



The Commonwealth of Massachusetts Department of Education

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February 2, 2005

Maureen Lacroix
District Superintendent
Bedford Public Schools
97 McMahan Road
Bedford, MA 01730-2166

Re: Onsite Follow-up Monitoring Report: Coordinated Program Review Corrective Action Plan Verification and Special Education Mid-cycle Review

Dear Superintendent Lacroix:

Enclosed is the Department's Coordinated Program Review Follow-up Monitoring Report together with findings regarding your district's Coordinated Program Review Mid-cycle Review. This report contains the Department's findings based on the onsite activities conducted in your school district to verify the implementation status and effectiveness of corrective steps taken in response to your Coordinated Program Review Report issued on October 3, 2000.

While the Department of Education found certain noncompliance issues to be resolved, others were partially corrected, not addressed at all and/or new issues were identified by the Department's onsite team.

As the Department previously informed you, in cases where a district fails to fully and effectively implement a Corrective Action Plan, which was proposed by your district and approved by the Department, the Department must then prepare a Corrective Action Plan for the district, which must be implemented without further delay. You will find these requirements for corrective action and further progress reporting included in the attached report together with any steps that must be taken by the district to fully implement new special education requirements. Please provide the Department with your written assurance that the Department's requirements for corrective action will be implemented by your school district within the timelines specified. Your statement of assurance must be submitted to the Department's Onsite Chairperson by February 21, 2005.

Your staff's cooperation throughout these Follow-up Monitoring activities is appreciated. Should you require additional clarification of information included in our report, please do not

hesitate to contact the Onsite Team Chairperson at 781-338-3724.

Sincerely,

Jennifer Weissman, Coordinated Program Review Follow-up Chairperson
Program Quality Assurance Services

John D. Stager, Administrator
Program Quality Assurance Services

c: David P. Driscoll, Commissioner of Education
Linda Vanaria, School Committee Chairperson
Barbara Koren, District Program Review Follow-up Coordinator

Encl.: Follow-up Monitoring Report

**MASSACHUSETTS DEPARTMENT OF EDUCATION
COORDINATED PROGRAM REVIEW**

Bedford Public Schools

**ONSITE VERIFICATION OF CORRECTIVE ACTION PLAN IMPLEMENTATION
AND/OR IDENTIFICATION OF ADDITIONAL FINDINGS REQUIRING CORRECTIVE ACTION**

**Action Plan Submitted on November 3, 2000
Progress Reports Submitted on April 17, 2001, October 15, 2001, May 6, 2002 and August 16, 2002
Onsite Visit Conducted on December 16, 2004
Date of this Report February 2, 2005**

<p style="text-align: center;">Criterion Number and Topic (Refer to full text of requirements in 2004-2005 Special Education Information Package)</p>	<p style="text-align: center;">Implementation Status of Requirements or Corrective Action Plan Determined to be <u>Substantially Implemented</u></p>	<p style="text-align: center;">Method(s) of Verification</p>	<p style="text-align: center;">Comments Regarding Corrective Action Plan Implementation</p>	<p style="text-align: center;">Corrective Action Plan Determined to be <u>Not Fully Implemented</u> or <u>Additional Issues Identified</u></p>	<p style="text-align: center;">Findings Regarding Incomplete Implementation of Approved Corrective Action Plan or Identification of Additional Issues of Noncompliance</p>	<p style="text-align: center;">Further Corrective Action Ordered by the Department of Education and Timelines for Implementation and Further Progress Reporting</p>
<p style="text-align: center;">Special Education Requirements</p>						
<p style="text-align: center;">SE 3 Special requirements for determination of specific learning disabilities</p>	<p style="text-align: center;">Partially Implemented</p>	<p><u>Student Record Review</u></p> <p><u>Interviews</u></p> <p><u>Document review</u></p>	<p>The district has proper procedures for determining and documenting specific learning disabilities.</p>	<p>Partially Not Implemented</p>	<p>The district's procedures were not followed in any of the student records reviewed by the onsite team.</p>	<p>Please provide training for Team Chairpersons on procedures for determining and documenting specific learning disabilities. Provide the agenda and attendance sheets to the Department by June 30, 2005. Review all initial</p>

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						<p>evaluation meetings held from September 1-December 1, 2005 at which the Team discussed eligibility because of a specific learning disability. Provide a report on the number of such meetings at each school and the number found to be in compliance with specific learning disability requirements. Also, provide one completed specific learning disability form from each school for a meeting held during that time period. Provide this information to the Department by December 31, 2005.</p>

