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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Greater Lowell Regional Vocational Technical High School**  **MCR Onsite Date:** **05/14/2018**  **Program Area: Special Education** |
|  |  | Jeffrey C. Riley  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 1 - Assessments are appropriately selected and interpreted for students referred for evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that for students who are English learners (ELs), evaluations are provided and administered in the language and form that accurately assesses what the student knows and can do academically, developmentally, and functionally. Record review and staff interviews demonstrated that the district has procedures in place to identify a student's dominant language, and when an EL student is referred for an evaluation, the district conducts assessments in the dominant language to determine if the student is eligible for special education services. |

| **SE Criterion # 2 - Required and optional assessments** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that when a student has multiple disabilities, the district conducts assessments in all areas related to the suspected disabilities. Record review also demonstrated that the district consistently provides all required assessments consented to by the parent, specifically a history of the student's educational progress in the general curriculum and a teacher assessment of the student's attention skills, participation behaviors, communication skills, memory and social relations with groups, peers and adults. |

| **SE Criterion # 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that for students with sole or shared decision-making authority, the district promptly obtains the student's consent to continue his/her special education program once the student has reached the age of majority. The district has discontinued the practice of obtaining the student’s consent prior to reaching age 18. |

| **SE Criterion # 9A - Elements of the eligibility determination and provision of documentation; general education accommodations and services for ineligible students** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that during re-evaluations, IEP Teams no longer convene before the assessment results are available to determine if the student is making effective progress and/or to update information in the student's IEP. The district’s revised IEP process enables the district to schedule re-evaluations more evenly throughout the school year, thereby, ensuring that Teams have the completed evaluations prior to the IEP meeting. |

| **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.  A review of student records and staff interviews 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 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.  A review of student records 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. Record review demonstrated 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 # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the IEP Teams consistently state why the removal from the general education classroom is 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. |

| **SE Criterion # 22 - IEP implementation and availability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that once IEPs have been accepted by parents, the district provides the mutually agreed upon services without delay. The district now schedules IEP Team meetings throughout the school year so that implementation of the IEP and provision of services can occur immediately upon receipt of the signed IEP. |

| **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 district’s Notice of Proposed School District Action (N1) consistently contains all required components, including a description of any other options considered and the reasons why those options were rejected and evaluation procedures, tests, records, or reports the agency used as a basis for the proposed or refused action. |

| **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. |