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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Billerica Public Schools**  **MCR Onsite Date:** **04/23/2018**  **Program Area: Special Education** |
|  |  | Jeffrey C. Riley  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:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and staff interviews found that whenever an evaluation indicates that a student has a disability on the autism spectrum, the IEP Team does not always consider and specifically address the following:  1) the needs resulting from the student's unusual responses to sensory experiences;  2) the needs resulting from resistance to environmental change or change in daily  routines;  3) the needs resulting from engagement in repetitive activities and stereotyped  movements; and  4) the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder. | | | |
| **Department Order of Corrective Action:** | | | |
| Revise the district's procedures for ensuring that whenever an evaluation indicates that a student has a disability on the autism spectrum, IEP Teams consider and address the seven areas related to autism spectrum disorder (ASD). Please see http://www.doe.mass.edu/sped/advisories/07\_1ta.html for guidance on implementing these requirements. Provide training to Team chairpersons on these procedures.  For those students whose records were identified by the Department, reconvene the IEP Teams to consider and address the special requirements for students on the autism spectrum in the IEP.  Develop an internal oversight and tracking system to ensure that IEP Teams address and document consideration of the special requirements for students identified with a disability on the autism spectrum. The oversight system should include periodic reviews by an administrator to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, in which students with ASD had IEP development subsequent to implementation of all corrective actions, to ensure that the seven areas of need are being considered and addressed by IEP Teams.  **\*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; and c) name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the revised procedures and evidence of Team chairperson training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **October 19, 2018**.  For those student records identified by the Department, submit copies of the Team meeting invitation (N3), signed attendance sheet (N3A), Notice of Proposed School District Action (N1), and the revised IEPs by **October 19, 2018**.  Submit a description of the internal oversight and tracking system by **October 19, 2018**.  Submit the results of the internal 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 **January 18, 2019**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/19/2018 | 01/18/2019 |  |  |

| **SE Criterion # 6 - Determination of transition services** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that Transition Planning Forms do not consistently include the student's postsecondary vision or address the student's disability-related needs. Specifically, record review demonstrated that transition planning frequently consists of academic goals, rather than the student's desired outcomes for post-secondary education/training, employment, and adult living. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures for ensuring that IEP Teams appropriately develop the Transition Planning Form to address students' individual disability-related needs and postsecondary adult living experiences. Please see http://www.doe.mass.edu/sped/advisories/13\_1ta.html and http://www.doe.mass.edu/sped/secondary-transition/default.html for guidance on implementing these requirements. Provide training to special education staff on these procedures.  For those students whose records were identified by the Department, reconvene the Teams to review the Transition Planning Forms and revise information on the IEP as needed.  Develop an internal oversight and tracking system to ensure that Transition Planning Forms are appropriately completed. The oversight system should include periodic reviews by an administrator to ensure ongoing compliance.  Develop a report of the results of an internal review of records, in which students age 14+ had IEP development subsequent to implementation of all corrective actions, to ensure that Transition Planning Forms address individual student disability-related needs, including community and/or postsecondary adult living experiences.  **\*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; and c) name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the procedures, along with evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by  **October 19, 2018**.  For those student records identified by the Department, submit copies of the signed attendance sheet (N3A) from the reconvened Team meeting, the Transition Planning Form, and relevant pages from the IEP by **October 19, 2018**.  Submit a description of the internal oversight and tracking system by **October 19, 2018**.  Submit the results of the internal 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 **January 18, 2019**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/19/2018 | 01/18/2019 |  |  |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that progress reports are sent at least as often as parents are informed of the progress of non-disabled students. Record review also indicated that progress report information sent to parents consistently includes written information on the student's progress towards the annual goals in the IEP.  A review of student records indicated that when a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the school district provides the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that at least annually, on or before the anniversary date of the IEP, a Team meeting is held to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. Staff interviews indicated that IEP Teams consistently review and revise IEPs to address any lack of expected student progress towards the annual goals and in the general curriculum.  A review of student records and staff interviews indicated that when the IEP is amended between annual IEP meetings, the school and parent(s)/guardian agree to make changes to the student's IEP, documented in writing, without convening a meeting of the Team. Parents are advised that they may request a complete copy of the amended IEP. |

