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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Bellingham Public Schools**  **MCR Onsite Date:** **04/01/2014**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 3 - Special requirements for determination of specific learning disability** | | | |
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| **Rating:** | | | |
| Not Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that when a student suspected of having a specific learning disability is evaluated, the IEP Team is not creating a written determination as to whether or not the student has a specific learning disability, which is signed by all members of the Team. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to IEP Team chairpersons on the special requirements for determination of a specific learning disability. Specifically, train staff on creating a written determination as to whether or not the student has a specific learning disability, which is signed by all Team members, or if a disagreement exists as to the determination, the Team members documenting their disagreement in writing.  Develop an internal oversight and tracking system for ensuring that a written determination is developed by the IEP Team when a student suspected of having a specific learning disability is evaluated. The oversight and tracking system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, in which IEP Team meetings were held for students suspected of having a specific learning disability since implementation of all corrective actions, for evidence of compliance with appropriately completed written determinations.  **\*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 evidence of training and include the agenda, sign-in sheet and training materials by **October 1, 2014**.  Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **October 1, 2014**.  Submit a report of the results of an internal review of records and include the following:  1. The number of student records reviewed;  2. The number of records in compliance;  3. For any records not in compliance, determine the root cause(s); and  4. The district’s plan to remedy the non-compliance.  Please submit the above information by **January 27, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/01/2014 | 01/27/2015 |  |  |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and a staff interview set forth that whenever an evaluation indicates that a child has a disability on the autism spectrum, the IEP Team is considering and specifically addressing the following:  1) The verbal and nonverbal communication needs of the child;  2) The need to develop social interaction skills and proficiencies;  3) The needs resulting from the child's unusual responses to sensory experiences;  4) The needs resulting from resistance to environmental change or change in daily  routines;  5) The needs resulting from engagement in repetitive activities and stereotyped  movements;  6) The need for any positive behavioral interventions, strategies, and supports to  address any behavioral difficulties resulting from the autism spectrum disorder; and  7) Other needs resulting from the child's disability that impact progress in the  general curriculum, including social and emotional development.  This information is addressed within each student's IEP goals and objectives. |

| **SE Criterion # 6 - Determination of transition services** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that IEP Teams are not consistently addressing all required elements of the IEP in determining the need for transition services. Specifically, IEP Teams are not consistently determining whether students approaching graduation are likely to require continuing services from adult human service agencies as the Additional Information section of the IEP which addresses whether or not there is a need for a Chapter 688 referral was not consistently completed. Additionally, the Post-Secondary Vision Statement on the Transition Planning Form (TPF) did not always reflect the vision of the student age 14 or over and was not always based upon the student's preferences and interests or include desired outcomes for post-secondary education/training, employment, and adult living. The Post-Secondary Vision Statement only reflected the vision of the parents. | | | |
| **Department Order of Corrective Action:** | | | |
| For those students whose records were identified by the Department, the district must reconvene the IEP Teams to consider the need for a Chapter 688 referral and to revise the TPF, as appropriate. Please see *Technical Assistance Advisory SPED 2014-4:  Transition Assessment in the Secondary Transition Planning Process* at <http://www.doe.mass.edu/sped/advisories/2014-4ta.html>.  Provide training to high school IEP Team chairpersons on the requirements for considering the need for a Chapter 688 referral for students approaching graduation and for ensuring that the Post-Secondary Vision Statement in the TPF reflects the vision of the student who is 14 years of age or older.  Develop an internal oversight and tracking system for ensuring appropriate determination of transition services. The oversight and tracking system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, in which IEPs were written for students age 14 or over subsequent to implementation of all corrective actions, to ensure all required elements of the IEP and TPF are appropriately addressed.  **\*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:** | | | |
| For those student records identified by the Department, submit a copy of the Transition Planning Form, the IEP and the Team Meeting Attendance Sheet (N3A) indicating that the IEP Teams have reconvened. Submit this information by **October 1, 2014.**  Submit evidence of high school IEP Team chairperson training and include the agenda, sign-in sheet and training materials by **October 1, 2014**.  Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **October 1, 2014**.  Submit a report of the results of an internal review of records and include the following:  1. The number of student records reviewed;  2. The number of records in compliance;  3. For any records not in compliance, determine the root cause(s); and  4. The district’s plan to remedy the non-compliance.  Please submit the above information by **January 27, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/1/2014 | 1/27/2015 |  |  |

