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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Bristol County Agricultural High School****MCR Onsite Date:** **12/17/2014****Program Area: Special Education** |
|   |  | Mitchell D. Chester, Ed.D.Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |
| **SE Criterion # 2 - Required and optional assessments** |
| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Record review indicated that Educational Assessment A, an educational assessment by a representative of the school district that includes a history of the student's educational progress in the general curriculum, and Educational Assessment B, an assessment by a teacher 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, were not always evidenced in the student records or were, at times, incomplete.  |
| **Department Order of Corrective Action:** |
| For those students whose records were identified by the Department, the district must complete the missing Educational Assessment A and B forms and reconvene the IEP Teams to review, revise and update the IEP, as appropriate.Review those records in which an initial evaluation or a re-evaluation was conducted since the start of the school year and in which an Educational Assessment A and B was either incomplete or not included in the student record. 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. Develop a report of the results of an internal review of student records, in which an initial evaluation or re-evaluation was conducted after all corrective actions have been implemented, to ensure appropriate completion of Educational Assessment A and B. **\*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 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 completed Educational Assessment A and B forms and the Team Meeting Attendance Sheet (N3A) indicating that the IEP Teams have reconvened. Submit this information by **April 27, 2015.** Submit the results of the root cause analysis with specific proposals for remedying the non-compliance and associated timelines by **April 27, 2015.**Submit a report of the results of an internal review of records and include the following: * The number of student records reviewed;
* The number of records in compliance;
* For any records not in compliance, determine the root cause(s) of the non-compliance; and
* The district's plan to remedy the non-compliance.

Please submit the above information by **November 30, 2015.** |
| **Progress Report Due Date(s):** |
| 04/27/2015 | 11/30/2015 |  |  |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and an interview set forth that whenever an evaluation indicates that a student 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 student; 2) The need to develop social interaction skills and proficiencies; 3) The needs resulting from the student'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; and7) Other needs resulting from the student'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:** |
| Record review 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 always 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. In addition, the IEP Vision Statement and Post-Secondary Vision Statement on the Transition Planning Form (TPF) do not always reflect the vision of the student who is 14 or over and are not always based upon the student's preferences and interests or include desired outcomes for adult living, post-secondary education/training and working environments. Some student records included Vision Statements that reflected the vision of the parents rather than the student. |
| **Department Order of Corrective Action:** |
| For those students whose records were identified by the Department, the district must reconvene the IEP Teams to update the IEP, consider the need for a Chapter 688 referral and 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 the special education director on the requirements for developing an IEP Vision Statement and Post-Secondary Vision Statement in the TPF that reflects the vision of the student who is 14 years of age and older and for considering the need for a Chapter 688 referral for students approaching graduation.Develop an internal oversight and tracking system for ensuring appropriate completion of the IEP and TPF. The oversight and tracking system should include periodic reviews 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 **April 27, 2015**.Submit evidence of training for the special education director. Include the agenda, name of person who conducted the training and training materials by **April 27, 2015.** Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **April 27, 2015.** 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 **November 30, 2015.**  |
| **Progress Report Due Date(s):** |
| 04/27/2015 | 11/30/2015 |  |  |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review demonstrated 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 through the goals and objectives, as well as under the Additional Information section of the IEP. |

| **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** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Record review indicated that the information included in the Notice of Proposed School District Action (N1) often lacked specificity and did not consistently contain sufficient detail of the district's proposed actions. The district's proposals for evaluations did not always indicate the assessments and evaluations to be conducted and IEP proposals did not always specifically detail the assessments and evaluations that were conducted and used as a basis for the proposed actions. |
| **Department Order of Corrective Action:** |
| Provide training for the special education director on the requirements for completing the N1 notice and responding to all questions on page 2 of the notice.Develop an internal oversight and tracking system for ensuring that N1 forms contain the required written information on page 2. The oversight and tracking system should include periodic reviews to ensure ongoing compliance. Develop a report of the results of an internal review of student records, in which an evaluation or IEP was proposed subsequent to implementation of all corrective actions, to ensure appropriate completion of the N1 form. **\*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 for the special education director. Include the agenda, the name of the person who conducted the training, and training materials by **April 27, 2015**. Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **April 27, 2015**.Submit a report of the results of an internal review of records and include the following: * The number of student records reviewed;
* The number of records in compliance;
* For any records not in compliance, determine the root cause(s) of the non-compliance; and
* The district's plan to remedy the non-compliance.

Please submit the above information by **November 30, 2015.** |
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| **SE Criterion # 25A - Sending of copy of notice to Special Education Appeals** |
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| **Rating:** |
| Not Implemented |
| **Basis for Findings:** |
| Record review and interviews indicated that when the district receives notice that a parent has rejected an IEP, proposed placement, or a finding of no eligibility for special education, the district does not send a copy of the notice to the Bureau of Special Education Appeals (BSEA) within five calendar days. |
| **Department Order of Corrective Action:** |
| Develop procedures for ensuring notification to BSEA within five days of receipt of notification that a parent has rejected an IEP, proposed placement or a finding of no eligibility for special education. Train staff involved in implementing these procedures, including secretarial staff. Develop an internal oversight and tracking system for ensuring that notification is provided to BSEA within five days of receipt of notice that a parent has rejected an IEP, placement or finding of no eligibility.Develop a report of the results of an internal review of student records, in which a parent has rejected an IEP, placement or finding of no eligibility since implementation of all corrective actions, to ensure notification to BSEA within five days.**\*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 training, including the agenda, name of person who conducted the training, sign-in sheet and training materials by **April 27, 2015**.Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **April 27, 2015**.Submit a report of the results of an internal review of records and include the following: * The number of student records reviewed;
* The number of records in compliance;
* For any records not in compliance, determine the root cause(s) of the non-compliance; and
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| 04/27/2015 | 11/30/2015 |  |  |

| **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. |