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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Dudley-Charlton Regional School District****MCR Onsite Dates:** **05/13/2014 - 05/14/2014****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 student has a disability on the autism spectrum, the IEP Team does consider and specifically address 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 to address any behavioral difficulties resulting from autism spectrum disorder; and other needs resulting from the student’s disability that impact progress in the general curriculum, including social and emotional development. |

| **SE Criterion # 6 - Determination of transition services** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review, documents and interviews indicate that for students in out-of-district placements, transition planning is being conducted annually, beginning no later than when the student is 14 years of age. |

| **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 when a required Team member is absent from a Team meeting, the district and parent agree that the member’s attendance is not necessary and consent to the member’s excusal. The parent’s agreement and consent is in writing and the absent Team member submits, in writing, any input he or she has related to the IEP’s development, prior to the Team 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 the 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, or if the student is identified with a disability on the autism spectrum, the Team does address the skills and proficiencies the student needs to avoid and respond to bullying, harassment, or teasing and documents this on his or her IEP. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review, documents and interview indicate that at the conclusion of the Team meeting, the district does provide a summary of the IEP to the parent which includes a completed IEP service delivery grid describing types and amounts of special education and/or related services proposed by the school, and a statement of the major goal areas associated with these services. The district then provides the parent with two copies of the proposed IEP and proposed placement within ten school working days of the Team meeting. |

| **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:** |
| Student record review, documents and interviews indicate that written notices from the district to parents/guardians meet all the content requirements of federal regulations. Specifically, the Notice of Proposed District Action (N1) consistently addresses all decisions, including rejected options that were considered and why those decisions were rejected, as well as what evaluation procedure, test, record, or report was used as a basis for the proposed action. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| At the time of the review, no parent had revoked consent to a student's special education service during the period of one year prior to the mid-cycle review. Document review indicated that the district has procedures for when a parent/guardian revokes consent for special education services in writing, which ensures that the district acts promptly to provide written notice to the parent or guardian of the district’s proposal to discontinue services, as well as to provide the parent with information on how they may obtain a copy of their right to procedural safeguards. The district’s procedures also include notice of a reasonable time before the district intends to discontinue the services and that the district 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. |

| **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. |

| **SE Criterion # 48 - Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review, documents and interview indicate that at all levels across the district, when a student is designated as an English language learner (ELL) and receiving special education services, the students are consistently given equal opportunity to participate in English learner education services and scheduling limitations do not interfere with these services. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A faculties review at Charlton Elementary School, Heritage Elementary School, Dudley Elementary School, and the STRIVES special education program located in the Shepherd Hill Regional High School demonstrate that all instructional spaces utilized for special education maximize the inclusion of special needs students into the life of the school, are equal in all physical respects to the average standards of general education facilities and classrooms within the respective school buildings, are given the same priority as general education programs in the allocation of instructional and other space in the school building, and no instructional spaces are identified by signs or other means that stigmatize such students. |