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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Middleton Public Schools**  **MCR Onsite Dates:** **10/10/2016 - 10/11/2016**  **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 the district consistently provides all assessments consented-to by the parent, including a teacher assessment of the student's attention skills, participation behaviors, communication skills, memory and social relations with groups, peers and adults; health assessments; and occupational therapy assessments. |

| **SE Criterion # 4 - Reports of assessment results** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that related services assessment summaries for speech and language, occupational therapy, and physical therapy consistently specify the assessment procedures used, the assessment results, the evaluator’s diagnostic impression, along with the student’s needs, defined in detail and in educationally relevant and common terms, as well as an explicit means of meeting those needs. Summaries of assessments are completed prior to discussion by the Team and are mailed directly to parents so that they are available at least two days before the Team meeting. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that within forty-five (45) school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, the district consistently determines whether the student is eligible for special education and provides to the parent either a proposed IEP and proposed placement or a written explanation of the finding of no eligibility. |

| **SE Criterion # 11 - School district response to parental request for independent educational evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that within ten (10) school days from the time the district receives the report of an independent educational evaluation, the Team reconvenes and considers the independent educational evaluation and whether a new or amended IEP is appropriate. Staff interviews indicated that the evaluation is date-stamped upon receipt by the district so that a Team meeting can be scheduled immediately.  If the parent requests a Team meeting date beyond ten school days, the district documents the parent request on the Meeting Invitation (N3). |

| **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 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 IEP goals.  Middleton Public Schools is a pre-K through grade six district and therefore does not have any students whose eligibility terminated because the student graduated from secondary school or exceeded the age of eligibility. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records 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. Staff 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. Record review and staff interviews also indicated that if the district and parent agree to make changes to a student’s IEP between annual IEP meetings, the IEP Team is reconvened to amend the IEP. Parents are advised that they may request a complete copy of the amended IEP. Record review and staff interviews indicated that the district has discontinued the practice of using amendments to extend the anniversary date of the IEP. |

| **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 the 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. Staff interviews indicated that 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. Record review indicated that IEP Teams document their considerations of the skills and proficiencies needed by students in the district’s Notices of Proposed School District Action (N1s), as well as 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:** |
| 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.  A review of student records and staff interviews also indicated that parents receive summary notes at the conclusion of the IEP Team meeting, which include a completed IEP service delivery grid describing the types and amounts of special education and related services proposed by the district and a statement of the major goal areas associated with these services. Records demonstrated that the district consistently sends two copies of the proposed IEP and placement within two calendar weeks of the Team meeting. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that when a student is removed from the general education classroom, the Team states 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. |

| **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:** |
| A review of student records and staff interviews indicated that whenever the district proposes an evaluation to determine eligibility for special education, an IEP or amendment, a placement, or other action, the district uses the Department’s Notice of Proposed School District Action (N1) and Notice of School District Refusal to Act (N2). Record review demonstrated that notices consistently contain detailed narratives of the district’s proposed actions on page 2 of the form, specifically:   1. A description of the action the district proposed to take; 2. A description of why the district took the action; 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; 5. A description of any other factors relevant to the district's decision; and 6. A description of next steps, if any, the district proposed to take. |

| **SE Criterion # 25A - Sending of copy of notice to Special Education Appeals** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that within five (5) calendar days of receiving notice that a parent is requesting a hearing or has rejected an IEP, proposed placement, or finding of no eligibility for special education, the district sends a copy of the notice to the Bureau of Special Education Appeals. |

| **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 # 29 - Communications are in English and primary language of home** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that when a family's primary language of the home is other than English, as documented on the Home Language Survey, the district consistently translates all special education documents, such as IEPs, notices, and assessment summaries. According to interviews, the special education office maintains a list of contracted vendors to provide translations and interpreters familiar with special education in a large number of languages. Home language surveys are completed for all students during the registration process so that parents can indicate a need for translated documents or an interpreter.  At the time of the Mid-cycle Review, the district did not have any current records for special education students whose families required translations or interpretation. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Onsite observations at the Howe Manning Elementary School verified that special education services are no longer clustered in five rooms on the second floor of the school, isolated from general education classrooms. Special education services for students in grades 5 and 6 have been re-located to the third floor with the fifth and sixth grade general education classrooms, thereby integrating students with disabilities into the life of the school and reducing their stigmatization. The five rooms on the second floor are now used for both general education and special education services, including general education reading support, occupational therapy, speech-language services, guidance, the school nurse, and the school psychologist. |