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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Littleton Public Schools**  **MCR Onsite Date:** **12/01/2016**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| 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 indicate that parents receive progress reports at least as often as parents are informed of the progress of non-disabled students, which consistently address student progress towards annual IEP goals.  Student record review and interviews indicate that, when a student’s eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the district consistently provides the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review indicates 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. Interviews indicate that IEP Teams consistently review and revise IEPs to address any lack of expected student progress towards the annual goals and in the general curriculum.  Student record review and interviews also indicate that if the district and parent agree to make changes to a student's IEP between annual IEP meetings, the IEP Team is reconvened to amend the IEP. 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 indicate that upon determining that a 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. Interviews indicate that the IEP is not changed outside of the Team meeting.  Student record review also indicates 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. Student record review indicates that IEP Teams document their considerations of the skills and proficiencies needed by students in the Present Levels of Educational Performance (PLEP) B 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:** |
| Student record review and interviews indicate that IEP Teams develop the IEP prior to determining the appropriate placement to deliver the student's identified services and accommodations. Student record review and interviews demonstrate that Teams consistently ensure that students are educated in the school she or he would attend if the student did not require special education, unless otherwise required by the IEP, and placement decisions are based on the types of related services, types of settings, types of service providers and location where services are to be provided.  Student record review and interviews demonstrate that immediately following the development of the IEP, the district provides the parent with two copies of the proposed IEP and proposed placement along with the required notice. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicate that when a student is removed from the general education classroom at any time, the Non-participation Justification statement in the IEP consistently states why the removal is considered critical to the student's program and the basis for the Team's conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |

| **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 required by the Department. |

| **SE Criterion # 34 - Continuum of alternative services and placements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and interviews indicate that the district provides a continuum of services and placements to meet the needs of all students with disabilities. The district has developed a Language-Based Learning Program, a substantially separate program for grades 3 through 12, and a Transitions Program at the high school for students ages 18 through 22. Students in these programs are able to receive specially designed instruction and significant modification to the curriculum. |

| **SE Criterion # 37 - Procedures for approved and unapproved out-of-district placements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicate that the district documents the monitoring of students who are placed out-of-district, including site visits, through the use of a checklist by the Out of District Coordinator, which is consistently maintained in the student record. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Classroom observations and interviews at the Russell Street Elementary School indicate that the four rooms, three of which were labeled as “storage” at the time of the 2013-2014 onsite review, are no longer being used as instructional spaces for special education students. The four special education spaces in the school are now equal in all physical respects to the average standards of general education facilities and classrooms. |