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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Franklin County Regional Vocational Technical School District****MCR Onsite Date:** **05/11/2017****Program Area: Special Education** |
|   |  | Mitchell D. Chester, Ed.D.Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that whenever an evaluation shows that a student has a disability on the autism spectrum, IEP Teams consider and specifically address: 1) the verbal and nonverbal communication needs of the student; 2) the need to develop social interaction skills and proficiencies; 3) the needs resulting from the student's unusual response to sensory experiences; 4) the needs resulting from resistance to environmental change or change in daily routines; 5) the needs resulting from engagement in repetitive activities and stereotyped movements; 6) the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and 7) other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development.IEP Teams use a checklist to guide the development of these required areas for students on the autism spectrum. Student record review demonstrated that Teams include goals and accommodations in the IEP for identified areas of student need. |

| **SE Criterion # 11 - School district response to parental request for independent educational evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and an interview with the Special Education Administrator indicated that district procedures now include the required content, specifically: 1) that whenever possible, the independent educational evaluation is completed and a written report sent no later than thirty days after the date the parent requests the independent educational evaluation; 2) the independent evaluator's report summarizes, in writing, procedures, assessments, results and diagnostic impressions, as well as educationally relevant recommendations for meeting identified needs of the student; and 3) the independent evaluator recommends appropriate types of placements but does not recommend specific classrooms or schools. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Student record review indicated that parents receive progress reports at least as often as parents are informed of the progress of non-disabled students; however, the progress reports do not consistently provide information specific to the student progress towards each annual goal in the IEP.Student record review demonstrated that when a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the 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.  |
| **Department Order of Corrective Action:** |
| Provide training to Team chairpersons and special education teachers on procedures for writing progress reports to include information on the student progress on each annual IEP goal. Develop an internal oversight and tracking system to monitor the content of progress reports. The oversight and tracking system should include periodic reviews by an administrator to ensure continuing compliance.Subsequent to implementation of all corrective actions, conduct a review of a sample of student records across all grade levels to ensure the district is addressing student progress toward the annual goals 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 student names and grade levels for the records reviewed; b) date of the review;** **c) name of person(s) who conducted the review with their role(s) and signature(s).** |
| **Required Elements of Progress Reports:** |
| Provide evidence of training (agenda, signed/dated attendance list with staff role, and materials used) by **October 20, 2017**.Provide a description of the district's internal oversight and tracking system, including the name and role of the person designated for oversight by **October 20, 2017**.Submit the results of the internal review of student records. Indicate the number of records reviewed; the number found to be compliant; an explanation of the root cause(s) for any continued non-compliance; and a description of additional corrective actions taken by the district to address any identified non-compliance by **January 12, 2018**. |
| **Progress Report Due Date(s):** |
| 10/20/2017 | 1/12/2018 |  |  |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review 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. 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. Student record review and interviews also indicated that if the district and parent agree to make changes to a student's IEP between annual IEP meetings, these changes are documented with an amendment. 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:** |
| Student record review and interviews indicated that upon determining that a student is eligible for special education, IEP Teams develop the IEP addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Interviews indicated that the IEP is not changed outside of the Team meeting.Student 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. Student record review indicated that IEP Teams document their considerations in the Present Levels of Educational Performance (PLEP) B and the Additional Information sections of the IEP. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that at the Team meeting, 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 decision regarding placement is based on the IEP, including the types of related services, type of settings, types of service providers, and the location where the services are to be provided.Student record review and interviews 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 # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews demonstrated that the IEP Team consistently states why removal from the general education classroom is considered critical to the student's program and why education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |

| **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:** |
| Student record review and interviews indicated that the Notice of Proposed School District Action (N1) is specific to each student and consistently includes: 1) the action the school district is proposing to take; 2) why the district is proposing to act; 3) a description of any other options that the district considered and the reasons why those options were rejected; 4) a description of each evaluation procedure, test, record or report used as a basis for the proposed action; and 5) other factors relevant to the district's decision. |

| **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. |