



The Commonwealth of Massachusetts Department of Education

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June 5, 2007

Superintendent Richard Pazasis
Belchertown Public Schools
14 Maple Street
P.O. Box 841
Belchertown, MA 01007-0841

Re: Mid-cycle Coordinated Program Review Report

Dear Superintendent Pazasis:

Enclosed is the Department of Education's Mid-cycle Coordinated Program Review Report (Mid-Cycle Report). This report contains findings based on onsite monitoring conducted to verify the implementation and effectiveness of corrective action approved or ordered by the Department to address findings of noncompliance included in the Belchertown Coordinated Program Review Report issued on January 28, 2005. The Mid-cycle Report also contains findings based on onsite monitoring of special education compliance criteria that have been created or substantially changed in response to IDEA 2004.

Another component of the Department's Mid-cycle Review is the review of your school district or charter school's self-assessment in the area of English learner education (ELE). (In the remainder of this letter, please read "district" as meaning "school district or charter school.") The purpose of this review is to determine whether your district is implementing the significant changes in M.G.L. Chapter 71A, governing the education of limited English proficient students, that were adopted by voters by means of Question 2 in 2002. The Department has reviewed your district's ELE self-assessment (documentation and any written analysis of compliance) and, based solely on that self-assessment, is providing you in this report with findings on your ELE program and the corresponding corrective action to be implemented. Your district is urged to request technical assistance in relation to any of these findings or this prescribed corrective action from me or from staff in the Department's Office of Language Acquisition and Achievement at 413-858-4591. ELE guidance documents are available on the Department's website at <http://www.doe.mass.edu/ell/>.

We are pleased to indicate that the Department of Education has found your district's approved Corrective Action Plan to have been implemented and to have been effective in remedying previously identified noncompliance in Special Education and ELE. The Department has also found your district to have implemented special education compliance criteria that were created or substantially changed in response to IDEA 2004, as well as SE 33, on the access of students with disabilities to the district's general curriculum (the curriculum expected to be taught to all students). Finally, the Department of Education has found your district to have implemented the revised requirements of M.G.L. c. 71A. The findings of the Department are included in the attached report. You and your entire staff are to be congratulated for your success in

implementing not only all required corrective action, but also all new special education and ELE requirements.

The Department will notify you of your district's next regularly scheduled Coordinated Program Review several months before it is to occur. At this time we anticipate that this CPR will occur sometime during the 2010 fiscal year unless the Department determines that there is some reason to schedule this visit earlier.

Your staff's cooperation throughout this Mid-cycle Review is appreciated. Should you like clarification of any part of our report, please do not hesitate to contact me at 413-858-4591.

Sincerely,

Nicole E. Heroux, Mid-cycle Review Chairperson
Program Quality Assurance Services

Darlene A. Lynch, Director
Program Quality Assurance Services

c: David P. Driscoll, Commissioner of Education
Barbara Schaffer Bacon, School Committee Chairperson
Patricia Susen, District Program Review Follow-up Coordinator

Encl.: Mid-cycle Coordinated Program Review Report

**MASSACHUSETTS DEPARTMENT OF EDUCATION
MID-CYCLE COORDINATED PROGRAM REVIEW REPORT**

Belchertown Public Schools

ONSITE MONITORING OF IMPLEMENTATION OF CORRECTIVE ACTION AND OF CERTAIN NEW REQUIREMENTS

Date of Coordinated Program Review (CPR): Week of April 5, 2004

Date of Coordinated Program Review Corrective Action Plan Approval: September 12, 2005

Dates of Corrective Action Plan Progress Reports: January 17, 2006, June 28, 2006

Dates of this Mid-cycle Review Onsite Visit: April 11-13, 2007

Date of this Report: June 5, 2007

PLEASE NOTE THAT THIS REPORT IS IN SEVERAL SECTIONS.

Criterion Number/Topic (Refer to full text of 2006-2007 CPR requirements)	Approved Corrective Action Implemented and Effective ✓	Method(s) of Verification	Basis of Determination that Corrective Action was Implemented and has been Effective	Corrective Action <u>Not Implemented</u> or <u>Not Effective</u> or <u>New Issues Identified</u> ✓	Basis of Determination that Implementation of Corrective Action was Incomplete or Ineffective or Basis of Finding of New Noncompliance	Required Corrective Action, Timelines for Implementation, and Progress Reporting
Special Ed. Criteria Cited in CPR Report and Monitored in Mid-cycle						
SE 1 Assessment of Students	✓	Documentation review and interviews	Documentation review and interviews indicated a series of professional development presentations were developed for all staff members.			
SE 2 Required and optional assessments	✓	Documentation review and interviews	Documentation review and interviews indicated that required and optional assessments are conducted and filed in student records.			
SE 4 Reports of assessment results	✓	Documentation review and interviews	Record reviews, documentation review and interviews indicated parents' requests for evaluation summaries two days in			

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	✓		advance of the Team meetings are completed in a timely manner, along with the date of the actual meeting.	✓		
SE 6 Transition Services	✓	Documentation review and interviews	Documentation review and interviews indicated that transition needs are addressed at TEAM meetings. Interviews indicated that the discussion of students' transition begins at 15 years old. Transition planning includes having an appropriate vision statement and a well-written transition chart.			
SE 8 IEP composition and attendance	✓	Documentation review and interviews	The district submitted the names and titles of the personnel in the district that are able to commit to resources at Team meetings. The district also submitted copies of signed attendance sheets from Team meetings.			

