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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Greater Fall River Regional Vocational Technical High School**  **MCR Onsite Date:** **05/21/2018**  **Program Area: Special Education** |
|  |  | Jeffrey C. Riley  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 1 - Assessments are appropriately selected and interpreted for students referred for evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that assessments administered to all students to determine eligibility for special education are tailored to assess specific areas of educational need and related developmental needs. The district no longer evaluates students using the same comprehensive battery of assessments, regardless of disability. |

| **SE Criterion # 2 - Required and optional assessments** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| See SE 1. |

| **SE Criterion # 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that, at least one year prior to the student turning 18 years of age, the student and the parent/guardian are informed of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday. Record review also indicated that, upon reaching the age of 18, the school obtains consent from the student with decision-making authority to continue his or her special education program. |

| **SE Criterion # 12 - Frequency of re-evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and an interview indicated that a re-evaluation is conducted for special education students every three years, unless the parent and district agree that it is unnecessary. Furthermore, a re-evaluation is conducted no more frequently than once a year, unless the parent and district agree otherwise. The district no longer routinely conducts a full re-evaluation for all freshmen special education students, regardless of whether the student’s needs warrant it or when the previous re-evaluation was conducted. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that parents/guardians receive written reports of student progress on IEP goals with the same frequency as parents are informed of the progress of non-disabled students. Progress reports include information on the student's performance and progress towards the annual goals described in the IEP.  A review of student records also indicated that the school provides the student with a summary of academic achievement, functional performance, and recommendations on how to meet postsecondary goals when the student has graduated from secondary school 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 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. A review of student records also indicated 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.  Record review also indicated that if the school and parents decide to make changes and amend the IEP between annual meetings, the parents are provided with written documentation of the changes and may receive the amended IEP upon request. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that, upon determining the student is eligible for special education, the Team develops the IEP addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Parents are provided with meeting summary notes to ensure that the IEP is not changed outside of the Team meeting.  Record review 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 consideration of the skills and proficiencies needed by students in the Present Levels of Educational Performance (PLEP) B, Goals and 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 indicated that, after the IEP has been fully developed, IEP Teams determine the appropriate placement to deliver the student's identified services and accommodations. Placements are based on the IEP, including the types of related services proposed for the student, types of settings, types of service providers and location where services are to be provided. A review of student records and staff interviews also indicated that the district consistently provides the parent with two copies of the proposed IEP and proposed placement following the development of the IEP. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The school provided its special education student roster as requested by the Department. |