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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **South Middlesex Regional Vocational Technical School District**  **MCR Onsite Dates:** **11/07/2016**  **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 records and a staff interview indicated that parents receive reports on the student's progress towards reaching the goals set in the IEP at least as often as parents are informed of the progress of non-disabled students. In addition, progress report information sent to parents includes written information on the student's progress towards the annual goals in the IEP. Student records indicated that where a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the school district 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 records and a staff interview 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. The IEP Team reviews and revises the IEP to address any lack of expected progress towards the annual goals and in the general curriculum. Student records and a staff interview confirmed that in between annual IEP meetings the district and parent may agree to make changes to a student's IEP, documented in writing, without convening a meeting of the Team. Upon request, the parent is provided with a revised copy of the IEP with the amendments incorporated. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student records and a staff interview indicated that upon determining that the student is eligible for special education, the Team, including the parent(s), develops an IEP at the Team meeting. The IEP is completed addressing all elements of the most current IEP format provided by the Department of Elementary and Secondary Education. The school district ensures that the IEP will not be changed outside of the Team meeting.  Whenever the IEP Team evaluation indicates 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 # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student records and a staff interview indicated that at the Team meeting, after the IEP has been fully developed, the Team determines the appropriate placement to deliver the services on the student's IEP. Unless the student's IEP requires some other arrangement, the student is educated in the school that he or she would attend if the student did not require special education. The decision regarding placement is based on the IEP, including the types of related services that are to be provided to the student; the type of settings in which those services are to be provided; the types of service providers; and the location at which the services are to be provided. Immediately following the development of the IEP, the district provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice |

| **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 # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Observations of facilities and a staff interview revealed that special education Learning Strategies Classrooms (108, 109, 110 and 111A) are located along a main hallway across from the instructional space used for art and next to a classroom (111) used for carpentry, allowing for the inclusion of students into the life of the school. In addition, these classrooms are no longer labeled with stigmatizing signage indicating the provision of special education services. |