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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District: Conway Public Schools**  **MCR Onsite Date:** **02/06/2018**  **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:** |
| 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 IEP goals.  Conway Public Schools enrolls students in grades pre-K through 6 and, therefore, does not have special education students that have graduated or exceeded the age of eligibility. |

| **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. Staff interviews indicated that IEP Teams consistently review and revise IEPs to address any lack of expected 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 substantive changes to a student's IEP between annual meetings, the Team is reconvened to amend the IEP. For minor changes to the IEP, the district and parent discuss and agree to changes, which are documented as an amendment and signed by the parent. 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 Additional Information section of the IEP and/or within relevant IEP goals and accommodations. |

| **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 following the development of the IEP, the district sends the parent two copies of the proposed IEP and placement along with the required notice within 3-5 days or, alternatively, within two calendar weeks when the parents are provided a summary at the conclusion of the Team meeting. When meeting summaries are provided, the summaries contain a service delivery grid describing the types and amounts of special education services proposed and a statement of the major goals associated with these services.  Student record review and interviews indicated that for students in the WINGS program, services on the IEP service delivery grid correspond to where services are being delivered. When services are provided in the general education classroom, the service delivery grid has these services listed correctly in section B of the service delivery grid. See also SE 22. |

| **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 when a student is removed from the general education classroom, the Nonparticipation Justification statement on a student's IEP is individualized to each student and consistently states how the nature or severity of the student's disability limits his or her participation in the general education setting, and how the student's education in a less restrictive environment could not be achieved with the use of supplementary aids and services. |

| **SE Criterion # 22 - IEP implementation and availability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that at the beginning of each school year, the district has an IEP in effect for each eligible student and provides IEP services without delay. Teachers and related service providers are informed of their specific responsibilities related to the implementation of the student’s IEP and the district does not delay implementation of the IEP due to lack of classroom space or personnel.  Currently, no student has an IEP that requires the services of an autism specialist. The district has hired a behavior specialist, and the services of this specialist are documented on the student’s IEP. See also SE 18B. |

| **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 # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and interviews indicated that Conway Public Schools has an approved waiver to participate in the Frontier Regional - Union 38 School District Parent Advisory Council (PAC). |

| **SE Criterion # 36 - IEP implementation, accountability and financial responsibility** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| See SE 22. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Observation and interviews indicated that all facilities and classrooms for the education of students with special needs maximize the inclusion of the students into the life of the school and are at least equal in all physical respects to the average standards of general education classrooms.  Additionally, classrooms used for the provision of special education services, including speech and language services, occupational therapy, physical therapy, and the substantially-separate classroom (WINGS Program) are not identified with signs, and thus do not stigmatize eligible students. |