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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Pathfinder Regional Vocational Technical School District**  **MCR Onsite Date:** **03/01/2018**  **Program Area: Special Education** |
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| 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 and an administrative staff interview 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.  Where 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. |

| **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. 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 an administrative staff interview 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 consistently provided with a revised copy of the IEP with amendments incorporated. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and an administrative staff interview 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. An administrative staff interview 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. 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** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district provided its special education student roster as requested by the Department. |

| **SE Criterion # 47 - Procedural requirements applied to students not yet determined to be eligible for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and an administrative staff interview indicated that procedures applied to students not yet determined eligible for special education prior to disciplinary action are included in the student handbook. |

| **SE Criterion # 56 - Special education programs and services are evaluated** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documentation and an administrative staff interview indicated that the district regularly evaluates its special education programs and services. |