<p>Criterion Number and Topic</p> <p>(Refer to full text of requirements in 2004-2005 Special Education Information Package)</p>	<p>Implementation Status of Requirements or Corrective Action Plan Determined to be <u>Substantially Implemented</u></p> <p>√</p>	<p>Method(s) of Verification</p>	<p>Comments Regarding Corrective Action Plan Implementation</p>	<p>Corrective Action Plan Determined to be <u>Not Fully Implemented</u> or <u>Additional Issues Identified</u></p> <p>√</p>	<p>Findings Regarding Incomplete Implementation of Approved Corrective Action Plan or Identification of Additional Issues of Noncompliance</p>	<p>Further Corrective Action Ordered by the Department of Education and Timelines for Implementation and Further Progress Reporting</p>
<p>SE 6</p> <p>Determination of transition services <i>(Emphasis on practices in determining needed transition planning and services and consideration of courses of study related to needed transition)</i></p>	<p>Partially Implemented</p>	<p><u>Student Record Review</u></p> <p><u>Interviews</u></p>	<p>Students age 14 and above are invited to Team meetings. Teams consider whether continuing services from adult human service agencies are likely to be required. Adult service agencies are invited to and participate in Team meetings, as appropriate.</p>	<p>Partially Not Implemented</p>	<p>For students age 16 and above, IEPs do not always include services that promote movement of the student from school to post school activities nor do Teams always consider the student's future goals in relation to the student's course of study.</p>	<p>Provide training for high school Team Chairpersons on the transition requirements for students age 16 and older. Provide the agenda and attendance sheets to the Department by June 30, 2005. Review IEPs for students age 16 and above who had Team meetings held between September 1-December 1, 2005 and provide a report on the number found to be in compliance with transition requirements. Provide three samples of completed IEPs for students age 16 and above to the Department by December 31, 2005.</p>
<p>SE 8</p> <p>Evaluation</p>	<p>Partially Implemented</p>	<p><u>Student Record</u></p>	<p>Evaluation Teams are composed of most of the required people.</p>	<p>Partially Not Implemented</p>	<p>Evaluation Teams do not always include a</p>	<p>Please revise the district's procedures to ensure that a</p>

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<p>Team composition</p>		<p><u>Review</u></p> <p><u>Interviews</u></p>			<p>representative of the school district who has authority to commit district resources.</p>	<p>representative of the school district who has authority to commit district resources is present at each Team meeting. Provide the procedures to the Department by June 30, 2005. Review all Team meeting attendance sheets for Team meetings held from September 1-December 1, 2005 and indicate how many were found to have a representative of the school district who has authority to commit district resources present by December 31, 2005.</p>

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<p>SE 13 Progress Reports and content</p>	<p>Partially implemented</p>	<p><u>Student Record Review</u> <u>Interviews</u></p>	<p>Some progress reports are sent to the parent as often as report cards and some progress reports contain the required information.</p>	<p>Partially not implemented</p>	<p>Some parents do not receive progress reports as often as report cards. Also, some high school progress reports do not contain the required content.</p>	<p>Please develop a tracking system to ensure that progress reports are sent to parents as often as report cards. Provide a description of the tracking system to the Department by June 30, 2005 and documentation that the tracking system is being implemented by December 31, 2005. Additionally, provide training for high school special education staff on the required content of progress reports. Provide the agenda and attendance sheet to the Department by June 30, 2005. Review high school progress reports completed from June 1, 2005 – December 31, 2005 and indicate how many were found to contain the required content.</p>

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						<p>Additionally, provide 3 copies of completed high school progress reports written by three different service providers by December 31, 2005.</p>

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SE 15 Outreach by the School District (Child Find)	Yes	<u>Interviews</u>	The district has annual or more frequent outreach to community groups, schools, and professionals from which promotion or transfer of students in need of special education may be expected.			
SE 17 Initiation of services at age three and Early Intervention transition procedures	Yes	<u>Student Record Review</u> <u>Interviews</u>	Special education services begin by age three and the district implements procedures to ensure effective transition from early intervention programs.			
SE 18A IEP development and content	Partially implemented	<u>Student Record Review</u> <u>Interviews</u>	See SE 8	Partially not implemented	See SE 8	See SE 8
SE 18B Determination of placement;	Partially Implemented	<u>Student Record Review</u>	IEP Teams determine the appropriate placement to deliver	Partially not Implemented	IEPs are not always provided to the parent	Revise the district's procedures to ensure that IEPs are

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<p>immediate provision of IEP to parent</p>		<p><u>Interviews</u></p>	<p>the services on student IEPs. Placement selected by the Team is the least restrictive environment consistent with the needs of the student.</p>		<p>immediately following the development of the IEP at the Team meeting.</p>	<p>provided to the parent immediately following the development of the IEP at the Team meeting and provide training on these procedures for personnel responsible for their implementation. Provide the procedures and agenda and attendance sheets to the Department by June 30, 2005. Provide a report indicating the date of each Team meeting from September 1-December 1, 2005 and the date the completed IEP was provided to the parent by December 31, 2005.</p>

