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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Bridgewater-Raynham Regional School District**  **MCR Onsite Date:** **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 # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews set forth that whenever an evaluation indicates that a child has a disability on the autism spectrum, the IEP Team is appropriately considering and addressing:    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 the 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 Team documents its discussion in the IEP through the goals and services, as well as in the Notice of Proposed School District Action (N1) sent to parents. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews with staff demonstrate that members of the Team are consistently present at IEP Team meetings. Members of the Team attend IEP Team meetings unless:  • The district and the parent agree, in writing, that the attendance of the Team member is not necessary because the member's area of the curriculum or related services is not being modified or discussed; or  • The district and parent agree, in writing, to excuse a required Team member's participation and the excused member provides written input into the development of the IEP to the parent and IEP Team prior to the meeting.  Review of student records and interviews also indicate that the Team chairperson is able to commit the resources of the district at the IEP Team meeting. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicates that within 45 school working days of receipt of a parent's written consent to an initial evaluation or a re-evaluation, the district consistently determines whether the student is eligible for special education and provides either a proposed IEP and placement or a written explanation of a finding of no eligibility to the parent. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicates that the district consistently holds annual review IEP Team meetings on or before the anniversary date of the IEP to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews demonstrate that whenever the IEP Team evaluation indicates that a student's disability affects social skills development or when the disability makes the student 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. The district documents its discussion in the IEP through the goals and the Additional Information section. |

| **SE Criterion # 24 - Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicates that the district is responding to all federal requirements on page 2 of the Notice of Proposed School District Action (N1). Specifically, the district consistently addresses:   * The actions the district is proposing to take. * Why the school district is proposing to act. * The rejected options that were considered and why each option was rejected. * The evaluation procedure, test, record or report used as a basis for the proposed action. * Other factors that were relevant to the school district’s decision. * The recommended next steps, if any. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| While the district does not have a parent who has revoked consent to a student’s special education services, documentation and staff interviews indicate that the district has appropriate procedures in place regarding the revocation of consent. If a parent revokes consent in writing, the district will act promptly to provide written notice to the parent of the district's proposal to discontinue services based on the written revocation of consent as well as information about how the parent can obtain a copy of his/her right to procedural safeguards. The district will provide this notice a reasonable time before it intends to discontinue the student's services. |

| **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 required by the Department. |

| **SE Criterion # 39A - Procedures used to provide services to eligible students enrolled in private schools at private expense whose parents reside in the district** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Documentation and interviews indicate that the district calculates the proportionate share of Federal Special Education Entitlement funds required to be spent on eligible private school students and documents the spending of at least this amount of federal entitlement funds on one or more eligible private school students attending private school in the district whose parents reside in the district or out of state. |

| **SE Criterion # 39B - Procedures used to provide services to eligible students who are enrolled at private expense in private schools in the district and whose parents reside out of state** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| See SE 39A. |

| **SE Criterion # 46 - Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review indicates that student codes of conduct contain information that is consistent with federal requirements in reference to the discipline of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days. The codes of conduct reference appropriate procedures pertaining to manifestation determinations. Specifically, the IEP Team must consider evaluation information, observational information, the student’s IEP, placement and other relevant information in the student’s file to determine whether the behavior prompting the disciplinary removal was a manifestation of the student’s disability.  The student codes of conduct also include appropriate information pertaining to interim alternative educational settings (IAES). The district may place a student in an IAES on its own authority if the student’s behavior involves weapons, illegal drugs or infliction of serious bodily injury or a hearing officer can order a student to an alternative placement if the student is “substantially likely” to injure himself/herself or others. The procedures indicate that a student may be placed in an IAES for up to 45 days. |

| **SE Criterion # 47 - Procedural requirements applied to students not yet determined to be eligible for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and interviews indicate that student codes of conduct contain appropriate procedural requirements applied to students not yet determined to be eligible for special education. Specifically, the codes of conduct indicate that if prior to the disciplinary action the district had knowledge that the student may be a student with a disability, then the district will make all protections available to the student until and unless the student is subsequently determined not to be eligible. |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and an interview indicate that general education staff and paraprofessionals are trained on the topics of state and federal special education requirements and related local special education policies and procedures; analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the regular classroom; and methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the regular classroom. |

| **SE Criterion # 56 - Special education programs and services are evaluated** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and interviews indicate that the district is regularly evaluating the effectiveness of its special education programs. Within the last two years the district has conducted evaluations of the high school social/emotional program, life skills program and language-based programs, as well as the co-teaching model at both middle schools, and physical and occupational therapy services district-wide. |