u>	<u>02/27/2015</u>	<u>Least restrictive program Selected</u>	<u>Approved</u>	<u>Yes</u>
<u>SE 24</u>	<u>02/27/2015</u>	<u>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</u>	<u>Approved</u>	<u>Yes</u>
<u>SE 25</u>	<u>02/27/2015</u>	<u>Parental Consent</u>	<u>Approved</u>	<u>Yes</u>
<u>SE 46</u>	<u>02/27/2015</u>	<u>Procedures for Suspension of Students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions, exceeding 10 Cumulative days: Responsibilities of the Team; responsibilities of the district</u>	<u>Approved</u>	<u>Yes</u>
<u>SE 56</u>	<u>02/27/2015</u>	<u>Special Education programs and services are evaluated</u>	<u>Approved</u>	<u>Yes</u>



## Progress Report Summary

### Danvers CPR/Program Review Onsite Year: 2013-2014

Progress Report Due Date 12/12/2014

Criterion	Criterion Title	PR Status	Corrected
<u>SE 2</u> <u>12/12/2014</u>	<u>Required and Optional assessments</u>	<u>Approved</u>	<u>No</u>
<u>SE 18B</u> <u>12/12/2014</u>	<u>Determination of placement; Provision of IEP to parent</u>	<u>Approved</u>	<u>No</u>
<u>SE 20</u> <u>12/12/2014</u>	<u>Least restrictive program Selected</u>	<u>Approved</u>	<u>No</u>
<u>SE 24</u> <u>12/12/2014</u>	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	<u>Approved</u>	<u>No</u>
<u>SE 25</u> <u>12/12/2014</u>	<u>Parental Consent</u>	<u>Approved</u>	<u>No</u>
<u>SE 46</u> <u>12/12/2014</u>	Procedures for Suspension of Students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions, exceeding 10 Cumulative days: Responsibilities of the Team; responsibilities of the district	<u>Approved</u>	<u>No</u>
<u>SE 54</u> <u>12/12/2014</u>	<u>Professional Development</u>	<u>Approved</u>	<u>Yes</u>
<u>SE 56</u> <u>12/12/2014</u>	<u>Special Education programs and services are evaluated</u>	<u>Approved</u>	<u>No</u>

**Danvers Public Schools**  
**COORDINATED PROGRAM REVIEW REPORT OF FINDINGS**

**Dates of Onsite Visit; April 28, 2014 - May 1, 2014**

**Date of Draft Report: June 23, 2014**

**Date of Final Report: August 26, 2014**

**Action Plan Due: September 26, 2014**

**Department of Elementary and Secondary Education Onsite Team Members: Tim  
Gallagher, Chair Nathan Lemmon**

**Mitchel D. Chester, Ed.D. Commissioner of Elementary and Secondary Education**

**CRITERION NUMBER**

**SE 2 Required and optional assessments**

I. Required assessments: The following assessments are completed by appropriately credentialed and trained specialists for each referred student:

- a. Assessment(s) in all areas related to the suspected disability (y) (ies) including consideration of any needed assistive technology devices and services and/or instruction in Braille.
- b. Educational assessment by a representative of the school district, including a history of the student's educational progress in the general curriculum.
- c. Assessment by a teacher(s) with current knowledge regarding the student's specific abilities in relation to learning standards of the Massachusetts Curriculum Frameworks and the district's general education curriculum, as well as an assessment of the Student's attention skills, participation behaviors, communication skills, memory, and Social relations with groups, peers, and adults.
- d. For a student being assessed to determine eligibility for services at age three (3), an observation of the students interactions in the student's natural environment or early intervention program is strongly encouraged together with the use of current assessments from Early Intervention Teams to avoid duplicate testing,

2. Optional assessments: The Administrator' of Special Education may recommend or the parent may request one or more of the following:

- a. A comprehensive health assessment by a physician that identifies medical problems or constraints that may affect the student's education. The school nurse may add additional relevant health information from the student's school health records.
- b. A psychological assessment by a certified School psychologist, licensed psychologist, or licensed educational psychologist, including an individual psychological examination,
- c. A home assessment that may be conducted by a nurse, psychologist, Social worker, guidance or adjustment counselor, or teacher and includes information on pertinent family history and home situation and may include a home visit, with the agreement of the parent.

3. At the re-evaluation of a student, if no additional assessments are needed to determine whether the student continues to be eligible for special education, the school district recommends to the student's parents the following:

- a. that no further assessments are needed and the reasons for this; and
- b, the right of such parents to request an assessment.

