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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Bristol-Plymouth Regional Technical School****MCR Onsite Date:** **05/03/2018****Program Area: Special Education** |
|   |  | Jeffrey C. RileyCommissioner 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:** |
| A review of student records and interviews indicated that whenever an evaluation indicates a student has a disability on the autism spectrum, IEP Teams consistently consider and address each of the following areas of need:* the student's verbal and nonverbal communication needs;
* 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 any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from the autism spectrum disorder; and
* other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development.
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| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that parents/guardians receive reports on student progress towards reaching IEP goals with the same frequency as parents are informed of the progress of non-disabled students. Progress reports include written information on the student's progress towards the annual goals described in the IEP. Record review also indicated that when a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the district provides the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that at least annually, on or before the anniversary date of the IEP, a Team meeting is held to consider the student's progress and to review, revise, or develop a new IEP or refer the student for re-evaluation, as appropriate. A review of student records also indicated that IEP Teams consistently review and revise IEPs to address any lack of expected student progress towards the annual goals and in the general curriculum. If the district and parents agree to make changes and amend the IEP between annual IEP meetings, documented in writing, without convening a Team meeting, the parents are provided with written documentation of the changes and may receive the amended IEP upon request. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that, upon determining the student is eligible for special education, the Team develops the IEP addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Parents are provided with summary notes to ensure that the IEP is not changed outside of the Team meeting. Record review also indicated that IEP Teams specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing for students whose disability affects social skills development, when the student's disability makes him or her vulnerable to bullying, harassment or teasing, and for students identified with a disability on the autism spectrum. IEP Teams document their consideration of the skills and proficiencies needed by students in the Present Levels of Educational Performance (PLEP) B, Goals and Additional Information sections of the IEP. |

| **SE Criterion # 22 - IEP implementation and availability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documentation and interviews indicated that the accommodations and modifications required by students’ IEPs are consistently provided to eligible students in inclusion classes, including those classes in which more than half of the students have IEPs. The accommodations include small group testing, preferred seating, breakdown of directions and modified assignments. |

| **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:** |
| A review of student records indicated that the information included in the Notice of Proposed School District Action (N1) is specific and contains sufficient detail to describe the district’s actions. Specifically, the district consistently provides information about the evaluations that were conducted and used as a basis for the proposed actions. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that when the district is unable to obtain parental consent to placement in a special education program, subsequent to an initial placement, the district appropriately documents its follow-up efforts to obtain consent, such as by letter, email, or phone call. Furthermore, the school considers whether the parent's lack of consent will result in a denial of a free appropriate public education to the student. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district provided its special education roster as requested by the Department. |

| **SE Criterion # 36 - IEP implementation, accountability and financial responsibility** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| See SE 22. |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of documentation and interviews indicated that general education teachers and paraprofessionals are regularly trained on the following topics: 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 general education classroom of students with diverse learning styles; and methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom.In addition, the district provides in-service training for all locally hired and contracted transportation providers, before they begin transporting any special education student receiving special transportation, on his or her needs and appropriate methods of meeting those needs. However, interviews indicated that the training provided does not include written information on the nature of any needs or problems that may cause difficulties, along with information on appropriate emergency measures. |
| **Department Order of Corrective Action:** |
| Provide contracted transportation providers with written information on the nature of any needs or problems that may cause difficulties for any special education student receiving special transportation, along with information on appropriate emergency measures.  |
| **Required Elements of Progress Reports:** |
| By **September 21, 2018,** submit copies of written information regarding students’ needs and emergency measures disseminated to transportation providers of special education students who receive special transportation. |
| **Progress Report Due Date(s):** |
| **09/21/2018** |  |  |  |