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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Sunderland Public Schools****MCR Onsite Date:** **02/05/2018****Program Area: Special Education** |
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| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that when any Team member cannot attend an IEP Team meeting, the district and the parent document, in writing, their agreement to excuse the Team member's participation. Required members who have been excused from attending a Team meeting consistently provide written input into the development of the IEP to the parent and the Team prior to the meeting. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that the district, within forty-five (45) school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, convenes a Team meeting to determine whether the student is eligible for special education and provides to the parent either a proposed IEP and proposed placement or a written explanation of the finding of no eligibility. |

| **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, which consistently address student progress towards IEP goals. Sunderland Public Schools serves 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.  A review of student records and staff interviews indicated that in cases when the district and parent agree to make changes to a student's IEP between annual IEP meetings, the district documents these changes with an amendment. Parents are consistently provided with a revised copy of the IEP with amendments incorporated. |

| **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 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.A review of student records and staff interviews 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. IEP Teams document their considerations of the skills and proficiencies needed by students in the Student Strengths and Weaknesses, Goals, and the Additional Information sections of the IEP. |

| **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 Team consistently states why the student's removal is considered critical to his or her program and the basis for the Team's conclusion that educating the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. Additionally, each Nonparticipation Justification statement on a student’s IEP is individualized to the student. |

| **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:** |
| Document review and staff interviews indicated that Sunderland Public Schools has an approved waiver to participate in the Frontier Regional - Union 38 School District Parent Advisory Council (PAC). |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that the district provides professional development to transportation providers before they begin transporting any special education student receiving special transportation on his or her needs and appropriate methods of meeting those needs. At the time of the review, there were no eligible students at Sunderland Public Schools receiving special transportation. |