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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **East Bridgewater Public Schools****MCR Onsite Date:** **01/08/2014****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** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and an interview indicated that the district is completing all required and optional assessments. Specifically, all records contained a completed Educational Assessment A, which includes a history of the student's educational progress in the general curriculum, and Educational Assessment B, which includes an assessment completed 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. |

| **SE Criterion # 3 - Special requirements for determination of specific learning disability** |
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| **Rating:** |
| 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 creates a written determination as to whether or not the student has a specific learning disability, which is signed by all members of the Team. |

| **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 an interview indicated 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; and7) 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 # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that members of the Team are well represented at IEP Team meetings and there is consistent attendance of all Team members. 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 # 13 - Progress Reports and content** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records indicated that progress reports were not always complete and did not consistently address the student's progress towards reaching the annual goals in the IEP. |
| **Department Order of Corrective Action:** |
| Provide training to special education staff responsible for completing progress reports on writing progress reports that address the student's progress towards reaching the annual IEP goals.Develop an internal oversight and tracking system for ensuring that progress reports contain information on the student's progress towards reaching the annual goals. The oversight and tracking system should include periodic reviews by the Director of Pupil Personnel Services to ensure ongoing compliance. Develop a report of the results of an internal review of student records, in which progress reports were written subsequent to implementation of all corrective actions, to ensure appropriate completion.**\*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 the training information, including the agenda and sign-in sheet by **April 30, 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 **April 30, 2014**.Submit the results of a review of student records and include the following:1. The number of records reviewed;2. The number of records in compliance;3. For any records not in compliance, determine the root cause; and 4. The specific corrective actions taken to remedy the non-compliance.Please submit the above information by **September 29, 2014**. |
| **Progress Report Due Date(s):** |
| 04/30/2014 | 09/29/2014 |  |  |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records indicated 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.A review of student records also indicated that some of the IEPs were incomplete and did not include all of the required information on the student’s Current Performance Levels/Measurable Annual Goals. Specifically, in the Measurable Annual Goal section the district did not always indicate how the Team would know that the student has reached the goal. |
| **Department Order of Corrective Action:** |
| Provide training to special education staff responsible for developing IEPs on completion of the Measurable Annual Goal section, specifically indicating how the Team would know that the student has reached the goal.Develop an internal oversight and tracking system for ensuring that the Measurable Annual Goal section of the IEP is consistently completed. The oversight and tracking system should include periodic reviews by the Director of Pupil Personnel Services to ensure ongoing compliance. Develop a report of the results of an internal review of student records, in which IEPs were written subsequent to implementation of all corrective actions, to ensure appropriate completion of the Measurable Annual Goal section of the IEP. **\*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 the training information, including the agenda and sign-in sheet by **April 30, 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 **April 30, 2014**.Submit the results of a review of student records and include the following:1. The number of records reviewed;2. The number of records in compliance;3. For any records not in compliance, determine the root cause; and 4. The specific corrective actions taken to remedy the non-compliance.Please submit the above information by **September 29, 2014**. |
| **Progress Report Due Date(s):** |
| 04/30/2014 | 09/29/2014 |  |  |

| **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 an interview indicated that the district is not providing parents with two copies of the proposed IEP and placement following development at the IEP Team meeting; 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 Pupil Personnel Services 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 **April 30, 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 **April 30, 2014**.Submit the results of a review of student records and include the following: 1. The number of records reviewed;2. The number of records in compliance;3. For any records not in compliance, determine the root cause; and 4. The specific corrective actions taken to remedy the non-compliance.Please submit the above information by **September 29, 2014**. |
| **Progress Report Due Date(s):** |
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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. |