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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Harvard Public Schools** **MCR Onsite Dates:** **03/30/2017 - 03/31/2017****Program Area: Special Education** |
|   |  | Mitchell D. Chester, Ed.D.Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **SE Criterion # 2 - Required and optional assessments** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that when conducting evaluations, the district consistently completes an educational assessment by a representative of the school district, including a history of the student's educational progress in the general curriculum. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that the district consistently has a representative with the authority to commit resources at IEP meetings. Representatives at each school have been identified and trained on the process for committing school resources. These representatives include building and district administrators, building-based special education coordinators, the school psychologist, and selected special education teachers. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that parents receive written progress reports on the student’s progress towards reaching the annual goals set in the IEP at least as often as parents are informed of progress of non-disabled students. Additionally, when a student graduates or exceeds the age of eligibility, the district provides the student with a summary of his or her academic achievement and functional performance, including recommendations 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 staff interviews indicated that at least annually, on or before the anniversary date of the IEP, the district holds a Team meeting 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 review and revise IEPs to address any lack of expected progress towards the annual goals and in the general curriculum. Staff interviews also indicated that, between annual IEP meetings, any amendments to the IEP only occur after a Team meeting is convened and a parent is provided with a revised copy of the IEP with the amendments incorporated. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that upon determining that a student is eligible for special education, the Team, including the parent(s), develops an IEP at the Team meeting using the current format provided by the Department of Elementary and Secondary Education. A review of student records and staff interviews also indicated that the district ensures the IEP will not be changed outside of the Team meeting.A review of student records 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. |

| **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 and staff interviews indicated that IEP Teams develop the IEP prior to determining the appropriate placement to deliver the student's identified services and accommodations. Record review and staff interviews demonstrated that Teams consistently ensure that students are educated in the school she or he would attend if the student did not require special education, unless otherwise required by the IEP. 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. Immediately following the development of the IEP, the district provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that when a student is removed from the general education classroom at any time, the Team does not consistently consider any potential harmful effect on the student. Student record review also indicated that the district does not consistently state why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |
| **Department Order of Corrective Action:** |
| Provide training to special education Team chairs, special education teachers, and any other relevant staff on documenting and considering potential harmful effects and stating why removal from the general education classroom is critical to the student's program. Develop and implement an internal oversight and tracking system to ensure that (1) the IEP Team consistently considers any potential harmful effects on the student as a result of removal from the general education classroom and (2) the IEP Team consistently provides justification for why removal from the general education classroom is considered critical to the student’s program. The tracking system should include periodic reviews by an administrator to ensure ongoing compliance.Subsequent to implementation of all corrective actions, conduct an internal review of a sample of at least 10 student records where the IEP indicates the student is removed from the general education classroom to ensure that (1) the Team consistently considers any potential harmful effects as a result of the removal and (2) the Team consistently provides justification for why removal from the general education classroom is considered critical to the student's program. **\*Please note when conducting internal monitoring, the school 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 27, 2017,** submit evidence of training of special education Team chairs, special education teachers, and any other relevant staff. Include the training agenda, training materials, and signed attendance sheet with staff name, role, and signature. By **October 27, 2017,** submit a description of the district's internal oversight and tracking system along with the name/role of the designated person(s) responsible for oversight.By **January 12, 2018,** submit the results of an internal review of records and include the following: (1) the number of records reviewed; (2) the number of records in compliance; and (3) for any records not in compliance, determine the root cause for the noncompliance and any specific corrective actions taken to remedy each instance of noncompliance. |
| **Progress Report Due Date(s):** |
| 10/27/2017 | 01/12/2018 |  |  |

| **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 requested by the Department. |

| **SE Criterion # 56 - Special education programs and services are evaluated** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that special education programs and services are regularly evaluated by the district.  |