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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****Mystic Valley Regional Charter School****MCR Onsite Date:** **02/13/2017****Program Area: Special Education** |
|   |  | Mitchell D. Chester, Ed.D.Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that parents/guardians receive written reports of student progress on IEP goals with the same frequency as parents are informed of the progress of non-disabled students. Progress reports include information on the student's performance and progress toward the annual goals described in the IEP. A review of student records and documentation also indicated that the charter school provides the student with a summary of academic achievement, functional performance, and recommendations on how to meet postsecondary goals when the student has 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. A review of student records also 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. If the charter school and parents decide to make changes and amend the IEP between annual IEP 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. Parents are provided with meeting summary notes to ensure 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. IEP Teams document their considerations of the skills and proficiencies needed by students in the Present Levels of Educational Performance (PLEP) B, Goals and 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 indicated that IEP Teams develop the IEP prior to determining the appropriate placement to deliver the student's identified services and accommodations. Furthermore, 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 indicated that the charter school now consistently provides the parent with two copies of the proposed IEP and proposed placement following the IEP Team meeting.  |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The charter school 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 student records and staff interviews indicated that the charter school provides communications with parents in simple and commonly understood words in both English and the primary language of the home if such primary language is other than English. Furthermore, the charter school now consistently provides translated versions of the Notice of Proposed School District Action (N1), IEPs and progress reports for parents whose primary language is other than English. |