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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Farmington River Regional School District**  **MCR Onsite Date:** **05/17/2017**  **Program Area: Special Education** |
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| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 3 - Special requirements for determination of specific learning disability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| At the time of the Mid-cycle Review, the district did not have any students who were suspected of having a specific learning disability and who had an initial evaluation or a reevaluation.  Interviews indicated that the district has procedures in place regarding when a student suspected of having a specific learning disability is evaluated. In such circumstances, the Team would create a written determination as to whether or not the student has a specific learning disability, which would then be signed by all members of the Team, or if there was disagreement as to the determination, one or more Team members would document their disagreement. |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that whenever an evaluation indicates that a student has 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 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. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and 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 annual IEP goals.  Farmington River is a pre-K through grade six school and therefore does not have any students whose eligibility terminated because the student graduated from secondary school or exceeded the age of eligibility. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that at least annually, on or before the anniversary date of the IEP, the Team convenes 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. The Team reviews and revises the student's IEP to address any lack of expected progress towards the annual goals and in the general curriculum.  During the Mid-cycle review period, there were no instances where the district and parents agreed to amend the IEP. Interviews indicated that the district is aware that in cases when the district and parent agree to make changes to a student's IEP between annual IEP meetings, the district documents these changes with an amendment. Parents would then be provided with a revised copy of the IEP with amendments incorporated. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that upon determining that the student is eligible for special education, IEP Teams develop the IEP, addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Interviews indicated that the IEP is not changed outside of the Team meeting.  Student record review also 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. The IEP Team documents their considerations in the Student Strengths and Weaknesses, Goals, and the Additional Information sections of the IEP. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that IEP Teams develop the IEP prior to determining the appropriate placement to deliver the student's identified services and accommodations. Record review also demonstrated that placements are based on the IEP, including the types of related services, types of settings, types of service providers and location where services are to be provided.  Immediately following the development of the IEP, the district provides the parent with two copies of the proposed IEP and proposed placement along with the required notice. Student record review and interviews indicated that the summary of proposed IEP services provided to the parent at the conclusion of the Team meeting includes all required elements; specifically, a statement of the major goal areas associated with the services proposed on the service delivery grid. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district provided the 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:** |
| Document review and interviews indicated that the district has procedures in place for the suspension of a student with disabilities that exceeds 10 consecutive school days or for a pattern of suspensions exceeding 10 cumulative school days. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Observation and interviews indicated that services for physical therapy and occupational therapy are provided in a classroom that is appropriate for the activities conducted and the location of the instructional space does not stigmatize students due to any lack of privacy. |