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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Williamsburg Public Schools**  **MCR Onsite Date:** **02/16/2017**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 3 - Special requirements for determination of specific learning disability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that for students suspected of having a specific learning disability, the district completes the required written eligibility determination signed by all members of the Team, and if there is a disagreement, the Team members document their disagreement. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **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 all IEP goals.  Williamsburg Public Schools is a pre-K 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** |
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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. Staff 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.  A review of student records and staff interviews also indicated that if the district and parent agree to make changes to a student's IEP between annual meetings, the Team is reconvened to amend the IEP. 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:** |
| A review of student records and staff interviews indicated that upon determining that a 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.  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. The district includes a student specific bullying statement under the Additional Information section of the IEP and, if necessary, includes 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:** |
| A review of student records and staff interviews indicated that IEP Teams develop the IEP prior to determining the appropriate placement to deliver the student's identified services and accommodations. A review of student records and staff 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. Student 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.  A review of student records and staff interviews indicated that parents consistently receive summary notes at the conclusion of the IEP Team meeting, and two copies of the proposed IEP and placement are sent to the parent within two calendar weeks of the Team meeting. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that IEP Teams consistently state why a student's removal from the regular education classroom is considered critical to the student's program and provide the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |

| **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:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Student record review and interviews indicated that when the district is seeking consent of the parent for a proposed IEP and proposed placement, the Proposed School District Action (N1) notice is not always individualized to the student. Specifically, the N1 forms contained identical language for multiple students regarding a description of the action proposed or refused by the agency and an explanation of why the agency proposed or refused to take the action. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to special education teachers on writing N1 forms that are complete and individualized to the student. Develop an internal oversight and tracking system to ensure that the district responds to all questions of the N1 form, and individualizes those responses for each student. The tracking system should include periodic reviews by an administrator to ensure continuing compliance.  Conduct a review of a sample of student records from across all grade levels in which Team meetings were held after all corrective actions have been implemented, ensuring that N1 forms are complete and individualized to the student.  **\* Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) list of student names and grade levels for the records reviewed; b) date of the review; and**  **c) name of person(s) who conducted the review with their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Provide evidence of training (agenda, attendance sheet with staff name, role and signature, and materials used) by **October 20, 2017.**  Provide a description of the district's internal oversight and tracking system, including the name/role of the person designated for oversight by **October 20, 2017.**  Submit the results of the internal review of student records and include the following:  1. the number of records reviewed;  2. the number of records in compliance;  3. for any records not in compliance, determine the root cause; and  4. the specific corrective actions taken to remedy the non-compliance.  Please submit the above information by **January 12, 2018.** | | | |
| **Progress Report Due Date(s):** | | | |
| 10/20/2017 | 01/12/2018 |  |  |

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

| **SE Criterion # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that Williamsburg Public Schools has an approved waiver to participate in the Hampshire Regional School District Parent Advisory Council.  The parent advisory council fulfills the requirements of its approved waiver including: establishing by-laws regarding officers and operational procedures; advising the district on matters that pertain to the education and safety of students with disabilities; and meeting regularly with school officials to participate in the planning, development, and evaluation of the school district's special education programs. The school district also conducts, in cooperation with the parent advisory council, at least one workshop annually on the rights of students and their parents and guardians under the state and federal special education laws. |

| **SE Criterion # 56 - Special education programs and services are evaluated** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and interviews indicated that special education programs and services are regularly evaluated. The Director of Pupil Personnel Services and the Principal meet to review information on special education programs and services and in response to programmatic need for the 2016-2017 school year, the district has developed the Learning Center program, which is staffed by a special education teacher and behaviorist. This program addresses the needs of students with emotional and behavioral disabilities. |