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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Hawlemont Public Schools**  **MCR Onsite Date:** **10/15/2015**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 3 - Special requirements for determination of specific learning disability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicate for the two students in the district determined to have a specific learning disability, a re-evaluation has not been conducted since the corrective actions from the CPR were implemented. Interview with the Director of Pupil Personnel Services indicates that the Team has a process in place to ensure it consistently 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 or documents any disagreement as to the determination by having those members of the Team in disagreement sign to that effect when a student suspected of having a specific learning disability is evaluated. |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and interviews indicate that the district does not currently have a student with an autism spectrum disorder (ASD). Document review demonstrates that whenever an evaluation indicates that a student has a disability on the autism spectrum, the district has developed a checklist for the IEP Team to consider and specifically address: 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 autism spectrum disorder; and 7) other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development.  Interview with the Director of Pupil Personnel Services indicates that the Team will document their consideration of each area for ASD students in the IEP and the checklist will be maintained in the student record. |

| **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 the parent a summary at the conclusion of the IEP Team meeting that includes a completed service delivery grid describing the types and amounts of special education and/or related services proposed by the district but does not consistently include a statement of the major goal areas associated with these services. The district consistently provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice within 10 school days. | | | |
| **Department Order of Corrective Action:** | | | |
| The district must develop procedures to ensure that the summary includes all required elements and evidence that the IEP Team chairpersons have been trained on the new procedures.  The district must develop an internal oversight and tracking system to monitor the content of the summary to ensure continued compliance.  The district must conduct a review of student records for IEP meetings held after all corrective actions are implemented for evidence of the summary and its required elements.  \*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 record review; 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 the newly developed procedures and evidence of training to include the agenda and a dated attendance sheet with staff signatures and roles by **January 22, 2016**.  Provide a description of the district's internal oversight and tracking system to include the name/role of the person(s) responsible by **January 22, 2016.**  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 any remaining non-compliance by **March 24, 2016.** | | | |
| **Progress Report Due Date(s):** | | | |
| 01/22/2016 | 03/24/2016 |  |  |

| **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 # 32 - Parent advisory council for special education** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Document review and interviews indicate that the waiver approved by the Department at the time of the CPR corrective action expired. Interviews indicate that the district currently participates as a member of the larger Mohawk Regional School District PAC. The district has not applied to the Department for a waiver to implement their PAC in this manner. | | | |
| **Department Order of Corrective Action:** | | | |
| The district must apply for a Request for a Waiver for Alternative compliance from the Department for the 2015-2016 school year.  Please see Administrative Advisory SPED 2015-2R: Special Education Parent Advisory Councils, Acceptable Alternatives, and Use of Social Media <http://www.doe.mass.edu/sped/advisories/2015-2r.html> | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit a copy of the approved Request for a Waiver for Alternative compliance by **March 24, 2016.** | | | |
| **Progress Report Due Date(s):** | | | |
| 03/24/2016 |  |  |  |

| **SE Criterion # 46 - Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| This finding remains consistent with what was found at the 2013 Coordinated Program Review. Document review indicates that the district's procedures for the discipline of students with disabilities in the student handbook do not contain all of the required elements. The procedures do not include: the requirement to convene within 10 days of the decision to suspend when suspension constitutes a change in placement; the requirement that if the Team determines that the behavior is a manifestation of the disability, the student returns to the original placement unless the parents and district agree otherwise; and the district's right to place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days on its own authority if the behavior involves weapons or illegal drugs or the infliction of serious bodily injury on a another person, or on the authority of a hearing officer on evidence that the student is "substantially likely" to injure him/herself or others. | | | |
| **Department Order of Corrective Action:** | | | |
| The district must revise the procedures for the suspension of students with disabilities to include all required elements and disseminate the re-written procedures to parents, students and staff.    The district must provide training to review the updated procedures for the suspension of students with disabilities with the building Principal and Team Chairpersons. | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit a copy of the revised procedures for the suspension of students with disabilities, as well as a description of how this information was shared with students, parents and staff by **January 22, 2016.**  Submit the agenda and attendance sheet with staff signatures and roles from the training provided on the appropriate procedures for the suspension of students with disabilities by **January 22, 2016**. | | | |
| **Progress Report Due Date(s):** | | | |
| 01/22/2016 |  |  |  |