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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Charter School or District:** **Boylston Public Schools**  **MCR Onsite Dates:** **02/11/2014**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| 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:** |
| A review of student records and staff interviews indicated that when a student suspected of having a specific learning disability is evaluated, the Team creates a written determination as to whether or not he or she has a specific learning disability, which is signed by all members of the Team, and if there is disagreement as to the determination, one or more Team members document their disagreement. |

| **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 indicated that whenever an evaluation indicates that a child has a disability on the autism spectrum the IEP Team considers and specifically addresses the following:  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;  7) and other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development.  The district identifies goals and adds services to the service delivery grid based on the areas identified as areas of need on the Autism checklist. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records, documents and staff interviews indicated that when the district and the parent agree in writing through the use of the excusal form to excuse a required Team member's participation in an IEP meeting, the excused member provides written input into the development of the IEP to the parent and the IEP Team prior to the meeting. |

| **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 progress report information sent to parents includes written information on the student’s progress toward the annual goals in the IEP and are complete and individualized for each student. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that between annual IEP meetings, the district and parent may agree to make changes to a student’s IEP, documented in writing, without convening a meeting of the Team, although the district usually holds a meeting. The district provides parents 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 the IEP is completed addressing all elements of the most current IEP format provided by the Department of Elementary and Secondary Education including the Non-participation Justification statement which explains why a student's removal from the general education classroom is considered critical to the student's program. In addition, all IEP Teams use a checklist to address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing, including students on the Autism Spectrum. |

| **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 staff interviews indicated that immediately following the development of the IEP, the district provides the parent with meeting summary notes and grid. Two (2) copies of the proposed IEP and proposed placement along with the required notice are then provided within ten days of the date of the meeting. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that when a parent has given consent for special education services and then revokes consent to the student's special education services in writing, the district will discontinue all special education services. The district will act promptly to provide written notice to the parent/guardian of its proposal to discontinue services based on the revocation of consent, as well as information on how the parent can obtain a copy of his/her right to procedural safeguards. The district will provide the notice a reasonable time (30 days) before the district intends to discontinue the services. There have been no revocations for over three years. The district did provide a sample letter should revocation of consent occur. |

| **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 documents and staff interviews revealed that when the district provides notices orally or in some other mode of communication that is not written language, notices are translated by interpreters over the TTY and in person and a log is kept by staff. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| An onsite observation at Boylston Elementary confirmed that signage indicative of special education services including speech therapy and physical therapy has been removed. |

| **SE Criterion # 56 - Special education programs and services are evaluated** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that the Early Childhood/ Early Childhood Special Education programs were evaluated in the Spring of 2013 and the report was provided onsite. |