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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Greater Lawrence Technical School**  **MCR Onsite Date:** **03/26/2018**  **Program Area: Special Education** |
|  |  | Jeffrey C. Riley  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 IEP Teams develop the required written eligibility determination for students suspected of having a specific learning disability (mandated form 28M/10) and consistently sign this document acknowledging agreement or disagreement with the determination. |

| **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 student has a disability on the autism spectrum, IEP Teams consistently consider and specifically address the following:  1) the verbal and nonverbal communication needs of the student;  2) the need to develop social interaction skills and proficiencies;  3) the needs resulting from the student’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 student’s disability that impact progress in the      general curriculum, including social and emotional development.  Student records demonstrated that the Team’s consideration of the areas of need are documented in the IEP and in the Team’s summary notes. |

| **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 reports are provided at least as often as parents are informed of the progress of non-disabled students and consistently address student progress towards IEP goals.  Additionally, when a student's eligibility terminates because the student has graduated from secondary school, or exceeded the age of eligibility, a review of student records and staff interviews indicated that 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 a re-evaluation, as appropriate. Staff interviews 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.  Record review and staff interviews also indicated that if the district and parent agree to make changes to a student's IEP between annual meetings, the Team will reconvene if the changes are substantial; otherwise, amendments are developed by the Director of Student Services and the parent and then provided to the parent for consent. A review of records also indicated that parents are routinely sent complete copies of the amended IEP. |

| **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 upon determination of eligibility, the IEP Team, including the parent(s), develops an IEP, addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Staff interviews indicated that the IEP is not changed outside of the Team meeting.  A review of student records 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. Student records indicated that Teams document their consideration of the skills and proficiencies needed by students in the IEP's Additional Information section and/or within relevant IEP goals and accommodations. |

| **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. |