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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Charter School or District:** **Granby Public Schools**  **MCR Onsite Date:** **11/19/2013**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and an interview indicted that whenever an evaluation shows that a student has a disability on the autism spectrum, the IEP Team considers and specifically addresses the verbal and nonverbal communication needs of the student; the need to develop social interaction skills and proficiencies; the needs resulting from the student’s unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and other needs resulting from the student’s disability that impact progress in the general curriculum, including social and emotional development. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and an interview indicated that members of the IEP Team attend Team meetings unless the district and the parent agree, in writing, that the attendance of the Team member is not necessary because the member’s area of the curriculum or related services is not being modified or discussed, or the district and the parent agree, in writing, to excuse a required Team member’s participation and the excused member provides written input into the development of the IEP to the parent and the IEP Team prior to the meeting. Additionally, record review and an interview indicated that the district’s IEP Teams consistently have a representative of the school district who has the authority to commit the resources of the district. |

| **SE Criterion # 12 - Frequency of re-evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and an interview indicated that the district consistently conducts re-evaluations every three years. During the period of one year prior to the mid-cycle review, there were no instances where the parent and district agreed that a three-year re-evaluation was unnecessary. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review, documents and an interview indicated that when the IEP Team evaluation shows that a student’s disability affects social skills development, or when the student’s disability makes him or her vulnerable to bullying, harassment or teasing, the IEP addresses the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. For students identified with a disability on the autism spectrum, the IEP Team considers and specifically addresses the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and an interview indicated that no parent revoked consent during the period covered in the review. The district has procedures in place if a parent gives consent for special education services and then, at any time following, revokes consent in writing, to discontinue all special education services, and does not use mediation or request due process to continue services, consistent with federal regulation. If a parent revokes consent in writing, the district’s procedures include promptly providing written notice to the parent/guardian of the district’s proposal to discontinue services, as well as information on how the parent can obtain a copy of his/her right to procedural safeguards, and provides the notice in a reasonable time before the district intends to discontinue the services. |

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

| **SE Criterion # 55 - Special education facilities and classrooms** | | | |
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| **Rating:** | | | |
| Partially implemented | | | |
| **Basis for Findings:** | | | |
| Observations and interviews indicated that at West Street School, special education facilities and classrooms do not maximize the inclusion of special education students into the life of the school and are not given the same priority as general education programs in the allocation of instructional spaces in order to minimize the separation or stigmatization of eligible students. The combined second/ third grade special education classroom, as well as the spaces for OT, PT and ABA services, are all clustered around the library, and the grade 2/3 special education classroom is identified by a sign. The K-1 special education classroom is located in the basement of the school, with Title1/ELE and Reading, the only three classrooms in the basement. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop a plan to reallocate special education classroom spaces at West Street School to maximize the inclusion of special needs students and provide them the same priority as general education programs. At West Street School remove the sign that identifies the combined second and third grade classroom as a special education space. | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the plan to reallocate special education classroom spaces at West Street School to maximize the inclusion of special needs students and provide them the same priority as general education programs and include a floor plan that identifies the new configuration, by May 1, 2014.  Schedule a site visit with the Department to review the allocation of special education classrooms and signage, by August 4, 2014. | | | |
| **Progress Report Due Date(s):** | | | |
| 05/01/2014 | 08/04/2014 |  |  |

| **SE Criterion # 56 - Special education programs and services are evaluated** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Documents and an interview indicated that the district has developed a process for the evaluation of the district’s K-12 special education programs, and conducts an annual evaluation, including the discussion and an analysis of the data collected; however, they have not produced an evaluation report as required. . | | | |
| **Department Order of Corrective Action:**  Develop a report of the most recent evaluation of special education programs and services. | | | |
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| **Required Elements of Progress Reports:** | | | |
| Provide evidence of the administrative meetings conducted to review the annual evaluation, including meeting dates, agendas and attendance sheet, by May 1, 2014.  Submit a copy of the report of the most recent evaluation of special education programs and services, and include the findings and recommendations for program changes or modifications, if any, by May 1, 2014. | | | |
| **Progress Report Due Date(s):** | | | |
| 05/14/2014 |  |  |  |