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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Berlin-Boylston Regional Schools** **MCR Onsite Dates:** **02/12/2014****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. If there is disagreement as to the determination, one or more Team members document their disagreement. |

| **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 an Autism checklist to address the following areas which are in 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 district identifies goals and adds services to the service delivery grid based on the areas identified as areas of need on the Autism checklist. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records, documents and staff interviews indicated that when the district and the parent agree in writing through the use of the 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 # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that progress report information sent to parents includes written information on the student's progress toward the annual goals in the IEP and are complete and individualized for each student. |

| **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 IEP is completed addressing all elements of the most current IEP format provided by the Department of Elementary and Secondary Education including the Non-participation Justification statement which explains why a student's removal from the general education classroom is considered critical to the student's program. In addition, all IEP Teams use a checklist to address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing, including students on the Autism Spectrum. |

| **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 two (2) copies of the proposed IEP and proposed placement along with the required notice 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, staff interviews and record review indicated that when a parent has given consent for special education services and then revokes, the district discontinues all special education services and acts promptly to provide written notice to the parent, as well as information on how the parent can obtain a copy of his/her right to procedural safeguards. The district provides the notice within a reasonable time, e.g. thirty (30) days, before discontinuing the services. The district provided a sample of its revocation letter. |

| **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, keeping written documentation of such communication.  |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that the district has provided training to all staff, including both special and general education staff in the areas of: 1) state and federal special education requirements and related local special education policies and procedures; 2) analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom of students with diverse learning styles; and 3) methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. |