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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District: Monomoy Regional School District**  **MCR Onsite Date:** **03/01/2017**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that within 45 school working days after receipt of a parent's written consent to an initial evaluation or a re-evaluation, the district consistently determines whether the student is eligible for special education and provides to the parent either a proposed IEP and proposed placement or a written explanation of the finding of no eligibility. |

| **SE Criterion # 13 - Progress Reports and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and staff interviews indicated that progress reports provided to parents include written information on the student’s progress towards the IEP goals. Furthermore, when a student’s eligibility terminates due to graduation or because the student exceeds the age of eligibility, the district provides the student with a summary of his/her academic achievement, functional performance, and recommendations to assist the student in meeting postsecondary goals.  A review of student records, however, indicated that the district does not consistently send progress reports at least as often as parents are informed of the progress of non-disabled students. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to special education staff and related service providers on the requirement to provide progress reports at least as often as progress is reported for non-disabled students.  Develop an internal oversight and tracking system to ensure all progress reports are completed and sent with the same frequency as progress is reported of non-disabled students. The tracking system should include periodic reviews by an administrator to ensure continuing compliance.  Subsequent to all corrective actions, conduct an internal review of student records from across all grade levels and schools for evidence that progress reports are being sent with the same frequency as progress is reported of non-disabled students.  **\* 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; and**  **c) name of person(s) who conducted the review with their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| By **October 13, 2017**, provide evidence of training, including agenda, signed/dated attendance sheet with staff role, and materials used.  By **October 13, 2017**, provide a detailed description of the district's internal oversight and tracking system, including the name and role of the person designated for oversight.  By **January 12, 2018**, submit the results of the internal record review, including the number of records reviewed at each level for each school, the number of records in compliance, a description of the root causes for any non-compliance found, and specific actions taken by the district to remedy any non-compliance. | | | |
| **Progress Report Due Date(s):** | | | |
| **10/13/2017** | **01/12/2018** |  |  |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records 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.  A review of student records and staff 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:** |
| A review of student records indicated that, upon determining the student is eligible for special education, the Team develops the IEP, addressing all elements of the current IEP format provided by the Department. The district ensures the IEP is not changed outside of the Team meeting. Whenever the Team evaluation indicates that a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, the IEP addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing.  Furthermore, a review of student records, documentation and staff interviews indicated that IEP Teams consistently consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for those students identified on the autism spectrum. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that, 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 placement is based on the IEP, including the types of related services to be provided, type of settings for the provision of services, types of service providers, and location at which services are to be provided.  A review of student records also indicated that, immediately following the development of the IEP, the district provides the parent with two copies of the proposed IEP and proposed placement along with the required notice. |

| **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:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the district’s Notice of Proposed School District Action (N1) issued for evaluations and IEP proposals consistently contains all required elements, including: the school district’s proposed actions; evaluations used as the basis for the actions; or any options considered but rejected. |

| **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. |