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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT** **District:** **Bedford Public Schools** **MCR Onsite Dates:** **10/31/2014****Program Area: Special Education** |
|   |  | Mitchell D. Chester, Ed.D.Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **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 staff interviews indicated that whenever an evaluation indicates that a child has a disability on the autism spectrum (ASD), the Team uses a checklist to address the following areas which are included in the IEP as appropriate: 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 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.The IEP Team develops goals and adds services to the service delivery grid based on the identified areas of need on the ASD checklist. |

| **SE Criterion # 4 - Reports of assessment results** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews revealed that summaries of assessments are consistently completed and now define in detail and in educationally relevant and common terms the student´s needs, offering explicit means of meeting them and are available upon request at least two (2) days in advance of the Team meeting. |

| **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 staff interviews indicated that one year prior to the student reaching age 18, the district now informs both the student and the parent/guardian of the decision making rights that will transfer from the parent/guardian to the student upon the student's 18th birthday.  |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that the district's handwritten meeting Summary Sheet provided to parents at the conclusion of the Team meeting now consistently matches the proposed IEP mailed to the parents in that the frequency as well as the duration of direct services are not changed by the district at the administrative level. |

| **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 and staff interviews indicated that immediately following the development of the IEP, the district provides the parent with meeting summary notes and issues the IEP within ten days of the meeting date, but does not provide two (2) copies of the proposed IEP and proposed placement along with the Notice of Proposed School District Action (N1) form. The district’s practice is to provide one copy of the IEP and two signature pages. |
| **Department Order of Corrective Action:** |
| Revise procedures for provision of the IEP to parents to ensure that the district provides the parent with two (2) copies of the proposed IEP and proposed placement (N1) immediately. Develop an internal oversight and tracking system to ensure that the district is providing the parent with two (2) copies of the proposed IEP and proposed placement along with the (N1) form immediately following the development of the IEP. The tracking system should include oversight and periodic reviews by the Director of Special Education to ensure ongoing compliance. Conduct an internal review of a sample of student records from all buildings to ensure immediate provision of two (2) copies of the IEP, proposed placement and Notice of Proposed School District Action (N1) form. This sample must be drawn from records with IEP development that occurred after all corrective actions have been implemented. **\*Please note when conducting administrative monitoring the district must maintain the following documentation and make it available to the ESE upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review;** **c) Name of person(s) who conducted the review, with their role(s) and signature(s).** |
| **Required Elements of Progress Reports:** |
| Submit a description of the updated procedures and internal oversight and tracking system with periodic reviews, along with the name/role of the person(s) responsible for the oversight, by **February 27, 2015**. Submit the results of an administrative review of student records. Indicate the number of records reviewed and the number in compliance; for all records not in compliance determine the root cause(s) for any continued noncompliance and provide the district’s plan to remedy any identified noncompliance. Please submit this to the Department by **May 22, 2015**.  |
| **Progress Report Due Date(s):** |
| 02/27/2015 | 05/22/2015 |  |  |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district provided the student roster documentation required by the Department. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Onsite observation and staff interviews at John Glenn Middle School and Bedford High School confirmed that all signs indicative of special education services have been removed. In addition, onsite observation and staff interviews confirmed that speech and language services at both John Glenn Middle School and Bedford High School are now provided in spaces that are adequate for ventilation and size and can be accessed without walking through Special Education office space. |