|  |  |  |
| --- | --- | --- |
|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Shutesbury Public Schools****MCR Onsite Date:** **04/24/2018****Program Area: Special Education**Jeffrey C. RileyCommissioner of Elementary and Secondary Education |
|  |  |  |
| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **SE Criterion # 13 - Progress Reports and content** |
| --- |
| **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 annual IEP goals. Shutesbury is a pre-kindergarten 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** |
| --- |
| **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. The Team reviews and revises the student's IEP to address any lack of expected progress towards the annual goals and in the general curriculum.A review of student records and staff interviews indicated that, between annual IEP meetings, the district and parent may agree to make changes to a student's IEP, which is documented in writing, without convening a meeting of the Team. Parents are provided with a revised copy of the IEP with amendments incorporated. |

| **SE Criterion # 18A - IEP development and content** |
| --- |
| **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, Teams develop the IEP, addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Administrative staff interviews indicated that the IEP is not changed outside of the Team meeting process. 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 Student Strengths and Weaknesses, Goals, and Additional Information sections of the IEP. |

| **SE Criterion # 26 - Parent participation in meetings** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district submitted its special education student roster as requested by the Department. |

| **SE Criterion # 32 - Parent advisory council for special education** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents, staff interviews, and a SEPAC member interview indicated that the district participates as a member of the larger Erving School Union 28 PAC, as per the DESE waiver. The waiver approves the creation of a joint Special Education Parent Advisory Council. The joint PAC continues to adhere to the conditions of the waiver. |