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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Fall River Public Schools**  **MCR Onsite Date:** **12/04/2017**  **Program Area: Special Education** |
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| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 12 - Frequency of re-evaluation** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that while the district completes full re-evaluations, these are not consistently conducted within three years. A review of student records and staff interviews also demonstrated that the parent and the district had not agreed that the re-evaluations were unnecessary. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures to ensure that a full re-evaluation is conducted within three years, unless the parent and district agree that it is unnecessary. Provide training to all responsible personnel on these procedures.  Develop an internal oversight and tracking system to ensure that a re-evaluation is conducted within three years or the district documents its agreement with the parent that the re-evaluation was unnecessary. The oversight system should include periodic reviews by an administrator to ensure ongoing compliance.  Subsequent to implementation of all corrective actions, develop a report of the results of an internal review of student records to ensure that full re-evaluations are conducted within three years.  **\*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) list of the student names and grade levels for the records reviewed; b) date of the review; and c) name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| **By February 9, 2018,** submit evidence of training of appropriate staff and include the training materials, agenda, and signed attendance sheet with staff name, role, and signature.  **By February 9, 2018,** submit a description of the district's internal oversight and monitoring system.  **By May 11, 2018,** submit the results of the internal review of records and include the following: 1) the number of records reviewed; 2) the number of records in compliance; 3) for any records not in compliance, determine the root cause; and 4) the specific corrective actions taken to remedy the non-compliance. | | | |
| **Progress Report Due Date(s):** | | | |
| 02/09/2018 | 05/11/2018 |  |  |

| **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 the district provides progress reports at least as often as parents are informed of the progress of non-disabled students. Progress reports are completed for all IEP goals and specifically address progress towards each goal.  Where a student’s eligibility terminates because the student has graduated or exceeded the age of eligibility, the district holds an exit meeting and 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 post-secondary 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, the district conducts a meeting 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 the district and parent may agree to make changes to a student's IEP, documented in writing, without convening the Team. Upon request, the parent is provided with a revised copy of the IEP with the amendments incorporated. |

| **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 determining that the student is eligible for special education, the Team, including the parent(s), develops an IEP at the Team meeting using the current format provided by the Department of Elementary and Secondary Education. A review of student records and staff interviews also indicated that the district ensures that the IEP will not be changed outside of the Team meeting.  A review of student records indicated that whenever the IEP Team evaluation indicates that a student's disability affects social skills development, when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, or if a student is identified as having autism, the IEP addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. These considerations are documented in the Notice of Proposed School District Action form. Additionally, the IEP Team identifies services and goals for students requiring specific skill and proficiency development. |

| **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 # 51 - Appropriate special education teacher licensure** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of documents and staff interviews indicated that not all special education teachers hold current licensure or have an approved waiver. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop an internal oversight and monitoring system to ensure that all special education teachers hold a current license or an approved waiver.  Provide evidence of appropriate licensure or an approved waiver for the teachers identified during the Mid-cycle Review. | | | |
| **Required Elements of Progress Reports:** | | | |
| **By February 9, 2018,** submit a description of the district's internal oversight and monitoring system.  **By February 9, 2018,** for the two teachers identified by the Department, submit evidence of appropriate licensure or approved waiver. | | | |
| **Progress Report Due Date(s):** | | | |
| 02/09/2018 |  |  |  |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that the district's professional development now includes training on state and federal special education requirements and related local special education policies and procedures for both special education and general education staff. |