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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Berlin Public Schools**  **MCR Onsite Dates:** **02/10/2014**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| 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. |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that whenever an evaluation indicates that a child has a disability on the autism spectrum, the district uses a checklist to address the following areas which are included in the IEP as appropriate:  1) the verbal and nonverbal communication needs of the child;  2) the need to develop social interaction skills and proficiencies;  3) the needs resulting from the child's unusual responses to sensory experiences;  4) the needs resulting from resistance to environmental change or change in daily routines;  5) the needs resulting from engagement in repetitive activities and stereotyped movements;  6) the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and  7) other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development.  The areas of need identified as a result of discussion of the autism checklist by the Team arereflected in the IEP through goals and services on the delivery grid. |
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| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that when the district and the parent agree in writing through the use of the IEP excusal form, to excuse a required Team member's participation in an IEP meeting, the excused member provides written input into the development of the IEP to the parent and the IEP Team prior to the meeting. |

| **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 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, although the district usually holds a meeting. The district provides parents 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:** |
| A review of student records and staff interviews indicated that the district individualizes the Non-participation Justification statements for students who are removed from the general education setting stating both the reason for the removal from the general education classroom and educational benefits. |

| **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 immediately following the development of the IEP, the district provides the parent with meeting summary notes and grid. Two (2) copies of the proposed IEP and proposed placement along with the required notice are then provided within ten days of the date of the meeting. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that if a parent revokes consent in writing, the district will act promptly to provide written notice to the parent/guardian of the district’s proposal to discontinue services based on the revocation of consent, as well as information on how the parent can obtain a copy of his/her right to procedural safeguards. The district will provide the notice a reasonable time before the district intends to discontinue the services. There have been no revocations in over three years. |

| **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 # 29 - Communications are in English and primary language of home** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that the district provides all notices and important documents in the primary language of the families as indicated and interpreters at meetings as needed. |