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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Norton Public Schools**  **MCR Onsite Date:** **03/19/2015**  **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:** |
| A review of student records and an interview set forth that whenever an evaluation indicates that a student has a disability on the autism spectrum, the IEP Team considers and specifically addresses the following:  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 the 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.  This information is addressed within each student's IEP goals and objectives and is also noted on the Team meeting summary sheet that is provided to parents, along with the use of a checklist to ensure compliance. |

| **SE Criterion # 13 - Progress Reports and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that progress reports did not always include updated written information on the student's progress towards reaching the annual goals in the IEP. Specifically, some progress reports simply stated the student’s grades and/or repeated the information written in the previous progress report. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to special education staff responsible for completing progress reports on writing progress reports that include updated information and address the student's progress towards the annual IEP goals.  Develop an internal oversight and tracking system for ensuring that progress reports are updated and contain information on the student's progress towards the annual goals. The oversight and tracking system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, for progress reports written subsequent to implementation of all corrective actions, to ensure appropriate completion.  **\*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 training information, including the agenda and sign-in sheet by **September 18, 2015**.  Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **September 18, 2015**.  Submit the results of a 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 **December 21, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 09/18/2015 | 12/21/2015 |  |  |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that IEP Team meetings are held prior to the anniversary date of the previous IEP to consider the student’s progress and to review, revise, or develop a new IEP or refer the student for a reevaluation, as appropriate. |

| **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** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that the information included in the narrative description of the federally required Notice of Proposed School District Action (N1) often lacked specificity and did not consistently contain sufficient detail of the district's proposed actions on page 2 of the form. Specifically, the district's IEP and placement proposals did not always indicate the assessments and evaluations that were conducted and used as a basis for the proposed actions. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to Team chairpersons on the requirements for completing the N1 notice and responding to all questions on page 2 of the notice.  Develop an internal oversight and tracking system for ensuring that N1 forms contain the required written information on page 2. The oversight and tracking system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, in which an IEP and placement were proposed subsequent to implementation of all corrective actions, to ensure appropriate completion of the N1 form.  **\*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:** | | | |
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| **Progress Report Due Date(s):** | | | |
| 09/18/2015 | 12/21/2015 |  |  |

| **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 # 41 - Age span requirements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and a staff interview evidenced that there is an age span of more than 48 months in a high school special education Study Skills class. The district submitted an age span waiver request, which was approved by the Department on October 20, 2014. The age spans in all other special education instructional groupings are in compliance. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Onsite observations at the Yelle Elementary School indicated that the fifth grade structured learning program and the third grade substantially separate program are no longer located in a cluster in a back hallway. The classrooms have been relocated to separate floors and are immersed into the life of the school, given the locations in main hallways in which the classrooms are surrounded by general education instructional spaces. In addition, there is no signage identifying areas used for speech and language services, physical or occupational therapies, or any other related services.  Onsite observations at the Solomonese Elementary School indicated that there is no signage identifying learning centers or any other instructional spaces used for the provision of services to students with special education needs.  Onsite observations at the middle school indicated that there is no signage identifying Life Skills classrooms or any other instructional spaces used for the provision of services to students with special education needs. |