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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Milford Public Schools**  **MCR Onsite Dates:** **03/17/2014 - 03/18/2014**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 2 - Required and optional assessments** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicated that the district consistently proposes and conducts required educational assessments. |

| **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 demonstrated that whenever an evaluation indicates that a child has a disability on the autism spectrum, the district uses a checklist to address the following areas which are included in the IEP as appropriate:  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 autism spectrum disorder; and  7) other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development.  The areas of need identified as a result of discussion of the autism checklist by the Team arereflected in the IEP through goals and services on the delivery grid. |

| **SE Criterion # 4 - Reports of assessment results** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that summaries of assessments are consistently completed and available upon request at least two (2) days in advance of the Team meeting. |

| **SE Criterion # 6 - Determination of transition services** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the Team develops and annually reviews the student's Transition Planning Form for students age 14 and over, updating information on the form and the IEP as appropriate. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that when required Team members do not attend Team meetings, the district has an excusal process in place, e.g. the parent and the district may agree, in writing, that the attendance of the Team member is not necessary, or the district and the parent agree, in writing, to excuse the required Team member's participation and the Team member provides written input into the development of the IEP to the parent and the IEP Team prior to the meeting. |

| **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 for students identified on the autism spectrum the Team considers and specifically addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. In addition, for students whose disability affects social skills development or makes him/her vulnerable to bullying, 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:** |
| A review of student records and interviews with staff members indicated that the district does consistently provide parents with two (2) copies of the proposed IEP and placement and required notices immediately following a Team meeting. Student record review also indicated that the district does not change a student's placement using an IEP amendment rather than reconvening the Team to determine the appropriate placement for the student. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that if a parent has given consent for special education services and then revokes consent in writing, the district will discontinue all special education services and act promptly to provide written notice to the parent/guardian as well as information on how the parent can obtain a copy of his/her right to procedural safeguards. The district has a process in place to provide the notice within a reasonable time, e.g. thirty (30) days, before discontinuing the services. There have been no revocations in the district for over two years. |

| **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 # 29 - Communications are in English and primary language of home** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that the district consistently maintains written documentation when providing oral and written translation services for parents. |

| **SE Criterion # 48 - Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews indicated that all students receiving special education, regardless of placement, have an equal opportunity to participate in the vocational, supportive, or remedial services that may be available as part of the general education program as well as the non-academic and extracurricular programs of the school. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Interviews with staff members and on-site observations at the Brookside Elementary School revealed that concurrent sessions of different instructional groups are no longer conducted in shared spaces, and are given the same priority as general education programs. In addition, the elementary level substantially separate classroom continues to be located at Brookside Elementary School in the instructional space where it had been relocated and approved during the 2010-11 Coordinated Program Review. Students have the opportunity for age appropriate inclusion into the life of the school because they are no longer in a placement located at the high school. |