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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **South Hadley Public Schools**  **MCR Onsite Date:** **02/04/2015**  **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:** |
| Documents, student record review and interviews indicate that when a student has a disability on the autism spectrum, the IEP Team considers and specifically addresses the following: the verbal and nonverbal communication needs of the student; the need to develop social interaction skills and proficiencies; the needs resulting from the student's unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Student record review and interviews indicate that the district provides a “draft” version of the IEP to the parent, rather than providing a summary, at the conclusion of the Team meeting. An IEP presented at the conclusion of an IEP Team meeting is not considered a “draft” by ESE, but is considered the proposed IEP. The district may provide a summary at the conclusion of the Team, followed by the proposed IEP and proposed placement within 10 working days of the Team meeting, or alternatively, provide a proposed IEP and proposed placement within 3-5 days of the Team meeting. | | | |
| **Department Order of Corrective Action:** | | | |
| The district must submit a copy of a detailed set of procedures outlining the process from the development of the IEP to the delivery of the IEP to the parent.  Please see ***Memorandum on the Implementation of 603 CMR 28.05(7): Parent response to proposed IEP and proposed placement*** on the ESE website.  The district must conduct training on the newly developed procedures for all staff responsible for implementing these procedures.  The district must develop an internal oversight and tracking system to ensure the parent is consistently provided the proposed IEP and proposed placement within required timelines. The tracking system should identify the person(s) responsible and include periodic reviews to ensure continued compliance.  The district must conduct a review of five student records at each level (elementary, middle, high), whose IEP Team meetings were conducted after all corrective actions were implemented, for evidence that the proposed IEP and proposed placement, along with the required notice are sent to the parent within the required timelines and report the results of that review to the Department.  \*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 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 copy of a set of procedures developed by the district and copies of the agenda, dated attendance sheet with staff role and signature from the staff training by **May 21, 2015**.  Provide a description of the district's internal oversight and tracking system to include the name/role of the person(s) responsible and periodic reviews by **May 21, 2015.**  Submit the results of the review of student records. Report the number of records reviewed, the number of records in compliance and for any records not in compliance, determine the root cause of that non-compliance and provide a detailed description of the district's plan to remedy remaining non-compliance by **November 6, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 05/21/2015 | 11/06/2015 |  |  |

| **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:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Documents, observation and interviews indicate that one special education classroom at Mosier Elementary School was moved from the modular to a classroom space and is now surrounded by general education classrooms. However, consistent with the finding from the 2011-2012 CPR, two special education classrooms at Mosier Elementary utilized for resource room services, room 127 and a classroom located next to the gymnasium, remain clustered in one area of the building. These classrooms are in an area where the only other instructional spaces are the art room, gymnasium, nurse's office and related service spaces (OT/PT and SLP). As such, these special education classrooms do not maximize students' inclusion into the life of the school. | | | |
| **Department Order of Corrective Action:** | | | |
| The district must integrate the two special education classrooms into the areas at Mosier Elementary School where general education instruction is provided in order to minimize the separation or stigmatization of these students and fully include them into the life of the school.  The district must provide a plan that will lead to compliance by the beginning of the 2015-2016 school year.  Upon completion of the appropriate changes, the Department will make a site visit to ensure that the required changes have been made. | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit a detailed plan of how the district will remedy the clustering of special education classes, that includes the expected timeline of completion and a clearly marked floor plan for Mosier Elementary School showing where classrooms will be moved, and clearly designating all instructional spaces around those classrooms by **May 21, 2015**.  Schedule a date with the Department to conduct an onsite visit to review the required changes by **August 21, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 05/21/2015 | 08/21/2015 |  |  |