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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Norwood Public Schools**  **MCR Onsite Date:** **04/25/2018**  **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 IEP Teams convene to determine whether the student is eligible for special education within 45 school days of receiving the parent's written consent to evaluate. However, record review also indicated that the district does not always provide the parent with a proposed IEP and proposed placement, or a written explanation of the finding of no eligibility, immediately following development of the IEP and within 45 school days of receiving parental consent. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop district procedures and provide training to all appropriate staff on the requirements to provide the IEP to the parent/guardian immediately after development of the IEP and no later than 45 school days after receipt of consent to evaluate.  Develop an internal oversight and tracking system for ensuring that the IEP is provided to the parent immediately following the Team meeting and no later than 45 school days from receipt of consent. The oversight and tracking system should include periodic reviews by an administrator to ensure ongoing compliance.  Subsequent to all corrective actions, conduct a review of a sample of student records from across all grade levels and schools for evidence that IEPs are provided to the parent/guardian within the required timelines following an initial evaluation or reevaluation.  **\*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, and their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit evidence of training, including the agenda, training materials, and signed attendance sheet by **October 12, 2018**.  Submit a description of the internal oversight and tracking system by **October 12, 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.  Please submit the above information by **January 18, 2019**. | | | |
| **Progress Report Due Date(s):** | | | |
| **10/12/2018** | **01/18/2019** |  |  |

| **SE Criterion # 13 - Progress Reports and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that the district does not consistently provide written reports of the student’s progress towards IEP goals with the same frequency that parents are informed of the progress of non-disabled students. Specifically, when an IEP meeting is scheduled at the time progress reports are due, the district provides progress information at the IEP meeting but does not consistently provide written progress reports documenting the student’s performance and progress towards the annual goals. Furthermore, progress reports do not consistently address all goals identified in the IEP.  When the student has graduated from secondary school or exceeded the age of eligibility, the district provides the student with a summary of academic achievement and functional performance and recommendations on how to meet postsecondary goals. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to Team chairs, special education staff and related service providers on the requirement to provide written reports on the student’s progress towards reaching all goals in the IEP with the same frequency as parents are informed of the progress of non-disabled students.  Develop an internal oversight and tracking system to ensure that progress reports are issued and include all content as required. The tracking system should include periodic reviews by an administrator to ensure ongoing compliance.  Subsequent to all corrective actions, conduct a review of a sample of student records from across all grade levels and schools to determine that progress reports are provided with the appropriate frequency and address all goal areas identified in the IEP.  **\*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, and their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit evidence of training, including the agenda, training materials, and signed attendance sheet by **October 12, 2018**.  Submit a description of the internal oversight and tracking system by **October 12, 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.  Please submit the above information by **January 18, 2019**. | | | |
| **Progress Report Due Date(s):** | | | |
| **10/12/2018** | **01/18/2019** |  |  |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and an interview indicated that the district consistently convenes an IEP Team meeting at least annually, on or before the anniversary date of the IEP, 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 Team reviews and revises the IEP to address any lack of expected student progress towards the annual goals and in the general curriculum.  If the district and parents decide to make changes and amend the IEP between annual meetings, the parents are provided with written documentation of the changes and may receive the amended IEP upon request. |

| **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 of Elementary and Secondary Education. Staff interviews indicated that the IEP is not changed outside of the Team meeting.  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. A review of student records indicated that IEP Teams document their considerations of the skills and proficiencies needed by students in the Additional Information and, when relevant, goal sections of the IEP. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that if a student is removed from the general education classroom at any time, the IEP Non-participation Justification statement consistently states why the removal 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 # 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 # 56 - Special education programs and services are evaluated** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district submitted a summary report of an evaluation and the subsequent district-wide special education professional development series implemented in the 2016-2017 school year on collaborative and proactive skills and solutions for working with special education students. In addition, the district submitted a report of the results of a parent survey conducted during the 2015-2016 school year to evaluate overall district special education programming; the report included an action plan for further investigation into certain areas of concern identified by the survey results. The district asserted that the next such survey will be conducted in 2018.  The district also submitted the report and recommendations from an independent evaluation of the Teaching Academic and Social Curriculum (TASC) program that was conducted during the 2015-2016 school year. |