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<p>SE 20 Least restrictive program selected</p>	<p>Yes</p>	<p><u>Student Record Review</u> <u>Interviews</u></p>	<p>IEP Teams select the least restrictive environment for students.</p>			
<p>SE 22 IEP implementation and availability (<i>Emphasis on provision of IEP services without delay; provision of the IEP at the beginning of the school year; and, alternative methods of service delivery where there is a lack of space and/or</i></p>	<p>Yes</p>	<p><u>Student Record Review</u> <u>Interviews</u></p>	<p>The school district has an IEP in effect for eligible students at the beginning of each school year and begins IEP services without delay once an IEP has been accepted by the student's parent.</p>			

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<i>personnel))</i>						

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SE 26 Parent participation in meetings <i>(Emphasis on district's attempts to ensure parent participation at IEP Team meetings)</i>	Yes	<u>Student Record Review</u> <u>Interviews</u>	Parents consistently attend Team meetings and participate in the Team process.			
SE 27 Content of Team meeting notice to parents	Yes	<u>Student Record Review</u> <u>Interviews</u>	Team meeting notices contain the required content.			
SE 28 Parent provided the IEP or notice of no eligibility together with	Partially Implemented	<u>Student Record Review</u> <u>Interviews</u>	See SE 18B	Partially not Implemented	See SE 18B	See SE 18B

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notification of procedural safeguards and parents' rights						

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<p>SE 29 Communications are in English and primary language of home</p>	<p>Yes</p>	<p><u>Student Record Review</u> <u>Interviews</u></p>	<p>Communications with parents are in English and the primary language of the home.</p>			
<p>SE 32 Parent advisory council for special education</p>	<p>Partially Implemented</p>	<p><u>Interviews</u></p>	<p>While interviews indicate that the parent advisory council is not active at this time, the school district has established a parent advisory council and membership is offered to all parents of children with disabilities and other interested parties.</p>	<p>Partially not Implemented</p>	<p>The parent advisory council does not have an annual workshop with the district nor does it meet regularly with school officials to participate in the planning, development and evaluation of special education programs.</p>	<p>Provide the agenda from an annual workshop with the Parent Advisory Council by June 30, 2005. Provide a description of how the Parent Advisory Council met regularly with school officials to participate in the planning, development and evaluation of special education programs during the 2004-2005 SY by June 30, 2005.</p>
<p>SE 49 Related</p>	<p>Yes</p>	<p><u>Student Record Review</u></p>	<p>The district provides related services for each eligible student, as indicated on his/her</p>			

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Services		<u>Interviews</u>	IEP.			

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<p>SE 50 Responsibilities of the School Principal and Administrator of Special Education</p>	<p>Yes</p>	<p><u>Interviews</u></p>	<p>School principals and the Administrator of Special Education fulfill the responsibilities set forth in M.G.L. ch. 71 § 38Q and § 38Q ½ and 603 CMR 28.03(3).</p>			
<p>SE 53 Use of para-professionals</p>	<p>Yes</p>	<p><u>Document Review</u> <u>Interviews</u></p>	<p>Paraprofessionals are appropriately trained to assist in providing special education or related services. Also, paraprofessionals do not design instruction for students with disabilities and are appropriately supervised.</p>			
<p>SE 54 Professional development regarding special education</p>	<p>Partially implemented</p>	<p><u>Document Review</u> <u>Interviews</u></p>	<p>The district offers many of the required professional development opportunities regarding special education.</p>	<p>Partially not implemented</p>	<p>Interviews indicate that the district does not offer training for transportation providers on the unique needs of all students being transported in regular and special transportation</p>	<p>Provide the required training for transportation providers and provide the agenda and attendance sheets to the Department by June 30, 2005. Also, see the required corrective action for SE 32.</p>

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					vehicles. Nor does the district offer an annual workshop with the special education Parent Advisory Council	
SE 56 Special education programs and services are evaluated	Partially implemented	<u>Document Review</u> <u>Interviews</u>	The district had an outside evaluation of some special education programs conducted during the 2003-2004 school year.	Partially not implemented	Documentation and interviews indicate that not all special education programs, services and administrative areas are regularly evaluated.	Please provide the district's plan to ensure that all special education programs, services and administrative areas are regularly evaluated by June 30, 2005 . Provide documentation that the district has started implementation of this plan by December 31, 2005 .
Other Requirements						