| **SE Criterion # 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and a staff interview indicated that one year prior to the student reaching age 18, the district informs the student and the parent/guardian of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday. The notification provided to both the student and the parent/guardian states that all rights accorded to parents under special education law will transfer to the 18 year old student. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that there is consistent attendance of Team members at IEP Team meetings. Members of the Team attend IEP Team meetings unless:   * The district and the parent agree, in writing, that the attendance of the Team member is not necessary because the member's area of the curriculum or related services is not being modified or discussed; or * The district and parent agree, in writing, to excuse a required Team member's participation and the excused member provides written input into the development of the IEP to the parent and IEP Team prior to the meeting. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records set forth that whenever the IEP Team evaluation indicates that a student's disability affects social skills development or when the disability makes the student vulnerable to bullying, harassment, or teasing, the IEP addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. For students identified with a disability on the autism spectrum, the IEP Team considers and specifically addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. The district documents its discussion in the IEP through the goals and objectives. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that the district is providing a summary to parents at the conclusion of the IEP Team meeting, which includes a completed IEP service delivery grid and a statement of the major goal areas associated with these services, then provides the proposed IEP and placement within two calendar weeks. However, the district is not providing parents with two copies of the proposed IEP and placement; the district currently provides only one copy of the proposed IEP and placement to parents. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures for ensuring the provision of two copies of the proposed IEP and proposed placement to parents immediately following development at the Team meeting. Provide training to Team chairpersons on these procedures.  Develop an internal oversight and tracking system for ensuring that parents are provided with two copies of the proposed IEP and placement following development at the IEP Team meeting. The oversight and tracking system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, in which IEPs were developed subsequent to implementation of all corrective actions, to ensure that parents are provided with two copies of the proposed IEP and placement following development at the IEP Team meeting.  **\*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 a copy of the procedures and evidence of Team chairperson training; include the agenda, signed attendance sheet and training materials. Submit this information by **October 1, 2014**.  Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **October 1, 2014**.  Submit a report of the results of an internal review of records and include the following:  1. The number of student records reviewed;  2. The number of records in compliance;  3. For any records not in compliance, determine the root cause(s); and  4. The district’s plan to remedy the non-compliance.  Please submit the above information by **January 27, 2015**. | | | |
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| 10/01/2014 | 01/27/2015 |  |  |

| **SE Criterion # 20 - Least restrictive program selected** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records set forth that when a student is removed from the general education classroom at any time, the Team is not always indicating in the Non-participation Justification statement 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. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to IEP Team chairpersons on the requirements for writing complete IEP Non-participation Justification statements that indicate why the student’s removal from the general education classroom is critical to the student’s program.  Develop an internal oversight and tracking system for ensuring that written justification statements meet the requirements of this criterion. The oversight and tracking system should include periodic reviews of IEPs by the Director of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of records, in which IEPs have been written since implementation of all of the district’s corrective actions, for evidence of compliance with appropriately completed Non-participation Justification statements.  **\*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:** | | | |
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| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| While the district does not have a parent who has revoked consent to a student's special education services, a review of documents and an interview indicated that the district has appropriate procedures in place regarding the revocation of consent. According to the district's procedures, if a parent revokes consent in writing, the district will act promptly to provide written notice to the parent of the district's proposal to discontinue services based on the written revocation of consent. The procedures indicate that the district will provide this notice a reasonable time before it intends to discontinue the student's services and the district will also provide information on how the parent can obtain a copy of the procedural safeguards. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district provided its special education student roster as requested by the Department. |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documentation and a staff interview indicated that the district has provided a variety of training opportunities to paraprofessional staff, including training on state and federal special education requirements and related local special education policies and procedures, analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom and methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students. |