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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Freetown-Lakeville Regional School District**  **MCR Onsite Date:** **12/17/2014**  **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 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;  7) Other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development.  The Team documents its discussion in the IEP through the Present Levels of Educational Performance (PLEP) A, PLEP B and through the goals and services. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records, documentation and interviews indicated that the program selected is the least restrictive environment for students at the high school. Co-taught classes are no longer substantially separate classes; co-taught classes are inclusion classes with both general education and special education students. These classes are taught by a general education and special education teacher and are included in the “B” grid of the IEP service delivery page, indicating that direct service occurs in the general education setting.  This particular issue was identified for Freetown-Lakeville Regional School District during the last Coordinated Program Review (CPR) in 2010-2011. |

| **SE Criterion # 22 - IEP implementation and availability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| See SE 20. This particular issue was identified for Freetown-Lakeville Regional School District during the last CPR. |

| **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 # 46 - Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of documentation indicated that procedures for the suspension of students with disabilities, as set forth in the student handbooks and codes of conduct, include appropriate procedures for placement in an interim alternative educational setting. Specifically, the procedures set forth that the district may place a student in an interim alternative educational setting, as determined by the Team, for up to 45 school days on its own authority if the behavior involves weapons, illegal drugs or another controlled substance, or if the student inflicted serious bodily injury on another person while at school or at a school function or, as considered on a case by case basis, unique circumstances arise. The student may also be placed in an interim alternative educational setting on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is “substantially likely” to injure him/herself or others.  The procedures also indicate that in either case the interim alternative educational setting enables the student to continue in the general education curriculum and continue to receive services identified on the IEP, and that the student is provided with services to address the behavior problem.  Review of student records also indicated that the district follows appropriate procedures for placing a student in an interim alternative educational setting.  This particular issue was identified for Freetown-Lakeville Regional School District and Freetown Public Schools during the last CPR. |

| **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 indicated that student handbooks and codes of conduct include the appropriate procedural requirements for students not yet determined eligible for special education. Specifically, the procedures indicate that if prior to the disciplinary action the district had knowledge that the student may be a student with a disability, then all protections will be made available to the student. The district is considered to have prior knowledge if:   * The parent expressed concern in writing * The parent requested an evaluation for the student * Staff expressed concerns to the special education director or other supervisory personnel about a pattern of behavior demonstrated by the student   This particular issue was identified for Freetown-Lakeville Regional School District, Freetown Public Schools, and Lakeville Public Schools during the last CPR. |

| **SE Criterion # 52 - Appropriate certifications/licenses or other credentials -- related service providers** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of documentation and interviews indicated that all related service providers are appropriately licensed to provide such services.  This particular issue was identified for Lakeville Public Schools during the last CPR. |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of documentation and interviews indicated that all staff have been trained in analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the regular classroom of students with diverse learning styles.  This particular issue was identified for Freetown-Lakeville Regional School District, Freetown Public Schools and Lakeville Public Schools during the last CPR. |