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<p>MOA 4 Placement of disabled, linguistic and racial minority, homeless and female/male students</p>		<p><u>Document Review</u> <u>Interviews</u></p>		<p>Not fully implemented</p>	<p>Documentation indicates that there are 31 Metco students at Bedford High School, 10 of whom are in special education and none of whom are in advanced level courses. These numbers continue to be significantly disproportionate to the number of other Bedford High School students in special education and advanced level courses.</p>	<p>Please provide information concerning whether each of these students are placed for valid educational reasons by June 30, 2005. Provide the district's plan for monitoring and addressing any disproportionality by December 31, 2005.</p>
<p>MOA 10A Handbooks and codes of conduct</p>	<p>Yes</p>	<p><u>Document Review</u> <u>Interviews</u></p>	<p>The district is to be commended on its thorough procedures for accepting, investigating and resolving complaints alleging discrimination or harassment.</p>			
<p>MOA 11A Designation of</p>	<p>Partially implemented</p>	<p><u>Document Review</u></p>	<p>The district has designated a homeless liaison, a Title IX</p>	<p>Partially not implemented</p>	<p>The district, which employs more than 50</p>	<p>Please designate a Title II Coordinator and inform</p>

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<p>liaison/ coordinator(s); grievance procedures</p>	<p>√</p>	<p><u>Interviews</u></p>	<p>Coordinator and a Section 504 Coordinator.</p>	<p>√</p>	<p>persons, has not designated a Title II Coordinator.</p>	<p>parents, students and the general public as to the identity and contact information for the Title II Coordinator. Provide documentation that this has been completed by June 30, 2005.</p>

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MOA 12A Annual and continuous notification concerning non-discrimination and coordinators	Yes	<u>Document Review</u> <u>Interviews</u>	The district provides the required annual and continuous notification concerning nondiscrimination and coordinators.			
MOA 21 Staff training regarding civil rights responsibilities	Yes	<u>Document Review</u> <u>Interviews</u>	The district provides the required in-service training for all school personnel regarding civil rights responsibilities. The district is to be commended on its large selection of civil rights and diversity training that is offered in addition to the required training.			
ELE 1 Annual	Partially implemented	<u>District self-assessment</u>	The district annually administers the required	Partially not implemented	No documentation of the qualifications of persons	Please provide the qualifications of the persons

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Assessment			assessments.		implementing the assessments was provided.	implementing the assessments by June 30, 2005 .
<p>ELE 2 MCAS</p>	Partially implemented	<u>District self-assessment</u>	Limited English proficient students participate in the annual administration of MCAS.	Partially not implemented	No documentation of MCAS accommodations for limited English proficient students was provided.	Provide the district's procedures for ensuring that students' use appropriate accommodations, by June 30, 2005 .
<p>ELE 5 Program Placement and Structure</p>		<u>District self-assessment</u>		Not implemented	The district is not using sheltered English immersion or two-way bilingual programs.	Provide the district's plan for ensuring that all limited English proficient students are placed in sheltered English immersion or two-way bilingual classrooms by June 30, 2005 . Provide documentation that the plan is being implemented by December 31, 2005 .
<p>ELE 11 Equal access to academic</p>	Partially implemented	<u>District self-assessment</u>	Limited English proficient students participate in core courses and non-core courses.	Partially not implemented	Some limited English proficient students are graded on a pass/fail	Provide the district's plan for ensuring that all limited English proficient students are

<p>Criterion Number and Topic</p> <p>(Refer to full text of requirements in 2004-2005 Special Education Information Package)</p>	<p>Implementation Status of Requirements or Corrective Action Plan Determined to be <u>Substantially Implemented</u></p> <p>√</p>	<p>Method(s) of Verification</p>	<p>Comments Regarding Corrective Action Plan Implementation</p>	<p>Corrective Action Plan Determined to be <u>Not Fully Implemented</u> or <u>Additional Issues Identified</u></p> <p>√</p>	<p>Findings Regarding Incomplete Implementation of Approved Corrective Action Plan or Identification of Additional Issues of Noncompliance</p>	<p>Further Corrective Action Ordered by the Department of Education and Timelines for Implementation and Further Progress Reporting</p>
<p>programs and services</p>					<p>rather than a letter grade. Some core coursework is modified and adjusted to meet the needs of the student. Some students do not have access to the full range of programs and are instead placed in special sections of elective courses such as cooking, math, art, music, keyboarding and physical education. The result is that not all limited English proficient students have the same opportunities to master academic standards and curriculum frameworks as other students.</p>	<p>taught to the same academic standards and curriculum frameworks as all students, and provided the same opportunities to master such standards and frameworks as other students, including the opportunity to enter academically advanced classes, receive an appropriate grade and credit for coursework in a manner consistent with district grading policies for all students , and have access to the full range of programs by June 30, 2005. Provide documentation of implementation of this plan by December 31, 2005.</p>

