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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Southwick-Tolland-Granville Regional School District**  **MCR Onsite Dates:** **05/16/2014 - 05/17/2014**  **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:** |
| Student record review and interview 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. This was a particular issue identified for Granville Public Schools at the last Coordinated Program Review (CPR) in 2010 – 2011. |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interview demonstrated that evaluations for students on the autism spectrum consistently considered and addressed the verbal and nonverbal communication needs of the student; the need to develop social interaction skills and proficiencies; the needs resulting from the student's unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for positive behavioral interventions, strategies, and supports to address behavioral difficulties resulting from autism spectrum disorder; and other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development. |

| **SE Criterion # 6 - Determination of transition services** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interview indicated that beginning when the student is 14 years old, the district discusses the student's transition needs annually, and documents that discussion on the Transition Planning Form. The Transition Planning Form is reviewed annually and information is updated on the form and the IEP, as appropriate. This was a particular issue identified for Granville Public Schools at the last CPR. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interview confirmed that when a Team member’s attendance at a Team is not necessary, or when required members of the Team do not attend Team meetings, the district and the parent agree, in writing, to excuse the Team member. When a required Team member is excused, they provide written input related to the IEP's development prior to the meeting. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interview demonstrated that the district consistently determines student eligibility for special education and provides the parent with a proposed IEP and proposed placement, or a written explanation of the finding of no eligibility, within 45 school days after the receipt of a parent's written consent to an initial evaluation or re-evaluation. |

| **SE Criterion # 12 - Frequency of re-evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Interview and student record review indicated that the district consistently conducts re-evaluations every three years unless the parent and district agree that it is unnecessary. This was a particular issue identified for Granville Public Schools at the last CPR. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interview demonstrated that the district has a process in place to ensure that annual IEP meetings are scheduled far enough in advance to ensure that Team meetings are consistently held before the anniversary date of the IEP. This was a particular issue identified for Granville Public Schools at the last CPR. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Interview and student record review indicated that IEP vision statements are reflective of the vision of the student and contain all required information. This was an issue identified for the Southwick-Tolland Public Schools in the last CPR. Additionally, for the newly regionalized district, 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, or for students identified with a disability on the autism spectrum, the IEP 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:** |
| Interview and student record review confirmed that the district provides the parent with a summary that includes major goal areas and a service delivery grid at the conclusion of the Team meeting, followed by two copies of the proposed IEP and proposed placement and required notice within 10 school working days. This was a particular issue identified for Granville Public Schools at the last CPR. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interview indicated that if the student is removed from the general education classroom at any time, the district ensures the Team states why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. This information is being documented on the Nonparticipation Justification statement in the IEP. This was a particular issue identified for Granville Public Schools at the last CPR. |

| **SE Criterion # 22 - IEP implementation and availability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interview indicated that for Granville students who are moving to 7th and 8th grades, mutually agreed upon IEPs are implemented as written and reflect the actual services the students are receiving. If there is a problem with space, availability of services or personnel, the district immediately informs parents in writing. This was a particular issue identified for Granville Public Schools at the last CPR. |

| **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:** |
| Student record review and interview confirmed that the district’s Notice of Proposed School District Action (N1) for evaluations is complete and specific to the student. Notices include an explanation of why the agency proposes or refuses to take action, a description of other options that the agency considers and the reasons those options are rejected, a description of each evaluation, procedure, test or record, and a description of any other factors that are relevant to the to the agency’s proposal or refusal. This was a particular issue identified for Southwick-Tolland Public Schools at the last CPR. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Interview, documents and student record review indicated that the district has procedures in place to ensure that if the parent has given consent for special education services and subsequently revokes his/her consent to the student’s special education services in writing, the district discontinues all special education services and does not use mediation or request a due process hearing to obtain agreement or a ruling requiring the continuation of services. If a parent revokes consent in writing, the district acts promptly to provide written notice to the parent/guardian of the district's proposal to discontinue services, as well as information on how the parent can obtain a copy of his/her right to procedural safeguards. The district provides the notice in a reasonable time before the district intends to discontinue the services. |

| **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 # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Documents and interview verified that the district has an operational district-wide parent advisory council on special education, with by-laws and officers, which now includes parents from Granville which became a part of the Southwick-Tolland-Granville Regional School district in July of 2012. This was a particular issue identified for Granville Public Schools at the last CPR. |

| **SE Criterion # 53 - Use of paraprofessionals** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Documents and interviews indicated that the district has policies and procedures in place to ensure that paraprofessionals are appropriately trained to assist in providing special education services and that paraprofessional staff do not design instruction for students with disabilities, but implement instruction under the supervision of an appropriately licensed professional who is proximate and available to provide supervision. This was a particular issue identified for Granville Public Schools at the last CPR. |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Interviews and documents confirmed that the district is providing training annually on state and federal special education requirements, and related local special education requirements, along with analyzing and accommodating diverse learning styles of all students in order to achieve the objective of inclusion in the general education classroom of students with diverse learning styles. The district also provides training on methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom and in-service training for all locally hired and contracted transportation providers. This was a particular issue identified for Granville Public Schools at the last CPR. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| During the 2010-2011 Coordinated Program Review, Granville’s playground was deemed to be inaccessible to students with disabilities. This was resolved when Granville became a part of the Southwick-Tolland-Granville Regional School District. Students whose disability would prevent them from accessing the playground in Granville can now attend Southwick’s Woodland Elementary School, which has an accessible playground. |

| **SE Criterion # 56 - Special education programs and services are evaluated** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Documents and interview confirmed that the district regularly evaluates its special education programs and services. This was a particular issue identified for Granville Public Schools at the last CPR. |