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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Hampshire Regional School District**  **MCR Onsite Date:** **02/14/2017**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 2 - Required and optional assessments** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that the district consistently conducts full  re-evaluations to determine a student's eligibility, level of need, and transition planning, including for those aged 14-22 in the middle school and high school Life Skills programs. |

| **SE Criterion # 6 - Determination of transition services** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that the IEP Team discusses and documents the student's transition needs annually on the Transition Planning Form and IEP, commencing at the age of 14. |

| **SE Criterion # 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that at least one year prior to the student reaching the age of 18, the district informs both the student and the parent/guardian of the rights that will transfer from the parent/guardian to the student upon the student’s 18th birthday. Furthermore, when the student reaches the age of 18, the school district implements procedures to obtain consent from the student to continue his or her special education program. |

| **SE Criterion # 12 - Frequency of re-evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that the district consistently conducts a full re-evaluation every three years to determine whether a student continues to be eligible for special education, including students enrolled in the middle school and high school Life Skills programs. There were no instances where the parent and district agreed that it was unnecessary to conduct a re-evaluation. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that parents receive reports on the student's progress toward reaching the goals set in the IEP at least as often as parents are informed of the progress of non-disabled students. Progress report information sent to parents includes written information on the student's progress toward the annual goals in the IEP.  Where 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:** |
| Student record review 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.  Student record review and interviews also indicated that if 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:** |
| 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. 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** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Student record review and interviews indicated that at the Team meeting, after the IEP has been fully developed, the Team determines the appropriate placement to deliver the services on the student’s IEP. Unless the student's IEP requires some other arrangement, the student is educated in the school that he or she would attend if the student did not require special education. The decision regarding placement is based on the IEP, including the types of related services, type of settings, types of service providers, and the location where the services are to be provided.  Student record review indicated that the district does not consistently provide parents with two (2) copies of the 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 20, 2017.**  Provide a description of the district's internal oversight and tracking system, including the name and role of the person designated for oversight by **October 20, 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):** | | | |
| 10/20/2017 | 01/12/2018 |  |  |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **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. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that the district obtains written parental consent before conducting a re-evaluation, including for students enrolled in the middle school and high school Life Skills programs. See SE 12. |

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

| **SE Criterion # 29 - Communications are in English and primary language of home** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that for parents/guardians whose primary language is other than English, communications are in both English and the primary language of the home, and the district documents when it provides notices orally or by some other form of communication. |

| **SE Criterion # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and staff interviews indicated that Hampshire Public Schools has an approved waiver to participate in the larger 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** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Student record review and interviews indicated that the district consistently documents the monitoring of individual students placed in public and private out-of-district programs for the provision of programs and services and keeps the monitoring plans in the files of every eligible student. However, the contract for out-of-district placements, which is signed by the accepting agency, does not include gender identity in the nondiscrimination statement. | | | |
| **Department Order of Corrective Action:** | | | |
| Amend the contract for out-of-district placements to include gender identity in the non-discrimination statement. | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit a copy of the amended contract for out-of-district placements to include a non-discrimination statement that addresses all protected categories by **October 20, 2017**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/20/2017 |  |  |  |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and interviews indicated that the district provides training for staff members on analyzing and accommodating for the diverse learning styles of all students in order to achieve an inclusive environment in the general education classroom. Training includes methods of collaboration among teachers, paraprofessionals, and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. |