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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Whately Public Schools**  **MCR Onsite Date:** **02/06/2018**  **Program Area: Special Education** |
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| 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 when a student suspected of having a specific learning disability is evaluated, the Team creates a written determination as to whether or not he or she has a specific learning disability, which is signed by all members of the Team, or if there is disagreement as to the determination, one or more 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, which consistently address student progress towards IEP goals.  Whately 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:** |
| A review of student records and staff interviews indicated that at least annually, on or before the anniversary date of the IEP, the Team convenes 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. The Team reviews and revises the student's IEP 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, Present Levels of Education Performance B, Goals, and the Additional Information sections of the IEP. |

| **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 the parent is provided with a summary at the conclusion of the IEP Team meeting, which includes a completed IEP service delivery grid describing the types and amounts of special education and related services proposed by the district and a statement of the major goal areas associated with these services. Two copies of the proposed IEP and placement, along with the Notice of Proposed School District Action (N1), are then provided 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 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 # 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 Whately Public Schools has an approved waiver to participate in the Frontier Regional - Union 38 School District Parent Advisory Council (PAC). |