|  |  |  |
| --- | --- | --- |
|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Southampton Public Schools**  **MCR Onsite Date:** **02/17/2017**  **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** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Student record review and interviews indicated that when a student suspected of having a specific learning disability is evaluated, the district does not consistently create 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 if there was disagreement as to the determination, there was no evidence that one or more Team members documented their disagreement. | | | |
| **Department Order of Corrective Action:** | | | |
| Prior to corrective actions, review the Memorandum on Specific Learning Disability - Eligibility Process/Forms at <http://www.doe.mass.edu/sped/iep/sld/>. Provide training on the requirements for creating a written determination when a student is suspected of having a specific learning disability.  Develop an internal oversight and tracking system to ensure that all required components of the specific learning disability determination process are completed. The oversight and tracking system should include periodic reviews by an administrator to ensure continuing compliance.  Subsequent to implementation of all corrective actions, conduct a review of a sample of student records for students suspected of having a specific learning disability, ensuring that the Team followed requirements to create a written determination as to whether or not the student has a specific learning disability.  **\* 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 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:** | | | |
| Provide evidence of training (agenda, attendance sheet with staff name, role and signature, and materials used) by **October 13, 2017**.  Provide a description of the internal oversight and tracking system, including the name/role of the designated person responsible for oversight by **October 13, 2017**.  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 12, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/13/2017 | 01/12/2018 |  |  |

| **SE Criterion # 8 - IEP Team composition and attendance** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that all required members of the Team are in attendance at IEP meetings, including a representative of the school district who has the authority to commit the resources of the district. |

| **SE Criterion # 13 - Progress Reports and content** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and 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 the annual goals in the IEP.  Southampton Public Schools is a pre-K through grade 6 district and therefore does not have any students whose eligibility terminated because the student graduated from secondary school or exceeded the age of eligibility. |

| **SE Criterion # 14 - Review and revision of IEPs** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews 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. The IEP Team reviews and revises the IEP to address any lack of expected progress towards the annual goals and in the general curriculum.  Student record review also indicated that when the district and parent agree to make changes to a student's IEP between IEP meetings, the parent is provided with a revised copy of the IEP with the amendments incorporated. |

| **SE Criterion # 18A - IEP development and content** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and 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.  Student record review also indicated 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. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Student record review indicated that the district does not consistently provide to parents a proposed IEP and placement, along with the required notice, immediately following the development of the IEP. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training regarding timelines for the provision of the IEP to the parent immediately following the development of the IEP. The district may include the 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> as part of the training. Develop an internal oversight and tracking system to ensure that parents are receiving the proposed IEP and proposed placement, along with the required notice, immediately following development of the IEP. The oversight and tracking system should include periodic reviews by an administrator to ensure continuing compliance.  Subsequent to the implementation of all corrective actions, conduct an internal review of a sample of student records across all grade levels to ensure timelines for issuing the proposed IEP and proposed placement are met.  **\* 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 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:** | | | |
| Provide evidence of training (agenda, attendance sheet with staff name, role and signature, and materials used) by **October 13, 2017**.  Provide a description of the district's internal oversight and tracking system, including the name and role of the designated person responsible for oversight by **October 13, 2017**.  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 12, 2018.** | | | |
| **Progress Report Due Date(s):** | | | |
| 10/13/2017 | 01/12/2018 |  |  |

| **SE Criterion # 20 - Least restrictive program selected** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that the district consistently states why the student's removal from the general education classroom is considered critical to the student's program and why education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. These statements were consistently found to be individualized to the needs of the student. |

| **SE Criterion # 24 - Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated the district's Notice of Proposed School District Action (N1) consistently meets all federal content requirements, including a description of the evaluation procedure, test, record or report used as a basis for the proposed action, and a description of other factors that were relevant to the district's decision. |

| **SE Criterion # 26 - Parent participation in meetings** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district provided the special education student roster as requested by the Department. |

| **SE Criterion # 32 - Parent advisory council for special education** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and staff interviews indicated that Southampton Public Schools has an approved waiver to participate in the Hampshire Regional School District Parent Advisory Council.  The parent advisory council fulfills the requirements of its approved waiver including: establishing by-laws regarding officers and operational procedures; advising the district on matters that pertain to the education and safety of students with disabilities; and meeting regularly with school officials to participate in the planning, development, and evaluation of the school district's special education programs. The school district also conducts, in cooperation with the parent advisory council, at least one workshop annually on the rights of students and their parents and guardians under the state and federal special education laws. |

| **SE Criterion # 37 - Procedures for approved and unapproved out-of-district placements** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that student files consistently contain contracts with out-of-district placements, monitoring plans and documentation of actual monitoring. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Observations indicated that the district made changes to the building layout at Norris School. There were three classrooms (Rooms 21, 22, & 23) used for the provision of pull-out special education services that were clustered at one end of a hallway and did not maximize the inclusion of special education students into the life of the school. Room 22 is still used to provide special education services, but Room 21 and Room 23 are now general education classrooms. |