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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Chicopee Public Schools**  **MCR Onsite Dates:** **03/09/2017 - 03/10/2017**  **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:** |
| Student record review and 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.  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:** |
| Student record review 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. 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.  Student record review and interviews also indicated that if the district and parent agree to make changes to a student's IEP between annual IEP meetings, the changes are documented in writing, without convening a meeting of the Team. Parents are advised that they may request a complete copy of the amended IEP. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and 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.  Student record review 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), the Present Levels of Educational Performance (PLEP) B or the Additional Information sections of the IEP and, if necessary, include goals and services related to these skills. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and 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 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.  Record review and interviews also indicated that parents are provided with the proposed IEP and proposed placement within 3-5 days. Alternatively, when parents receive summary notes at the conclusion of the IEP Team meeting, the district sends two copies of the proposed IEP and placement within two calendar weeks. |

| **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 # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Classroom observations indicated that the special education facilities and classroom issues identified during the 2013-2014 Coordinated Program Review (CPR) have been resolved at each of the following schools:  1) Litwin Elementary: The six self-contained classrooms have been moved throughout the building and are now integrated among general education classrooms.  2) Bellamy Middle School: Nine of the ten special education classrooms originally located on the first floor have been relocated throughout the building and are now integrated among general education classrooms. The special education classroom located next to the band room, behind the stage, remains in that location on the first floor. This was approved through the CPR progress reporting because this classroom serves a high needs population and contains bathrooms, changing rooms and life skills materials. Additionally, these students have access to the general education program for specials and as identified on their IEPs.  3) Belcher Elementary School: The two substantially separate classrooms included in the CPR finding were moved to Stefanik Elementary School and each are integrated among general education classrooms. These classroom locations now maximize the inclusion of eligible students into the life of the school. |