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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Ware Public Schools****MCR Onsite Dates:** **02/04/2014 - 02/05/2014****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, documents and interview indicate that whenever an evaluation indicates that a child has a disability on the autism spectrum, the IEP Team considers and specifically documents in the student’s IEP: the verbal and nonverbal communication needs of the student; the need to develop social interaction skills and proficiencies; the needs resulting from the student’s unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for any positive behavioral interventions, strategies, and supports; and other needs resulting from the student’s disability that impact progress in the general curriculum, including social and emotional development. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review, documents and interview indicate that all members of the IEP Team are in attendance at Team meetings unless the parent and district agree to use alternative means, such as a video conference or a conference call. The district documents, in writing, if the parent agrees that the attendance of a Team member is not necessary due to the member’s area of the curriculum or related service not being modified or discussed. The district also documents, in writing, if the parent agrees to excuse a required Team member’s participation and the excused member provides written input into the development of the IEP to the parent and the IEP Team prior to the meeting. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review, documents and interview indicate that whenever an IEP Team evaluation indicates that a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, the IEP Team addresses and documents the skills and proficiencies the student may need to avoid and respond to bullying, harassment, or teasing. Also, when a student is identified with a disability on the autism spectrum, the IEP Team considers and specifically addresses and documents the skills and proficiencies the student may need to avoid and respond to bullying, harassment, or teasing. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Student record review, documents and interview indicate that the parent or guardian is provided with a copy of the proposed IEP and proposed placement along with the required notice immediately following the development of the IEP; however, the district does not provide the parent or guardian with two (2) copies of the proposed IEP and proposed placement. |
| **Department Order of Corrective Action:** |
| Train appropriate staff concerning the requirement that the district must provide the parent with two copies of the proposed IEP and placement immediately following the development of the IEP, along with the required Notice of Proposed School District Action (N1) that includes documentation that two copies of the IEP have been sent. Develop an internal monitoring and tracking system, with periodic review by designated person(s), to ensure that the district provides the parent with two copies of the proposed IEP and placement after the IEP is developed. Conduct an administrative review of a cross section of student records from across all grade levels from TEAM meetings conducted subsequent to corrective actions, to determine if parents were provided with two copies of the IEP, and if this was documented on the Notice of Proposed School District Action (N1). \*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 record review; 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:** |
| By October 10, 2014, submit to the Department evidence (agenda, dated attendance sheet with staff signature and role, materials presented) that responsible staff were trained on the requirement that the district must provide the parent with two copies of the proposed IEP and placement immediately following the development of the IEP. Submit a description of the process that the district will follow to ensure that parents receive two copies of the proposed IEP and proposed placement. Submit a description of the district’s internal monitoring and tracking system, the person(s) responsible and dates of periodic review. By January 16, 2015, submit to the Department a report of the results of the administrative review of student records and include the number of records reviewed; the number in compliance, the root cause of any non-compliance and the corrective actions the district will take to remedy any non-compliance. |
| **Progress Report Due Date(s):** |
| 10/10/2014 | 01/16/2015 |  |  |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review, documents and interview indicate that when a student is removed from the general education classroom at any time, the Team states why the removal is considered critical to the student’s program and documents this decision in the student’s IEP. The Team does consider if the student can be educated in a less restrictive environment, with the use of supplementary aids and services. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Documents and interview indicate that, at the time of the review, no parents had consented to special education services and then revoked such consent during the previous or present school years. A review of documents indicate that the district does have procedures in place if a parent does give consent for special education services and then, at any time following, revokes his/her consent for special education services in writing. The procedures state that the district is obligated to discontinue all special education services and may not use mediation or request a due process hearing to obtain agreement or a ruling requiring the continuation of services, consistent with federal regulation. Procedural documentation also states that if a parent revokes consent in writing, the district must act promptly to provide written notice to the parent/guardian of the district’s proposal to discontinue services based on the revocation of consent, as well as information on how the parent can obtain a copy of his/her right to procedural safeguards. The notice will be provided in a reasonable time before the district discontinues services. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district provided the student roster documentation required by the Department. |