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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****School District:** **Norfolk County Agricultural High School****MCR Onsite Date:** **05/03/2017****Program Area: Special Education** |
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| 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:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the school district consistently convenes an IEP Team meeting and determines whether the student is eligible for special education within 45 school working days of receiving a parent's written consent to an initial evaluation or a re-evaluation. However, a review of student records and interviews indicated that the school district does not consistently provide a proposed IEP within 45 school working days after receipt of the parent's written consent to conduct a reevaluation. Specifically, a review of student records and interviews demonstrated that the school district's standard practice is to write and date all IEPs for the school year, from September to June, regardless of when the IEP Team convenes. When a reevaluation is conducted in the earlier part of the school year, the school district convenes a Team meeting within the 45-day timeline and determines eligibility, but does not always develop a new IEP based on the results of the reevaluation; rather, the Team reconvenes later in the school year and develops a new IEP at that time. |
| **Department Order of Corrective Action:** |
| Develop procedures for ensuring that the IEP is developed within the 45-day timeline. Train staff on the new procedures.Develop an internal oversight and tracking system for ensuring that IEPs are developed and proposed within the 45-day timeline. The oversight system should include periodic reviews by an administrator to ensure ongoing compliance. Conduct an internal review of a sample of records of students whose reevaluation Team meetings were held subsequent to the implementation of all corrective actions for evidence that IEPs were developed and proposed within 45 days of receipt of consent. **\*Please note when conducting internal monitoring the school 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 **November 8, 2017**, submit evidence of staff training, including name of presenter, agenda, and attendance sheet with staff name, role and signature.By **November 8, 2017**, submit a description of the district's internal oversight and tracking system.By **February 8, 2018**, 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. |
| **Progress Report Due Date(s):** |
| **11/08/2017** | **02/08/2018** |  |  |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that parents are consistently provided with reports on the student's progress towards reaching the annual goals set in the IEP at least as often as parents are informed of the progress of non-disabled students. Upon graduation, 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:** |
| A review of student records and interviews indicated that at least annually an IEP Team meeting is held to consider the student's progress and to review and revise the IEP. The IEP Team addresses any lack of expected progress towards the annual goals and in the general curriculum and documents these decisions in the IEP.Record review 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:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records and interviews 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. Teams document their consideration in the Additional Information, goals and accommodations sections of the IEP. A review of student records and interviews, however, indicated that upon determining that the student is eligible for special education, IEP Teams do not consistently develop the IEP at the Team meeting.(**See SE 9**) |
| **Department Order of Corrective Action:** |
| **See SE 9**. |
| **Required Elements of Progress Reports:** |
| **See SE 9**. |
| **Progress Report Due Date(s):** |
| **11/08/2017** | **02/08/2018** |  |  |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records indicated that IEP Teams develop the IEP prior to determining the appropriate placement to deliver the student's identified services and accommodations. Record review also demonstrated that placements are based on the IEP, including the types of related services, types of settings, types of service providers, and location where services are to be provided. A review of student records, however, indicated that the Team does not consistently develop an IEP and determine the appropriate placement during the IEP Team meeting, or provide parents with two copies of the IEP and the proposed placement immediately following the development of the IEP.(**See SE 9 and SE 18A**) |
| **Department Order of Corrective Action:** |
| **See SE 9**. |
| **Required Elements of Progress Reports:** |
| **See SE 9**. |
| **Progress Report Due Date(s):** |
| **11/08/2017** | **02/08/2018** |  |  |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that, if the student is removed from the general education classroom at any time, the Non-participation Justification statement of the IEP consistently states why removal of the student from the general education classroom is considered critical to the student's program and the basis for the Team's conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |

| **SE Criterion # 21 - School day and school year requirements** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that the school district does not routinely consider the need for an educational program that is more than the regular school year. |
| **Department Order of Corrective Action:** |
| Develop procedures for ensuring that the IEP Team routinely considers the need for an educational program that is more than the regular school year if the student demonstrated or is likely to demonstrate substantial regression in his or her learning skills. Train appropriate staff on these procedures.Develop an internal oversight and tracking system for ensuring that IEP Teams routinely consider whether a student requires extended school year programming. The oversight and tracking system should include periodic reviews by an administrator to ensure ongoing compliance.Conduct an internal review of a sample of student records across grade levels for students whose IEP Team meetings were held subsequent to the implementation of all corrective actions for evidence that IEP Teams routinely consider the need for extended school year programming due to a student's likely substantial regression. **\*Please note when conducting internal monitoring the school 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 **November 8, 2017**, submit evidence of staff training, including name of presenter, agenda, and attendance sheet with staff name, role and signature.By **November 8, 2017**, submit a description of the district's internal oversight and tracking system. By **February 8, 2018**, 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. |
| **Progress Report Due Date(s):** |
| **11/08/2017** | **02/08/2018** |  |  |

| **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 school district consistently omits required information in the narrative description of the Notice of Proposed School District Action (N1). Specifically, the N1 does not always indicate the evaluation procedure, test, record, or report used in the IEP Team's determination, any rejected options that were considered, or an explanation of why the agency proposed or refused to take an action. |
| **Department Order of Corrective Action:** |
| Provide training to appropriate staff on the required components of N1 forms.Develop an internal oversight and tracking system to ensure that the entire N1 form is appropriately completed. The oversight and tracking system should include periodic reviews by an administrator to ensure ongoing compliance.Conduct an internal review of a sample of student records across grade levels for students whose IEP Team meetings were held subsequent to the implementation of all corrective actions for evidence that all questions in the N1 form have been answered.**\*Please note when conducting internal monitoring the school 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 **November 8, 2017**, submit evidence of staff training, including name of presenter, agenda, and attendance sheet with staff name, role and signature.By **November 8, 2017**, submit a description of the district's internal oversight and tracking system. By **February 8, 2018**, 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. |
| **Progress Report Due Date(s):** |
| **11/08/2017** | **02/08/2018** |  |  |

| **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 required by the Department. |

| **SE Criterion # 48 - Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records, documentation and interviews indicated that the school has changed the scheduling of academic support services. As a result, all students receiving special education academic support services now have equal opportunity to participate in physical education classes as required. Students receiving special education continue to have equal access to other educational, nonacademic, extracurricular and ancillary programs. |