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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Medway Public Schools**  **MCR Onsite Date:** **05/15/2018**  **Program Area: Special Education** |
|  |  | Jeffrey C. Riley  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:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that the district does not consistently convene a Team meeting to determine whether the student is eligible for special education and provide the parent with either a proposed IEP and proposed placement or a written explanation of the finding of no eligibility within forty-five (45) school working days after receipt of the parent's written consent to a re-evaluation. | | | |
| **Department Order of Corrective Action:** | | | |
| Review those records in which a re-evaluation Team meeting was held in the 2017-2018 school year and the district did not provide the proposed IEP and placement, or finding of no eligibility, to parents within forty-five school working days after receipt of the parent’s written consent to a re-evaluation. Analyze the information to determine the root cause(s) of the non-compliance. Based on this root cause analysis, indicate the specific corrective actions the district will take to remedy the non-compliance and a timeline for implementation of those corrective actions.  Subsequent to implementation of all corrective actions, conduct a review of a sample of student records across all grade levels in which an initial evaluation or re-evaluation was conducted to ensure the proposal of the IEP and the placement occurs within forty-five school working days of receipt of signed consent.  **\*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; and**  **c) name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| **By October 26, 2018**, submit the results of the root cause analysis that includes a description of the district's proposed corrective actions, the timeline for implementation, and the person(s) responsible.  **By January 25, 2019**, 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):** | | | |
| 10/26/2018 | 01/25/2019 |  |  |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and a staff interview 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 annual IEP goals.  A review of student records also indicated that when 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:** |
| A review of student records and a staff interview 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 consistently reviews and revises the student's IEP to address any lack of expected progress towards the annual goals and in the general curriculum.  A review of student records and a staff interview 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 revised copy of the IEP with amendments incorporated. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and a staff interview indicated that upon determining that the student is eligible for special education, Teams develop the IEP addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education, and the IEP is not changed outside of the Team meeting.  A review of student records 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. IEP Teams document their considerations of the skills and proficiencies needed by students in the Additional Information section of the IEP and, if necessary, include goals and services related to these skills. |

| **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 # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Observation at the John D. McGovern Elementary School indicated that a door was installed in the entrance of the classroom used for the provision of occupational therapy and physical therapy services, which minimizes visual distractions, auditory distractions and provides for confidentiality. |