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|  | | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **West Bridgewater Public Schools**  **MCR Onsite Date:** **01/22/2018**  **Program Area: Special Education** | | | | |
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| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | | | | | | |
| **SE Criterion # 6 - Determination of transition services** | | | | | |
| **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:** | | | | | |
| Review those student records for the 2017-2018 school year in which Transition Planning Forms for students age 14 and older did not include the student's postsecondary vision or address the student's desired outcomes for post-secondary education/training, employment, and adult living. Based on this root cause analysis, indicate the specific corrective actions the district will take to remedy the non-compliance and a timeline for implementation of those corrective actions.  For those students whose records were identified by the Department, reconvene the Teams to review the Transition Planning Forms and revise information in the IEP as needed.  Develop a report of the results of an internal review of records, with students age 14 and older with IEP development subsequent to implementation of all corrective actions, to ensure that Transition Planning Forms address individual student disability-related needs, including 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; c) name of person(s) who conducted the review, their role(s), and signature(s).** | | | | | |
| **Required Elements of Progress Reports:** | | | | | |
| Submit the results of the root cause analysis that includes a description of the district’s proposed corrective actions, the timeline for implementation, and the person(s) responsible by **June 8, 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), the Transition Planning Form, and relevant pages from the IEP by **June 8, 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 **November 9, 2018**. | | | | | |
| **Progress Report Due Date(s):** | | | | | |
| 06/08/2018 | | | 11/09/2018 |  |  |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that progress reports are provided at least as often as parents are informed of the progress of non-disabled students and consistently address student progress towards IEP goals.  A review of student records and staff interviews demonstrated that when a student's eligibility terminates because the student has graduated or exceeded the age of eligibility, the district consistently 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 also indicated that when the district and parent agree to make changes to a student's IEP between annual meetings, the Team is reconvened to amend the IEP. 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:** | | | |
| 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 develop the IEP, addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Staff interviews indicated that the IEP is not changed outside of the Team meeting.  A review of student records also demonstrated that IEP Teams specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students whose disability affects social skills development, when the student's disability makes him or her vulnerable to bullying, harassment or teasing, and for students identified with a disability on the autism spectrum. A review of student records indicated that IEP Teams document their considerations of the skills and proficiencies needed by students in the district's Notice of Proposed School District Action (N1), as well as in the Present Levels of Educational Performance (PLEP) B, goals/benchmarks, and the Additional Information sections of the IEP. | | | |
| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** | | | |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that parents leave with 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 district and a statement of the major goal areas associated with these services. Although the district provides the parent with two (2) copies of the proposed IEP and proposed placement, along with the required notice, the IEP and placement are not consistently sent within two calendar weeks of the Team meeting. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures for ensuring the provision of the proposed IEP and placement to parents within two calendar weeks when a summary is provided at the conclusion of the IEP Team meeting or within 3-5 days if a summary is not provided at the conclusion of the meeting. Please see Memorandum on the Implementation of 603 CMR 28.05(7): Parent response to proposed IEP and proposed placement at <http://www.doe.mass.edu/news/news.aspx?id=3182> for guidance on implementing these requirements. Provide training to special education staff on these procedures.  Develop an internal oversight and tracking system for ensuring that the proposed IEP and placement are provided to parents immediately following development at the IEP Team meeting. 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, with IEP development subsequent to implementation of all corrective actions, to ensure that two copies of the IEP are issued to parents immediately following development at the 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; and c) name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **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 **June 8, 2018**.  Submit a description of the internal oversight and tracking system by **June 8, 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 **November 9, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 06/08/2018 | 11/09/2018 |  |  |

| **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:** |
| The district has established a parent advisory council (PAC) for special education with by-laws regarding officers and operational procedures. The PAC meets monthly with the director of special education to advise the district on matters that pertain to the education and safety of students with disabilities and to participate in the planning, development and evaluation of the school district's special education programs. Additionally, one PAC member serves on the district’s school committee. The district supports the parent advisory council through provision of a MASS PAC membership, offering meeting space, delivering a welcome letter to newly identified parents of students with disabilities, and offering a collaborative training to develop strategic planning for the PAC. The workshop on parent and student rights was held in the district on November 6, 2017. Additional activities hosted by the PAC include family events and social dinners held every two months. The PAC also meets quarterly with the South Shore Regional PAC, which is comprised of 20 school district PACs, to share information. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Onsite observations, document review, and staff interviews indicated that at the Howard Elementary School, special education services for fifth and sixth graders are scheduled to ensure that students do not have to pass through other classes to receive their services, thus reducing auditory and visual distractions and ensuring confidentiality. The fifth graders receive special education services in room 13, a large central space that is the entrance and exit point for adjoining rooms 14 and 15, the resource rooms for sixth and fourth graders respectively. A review of student schedules demonstrated that room 13 is used for instruction, only in the morning, and rooms 14 and 15 are used only in the afternoon when the central space is vacant. In addition, each room has a door and permanent walls to eliminate visual and auditory distractions during instructional time.  Staff interviews and student schedules also indicated that students no longer receive Title I services in room 13, thereby addressing any privacy concerns. |