**Rating: Partially implemented**

**District Response Required: Yes**

## **CRITERION NUMBER**

### **Determination of placement; provision of IEP to parent**

SE 18B

1. At the Team meeting, after the IEP has been fully developed, the Team determines the appropriate placement to deliver the services on the student's IEP.
2. Unless the Student's IEP requires some other arrangement, the student is educated in the school that he or she would attend if the student did not require special education,
3. The decision regarding placement is based on the IEP, including the types of related services that are to be provided to the student, the type of settings in which those services are to be provided, the types of service providers, and the location at which the services are to be provided,
4. Reserved
5. Immediately following the development of the IEP, the district provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice, except that the proposal of placement may be delayed according to the provisions of 603 CMR 28.06(2)(e) in a limited number of cases.

**Rating: Partially Implemented**

**District Response Required: Yes**

## **CRITTERON NUMBER**

SE 20

### **Least restrictive program selected.**

1. The program selected is the least restrictive environment for students, with consideration given to any potential harmful effect on the student or on the quality of services that he or she needs.
2. If the student is removed from the general education classroom at any time, the Team states why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily.
3. The district does not remove an eligible student from the general education classroom solely because of needed modification in the curriculum.
4. If a student's EP necessitates special education services in a day or residential facility or an out-of-district educational collaborative program, the IEP Team considers whether the student requires special education services and support to promote the student's transition to placement in a less restrictive program.

**Rating: Partially Implemented**

**District Response Required: Yes**

## **CRITERION NUMBER**

### **SE 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**

1. A student may be referred for an evaluation by a parent or any person in a caregiving or professional position concerned with the student's development.
2. When a student is referred for an evaluation to determine eligibility for special education, 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. The written notice meets all of the content requirements set forth in M. G.L. c.71B, S3, and in federal law, seeks the consent of the parent for the evaluation to occur, and provides the parent with the opportunity to express any concerns or provide information on the student's skills or abilities and to consult regarding the evaluators to be used.
3. For all other actions, the district gives notice complying with federal requirements within a reasonable time.
4. The school district provides the student's parent(s) with an opportunity to consult with the Special Education Administrator or his/her designee to discuss the reasons for the referral and the nature of the proposed evaluation.
5. The district provides parents with an opportunity to consult with the Administrator of Special Education or his/her designee regarding the evaluators to be used and the proposed content of all required and optional assessments.
6. The school district does not limit a parent's right to refer a student for timely special education evaluation because the district has not fully explored and/or attempted some or all of the available instructional support programs or other interventions available in general education that lay be described in the district's curriculum accommodation plan, including any pre-referral program.
7. The school district refuses to conduct an initial evaluation only when the circumstances of a student make clear that there is no suspicion of a disability and that there is no concern about the student's development.

**Rating: Partially Implemented**

**District Response Required: Yes**

## **CRITERION NUMBER**

### **SE 46**

#### **Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district**

1. A suspension of longer than 10 consecutive days or a series of Suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.

2. When a suspension constitutes a change in placement of a student with disabilities, district personnel, the parent and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP-'a manifestation determination."

3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the Suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:

a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and

b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.

4. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days

a. on its own authority if the behavior involves weapons or legal drugs of another controlled substance or the infliction of serious bodily injury on another person while at School or a school function or, considered case by case, unique circumstances; or

b. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure him/herself or others.

Characteristics. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.

5. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to

address the behavior, Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.

6. Not later than the date of the decision to take disciplinary action, the School district notifies the parents of that decision and provides them with the written notice of procedural Safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

**Rating: Partially Implemented**

**District Response Required: Yes**

## **CRITERION NUMBER**

### **SE 54**

#### **Professional development**

1. The district considers the needs of all staff in developing training opportunities for professional and paraprofessional staff and provides a variety of offerings.

2. The district ensures that all staff, including both special education and general education staff, are trained on:

a. State and federal special education requirements and related local special education policies and procedures;

b. 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:

c. methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom;

3. The district provides 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; for any such student it also provides written information on the nature of any needs or problems that may cause difficulties, along with information on appropriate emergency measures.

Transportation providers include drivers of general and special education vehicles and any attendants or aides identified by a Team for either type of vehicle.

**Rating: Not Implemented**

**District Response Required: Yes**

**CRITERON NUMBER**

**SE 56**

**Special education programs and services are evaluated**

Special education programs and services are regularly evaluated.

**Rating: Partially Implemented**

**District Response Required: Yes**