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SE 10 End of school year evaluations	✓	Student record review, documentation, and interviews	The district created a series of trainings for all special education staff where they were presented with information regarding procedures when a child is found ineligible, appropriate services in the general education programs, timelines for IEP development/receipt by parents, documentation of the student's disability and the requirements for written consent.			
SE 11 School District response to parent request for Independent evaluation	✓	Documentation review, and interviews	The school district is willing to do independent evaluations when requested by parents. The school district submitted a copy of its policies and practices regarding a parent request for an independent educational evaluation.			

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SE 12 Frequency of re-evaluation	✓	Student record review, documentation, and interviews	The school district submitted copies of the students' initial IEPs and their IEPs after being reevaluated to show that they are within required timelines.			
SE 13 Progress Reports and content	✓	Student record review, documentation, and interviews	The school district submitted a copy of progress reports along with training agendas for this criterion.			
SE 14 Annual Review Team Meeting	✓	Student record review, documentation, and interviews	The school district submitted copies of the monthly reports that track scheduling and conducting of the annual reviews in a timely manner. Record reviews also indicated that annual reviews are held within required timelines.			

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SE 17 Early Intervention	✓	Student record review, documentation	The school district implemented procedures to ensure the effective transition of young children with disabilities from EI programs through participation in transition planning conferences.			
SE 18A IEP development and content	✓	Documentation review and interviews	The district created a series of trainings for all Special Education staff where they were presented with information re: procedures when a child is found ineligible, appropriate services in the general education programs, timelines for IEP development/receipt by parents, documentation of the student's disability and the requirements for written consent.			

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SE 18B Determination of placement; provision of IEP to parent	✓	Student record review, documentation, and interviews	Documentation review and interviews indicate that the district implements the required procedures to determine placement at initial/reevaluations and annual review meetings.			
SE 19 Extended evaluation	✓	Documentation and interviews	Documentation and interviews indicated that the district conducts an extended evaluation if the Team determines that a student is eligible for special education services but does not have enough information to write a full IEP. The district writes an IEP based on the information currently available, obtains parental consent, conducts the evaluation, and holds a Team meeting within eight weeks of parent consent.			

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SE 20 Least Restrictive Program Selected	✓	Student record review, documentation, and interviews	Documentation review and interviews indicated that the district considers the least restrictive environment and opportunities for inclusion for students through Team discussions at IEP meetings.			
SE 22 IEP implementation and availability	✓	Student record review, documentation, and interviews	The school district has an IEP in effect for each student at the beginning of the school year. The district has policies and procedures in place to ensure that services are provided without delay.			
SE 23 Student Identification and Placement	✓	Student record review, documentation, and interviews	The district created a series of trainings for all Special Education staff where they were presented with information re: procedures when a child is found ineligible, appropriate services in the general education programs,			

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			timelines for IEP development/receipt by parents, documentation of the student's disability and the requirements for written consent.			
SE 24 Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE	✓	Student record review, and documentation.	The district provides the mandated written notices to parents regarding the district's proposal or refusal to act in regard to the identification, evaluation or educational services/ placement of the child.			
SE 25 Parental consent	✓	Student record review	Student records reviewed by the onsite Team indicated consent forms were signed by the parent or guardian prior to evaluations or initiation of services.			

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SE 26 Parent Participation in IEP Team Meeting	✓	Student record review and interviews	Student record review and interviews indicated that parents actively attend and participate in IEP meetings. The district has effective measures in place to ensure parent attendance at IEP meetings.			
SE 27 Content of Team meeting notice to parents	✓	Student record review and documentation	The district ensures that parent notices meet all state and federal law content requirements and Team meeting notices state the purpose, time, location and attendees.			
SE 33 Involvement in the general curriculum	✓	Documentation and interviews	The district created a series of trainings for all special education staff where they were presented with information re: procedures when a child is found ineligible, appropriate services in the general			

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			education programs, timelines for IEP development/receipt by parents, documentation of the student's disability and the requirements for written consent.			
SE 34 Continuum of alternative services	✓	Documentation and interviews	The district created four special education programs and returned students from out of district programs. The district is continually monitoring the progress and needs of students and is creating programs and services to meet the needs of students.			
SE 36 IEP implementation, accountability, and financial responsibility	✓	Student record review, documentation, and interviews	The district has created a tracking form, which has helped the district to assist a staff member in tracking the results of attempts to obtain signatures.			

