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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Assabet Valley Regional Vocational Technical High School****MCR Onsite Date:** **12/03/2013****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 confirm that whenever an evaluation indicates that a child has a disability on the autism spectrum, the IEP Team is appropriately considering and addressing the following information: 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; and7) 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 demonstrate that required 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. |

| **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 under Additional Information, as well as in the Notice of Proposed School District Action (N1) sent to parents. |

| **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, a review of documents and interviews indicate that the district has appropriate procedures in place regarding the revocation of consent. According to the district’s procedures, 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. The procedures indicate that the district will provide this notice a reasonable time before it intends to discontinue the student’s services and the district will also provide information on how the parent can obtain a copy of the procedural safeguards. |

| **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 requested by the Department. |

| **SE Criterion # 44 - Procedure for recording suspensions** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records, documentation and interviews indicate that the district has procedures in place to record the number and duration of suspensions from any part of the student’s program, including suspensions from special transportation prescribed by the IEP. Specifically, the district is using a system which provides timely notification to the special education department via email of all in-house and out-of-school suspensions. With the new system, the district is now calculating in-house suspensions for special education students when determining when it may be necessary to conduct a manifestation determination. |

| **SE Criterion # 45 - Procedures for suspension up to 10 days and after 10 days: General requirements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| See SE 44. |

| **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:** |
| See SE 44. |