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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Falmouth Public Schools**  **MCR Onsite Date:** **04/16/2015**  **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 documentation indicated that for students identified with a disability on the autism spectrum, IEP Teams consistently consider and specifically address all of 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 the 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.  This information is documented in the IEP through the Student Strengths and Key Evaluation Results Summary, Present Levels of Educational Performance (PLEP) B section, and in the student's goals and objectives. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records, documentation and interviews indicated that the district follows appropriate procedures for excusing a Team member from the IEP Team meeting. Members of the Team attend the IEP Team meeting 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 the IEP Team prior to the meeting.   Review of student records indicated that the excusal form used by the district now includes these particular elements. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews indicated that within 45 school working days of receiving a parent’s written consent to an initial evaluation or re-evaluation, the district determines whether the student is eligible for special education and provides the parent with a proposed IEP and placement or a written explanation of the finding of no eligibility. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews indicated that IEP Team meetings are held prior to the anniversary date of the IEP 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. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews indicated that the district’s IEP Teams are providing parents with a Team meeting summary at the conclusion of the Team meeting, which includes a completed IEP service delivery grid describing the types and amounts of special education and/or related services proposed by the district and a statement of the major goal areas associated with these services. Within two calendar weeks of the IEP Team meeting, the district provides the parent with two copies of the proposed IEP and placement. |

| **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 # 40 - Instructional grouping requirements for students aged five and older** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of documentation and interviews indicated that all special education instructional groupings in the district are in compliance with the instructional grouping requirements. In addition, there is no longer a resource room at the Morse Pond School. |

| **SE Criterion # 47 - Procedural requirements applied to students not yet determined to be eligible for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of documentation and interviews indicated that the district's codes of conduct include the procedural requirements applied to students not yet determined eligible for special education. These procedural requirements state that if the district hasprior knowledge that a student may be a student with a disability, the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district is considered to have prior knowledge if:   * The parent expressed concern in writing; or * The parent requested an evaluation; or * District staff expressed specific concern about a pattern of behavior demonstrated by the student to the special education director or other supervisory personnel.   The district submitted information indicating staff have received training on these requirements. |