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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Deerfield Public Schools****MCR Onsite Date:** **02/05/2018****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. Deerfield 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 # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that when a student is removed from the general education classroom at any time, the Team consistently states why the removal is considered critical to the student's program and the basis for its conclusion that education of the student could not be achieved satisfactorily in a less restrictive environment with the use of supplementary aids and services. |

| **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 Deerfield Public Schools has an approved waiver to participate in the Frontier Regional - Union 38 School District Parent Advisory Council (PAC).  |

| **SE Criterion # 41 - Age span requirements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and interviews indicated that at Deerfield Elementary School, the ages of the youngest and oldest student in any grouping of special education students, including the life skills classroom, does not differ by more than 48 months. |

| **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 occupational therapy, physical therapy, and the Life Skills program are not identified with signs, and thus do not stigmatize eligible students. |