| **SE Criterion # 18A - IEP development and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and staff interviews indicated that upon determining that the student is eligible for special education, IEP Teams do not consistently address all elements of the IEP. Specifically, the Present Levels of Educational Performance (PLEP) A: General Curriculum and PLEP B: Other Educational Needs are not fully completed or are blank.  A review of student records indicated that IEP Teams do not consistently address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students whose disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment or teasing.  A review of student records indicated that for students on the autism spectrum, IEP Teams address the skills and proficiencies needed to avoid or respond to bullying, harassment, or teasing. Record review indicated that Teams document their considerations of the skills and proficiencies needed by the students in goals/benchmarks and the Additional Information sections of the IEP.  Staff interviews indicated that the IEP is not changed outside of the Team meeting. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures to ensure that all elements of the IEP are completed, specifically PLEP A and B. Provide training to Team chairs on these procedures.  Revise procedures for ensuring that whenever the IEP Team evaluation indicates that a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, IEP Teams consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. Please see http://www.doe.mass.edu/sped/advisories/11\_2ta.html and http://www.doe.mass.edu/bullying/considerations-bully.html for guidance on implementing these requirements. Provide training to Team chairpersons on these procedures.  For those students identified by the Department, reconvene the IEP Teams to address specially designed instruction and accommodations for student access in the general curriculum (PLEP A) and other educational needs (PLEP B).  For those students whose records were identified by the Department for bullying considerations, reconvene the IEP Teams to consider and address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing in the IEP.  Develop an internal oversight and tracking system to ensure that all elements of the IEP, particularly PLEP A and B and bullying considerations for students with disability-related or social skills needs, are addressed. The tracking system should include periodic reviews by an administrator to ensure continuing compliance.  Develop a report of the results of an internal review of student records, in which IEP development occurred subsequent to implementation of all corrective actions, to ensure that IEP Teams address all elements of the IEP, specifically PLEP A and B.  Develop a second report of the results of an internal review of records, in which students whose disability affects social skills development and students who are vulnerable to bullying, harassment, or teasing had IEP development subsequent to implementation of all corrective actions, to ensure that Teams address bullying, harassment, or teasing in 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; and c) name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit both sets of procedures and evidence of staff trainings, including name of presenter, agendas, and signed attendance sheet with staff name, role and signature by  **October 19, 2018**.  For both sets of student records identified by the Department, submit copies of the Team meeting invitation (N3), signed attendance sheet (N3A), Notice of Proposed School District Action (N1), and the revised IEP or amendment by **October 19, 2018**.  Submit a description of the internal oversight and tracking system by **October 19, 2018**.  Submit the results of both internal reviews 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 **January 18, 2019**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/19/2018 | 01/18/2019 |  |  |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that IEP Teams develop the IEP prior to determining the appropriate placement to deliver the student's identified services and accommodations. Record review demonstrated that placements are based on the IEP, including the types of related services, settings, and service providers.  A review of student records and staff interviews also indicated that parents receive detailed summary notes at the conclusion of the IEP Team meeting, which include a completed IEP service delivery grid describing the types and amounts of special education and related services proposed by the school and a statement of the major goal areas associated with these services. Record review and staff interviews demonstrated that the district sends two copies of the proposed IEP and placement within two calendar weeks of the Team meeting. |

| **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 # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff and parent interviews indicated that the district has established a parent advisory council (PAC) on special education, which meets regularly with special education administrative staff to provide input on special education services. The PAC membership, including five PAC Board members and 15 other parents, is offered to all parents of students with disabilities and other interested parties. By-laws have been established to guide the PAC's implementation of operational procedures. The district supports the PAC by disseminating flyers, providing a membership to Massachusetts Parent Advisory Council (MASSPAC), providing meeting space and a section on the district website, as well as providing a bulletin board in each school specifically for PAC notices. A workshop on parent and student rights was held within the district on October 26, 2017. |

| **SE Criterion # 34 - Continuum of alternative services and placements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and student records indicated that the district has high school programming specifically designed to meet the needs of high school students with severe behavioral and emotional needs.  The district has created the Green and White Academy for high school freshmen with behavioral challenges, which is a substantially separate program to increase students' coping skills and develop adaptive behavioral strategies. Additionally, the high school's Compass program provides comprehensive behavior support for high school students on the autism spectrum. The district also has Life Skills I for students in grades 9-12 and Life Skills II for students 18 to 21 years of age. The district has also developed the Student Transition and Resiliency Program (STAR) to support general education and special education students with social emotional needs and who are transitioning back into school from hospitalization or extended time at home. Counseling services and positive behavioral supports are incorporated into each of these specialized programs, along with use of behavioral plans and family engagement. Staff interviews and student record and document review indicated that students with severe behavioral and emotional needs are fully supported to ensure they are making effective progress. |

| **SE Criterion # 52 - Appropriate certifications/licenses or other credentials -- related service providers** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents indicated that all related service providers, including social workers, guidance counselors, speech and language pathologists, adaptive physical education teachers, nurses, occupational therapists and board certified behavior analysts, are appropriately certified, licensed or board-registered. |

| **SE Criterion # 54 - Professional development** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of documents and staff interviews indicated that the district ensures that all staff, including both special education and general education staff, are trained on state and federal special education requirements and related local special education policies and procedures.  However, document review and staff interviews indicated that professional and paraprofessional staff are not regularly trained on the following: 1) analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom of students with diverse learning styles; and 2) methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to general and special education teachers, paraprofessionals and teacher assistants on analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom of students with diverse learning styles; and methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **October 19, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/19/2018 |  |  |  |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Onsite facilities observations indicated that at Ditson Elementary School, the social worker's office has been moved out of the media room to a separate office to address the issues of confidentiality for students receiving services.  At the high school, observations indicated that the Compass and two Life Skills classrooms are now located next to general education classrooms thereby fully integrating these students into the life of the school to maximize inclusion.  A review of facilities at the Hajjar Elementary School indicated that the social worker's office has been moved to a space with its own door, so that group counseling sessions are no longer held in open spaces that may be interrupted by students walking in and out.    Also at the Hajjar Elementary School, the padded room formerly used as a movement break room is now a quiet room. This space, located at the end of the kindergarten wing, was reconstructed to add a full floor and is padded on the floor and across all four walls. The quiet room's door has a window that allows staff to continuously observe a student who is temporarily separated from learning activities or the classroom for the purpose of calming. |