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SE 38 Educational services in institutional settings (ESIS)			The district created a series of trainings for all special education staff where they were presented with information re: students receiving educational services in institutional settings.			
SE 46 Procedures for suspension of students with disabilities more than 10 days	✓	Documentation and interviews	The district has created and consistently implemented procedures for suspension of students with disabilities exceeding 10 days. The district also provided a training memo to all vice principals and principals at Alternative Education Programs/ Schools.			
SE 48 FAPE	✓	Documentation and interviews	The district provided a list of all the students in the district who receive adaptive			

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			PE and counseling services. The district also documented that these services are actually transpiring in all cases.			
SE 49 Related services	✓	Student records	Student records indicated that IEPs consistently specify the type of modifications and/or specialized equipment and procedures. Related services are routinely considered and consistently identified on IEPs.			
SE 50 Responsibilities of the School Principal and Administrator of Special Education	✓	Documentation	The district provided a job description along with applicable responsibilities for its principals.			
SE 51 Appropriate Special Education	✓	Documentation	The district provided copies of the certification/licensure for all special education			

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Teacher Certification/ Licensure			administrators and teachers.			
SE 52 Appropriate Certification/ Licenses or other credentials-related service providers	✓	Documentation	The district provided copies of the certification/licensure for all related service providers.			
SE 53 Use of paraprofessionals	✓	Documentation and interviews	Documentation and interviews indicated that paraprofessionals are appropriately trained and supervised.			
SE 54 Professional development	✓	Documentation and interviews	The district considers the needs of all staff in developing training opportunities and provides a variety of offerings, which include the required topics.			
SE 55	✓	Documentation,	Special education services			

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Special education facilities and classrooms		interviews, and observations	are provided in classrooms throughout the schools in rooms that maximize inclusion for students in the life of the school and are equal to standards for general education facilities. A copy of each building principal's documentation and statement of assurance was submitted.			
SE 56 Special Education Programs and Services are evaluated	✓	Documentation	The district developed a comprehensive program for evaluating the effectiveness of programs assisting students with disabilities to achieve the goals set forth in their IEPs in the least restrictive environment.			
SE 57 Special Education Child Count	✓	Documentation	The school district maintains appropriate procedures to ensure that an accurate special education child count is provided to the Department of			

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	✓		Education.	✓		

Belchertown Public Schools
English Learner Education (ELE) Requirements

Mid-Cycle Review Findings and Corrective Action Based on the Department's Review Of Local Self-Assessments
 (Please refer to full text of 2006-2007 CPR requirements for ELE and related implementation guidance at <http://www.doe.mass.edu/pqa/review/cpr/instrument/chapter71A.doc>)

ELE Criterion Number and Topic	Criterion Determined to be Implemented Based on Review of Local ELE Self-Assessment	Findings of Noncompliance Based on Department's Review of Local ELE Self-Assessment (Criterion Determined to be Partially Implemented or Not Implemented)	Required Corrective Action, Timelines for Implementation, and Progress Reporting
ELE 1 Annual Assessment	✓		

ELE Criterion Number and Topic	Criterion Determined to be Implemented Based on Review of Local ELE Self-Assessment	Findings of Noncompliance Based on Department's Review of Local ELE Self-Assessment (Criterion Determined to be Partially Implemented or Not Implemented)	Required Corrective Action, Timelines for Implementation, and Progress Reporting
ELE 2 MCAS Participation	✓		
ELE 3 Initial Identification	✓		
ELE 4 Waiver Procedures	✓		
ELE 5 Program Placement and Structure	✓		
ELE 6 Program Exit and Readiness	✓		
ELE 7 Parent Involvement	✓		

ELE Criterion Number and Topic	Criterion Determined to be Implemented Based on Review of Local ELE Self-Assessment ✓	Findings of Noncompliance Based on Department's Review of Local ELE Self-Assessment (Criterion Determined to be Partially Implemented or Not Implemented)	Required Corrective Action, Timelines for Implementation, and Progress Reporting
ELE 8 Declining Entry to a Program	✓		
ELE 9 Instructional Grouping	✓		
ELE 10 Parental Notification	✓		
ELE 11 Equal Access to Academic Programs and Services	✓		
ELE 12 Equal Access to Nonacademic and Extracurricular Programs	✓		

ELE Criterion Number and Topic	Criterion Determined to be Implemented Based on Review of Local ELE Self-Assessment ✓	Findings of Noncompliance Based on Department's Review of Local ELE Self-Assessment (Criterion Determined to be Partially Implemented or Not Implemented)	Required Corrective Action, Timelines for Implementation, and Progress Reporting
ELE 13 Follow-up Support	✓		
ELE 14 Licensure Requirements	✓		
ELE 15 Professional Development Requirements	✓		
ELE 16 Equitable Facilities	✓		
ELE 17 Program Evaluation	✓		