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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Marlborough Public Schools**  **MCR Onsite Dates:** **01/24/2017 - 01/25/2017**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 6 - Determination of transition services** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| See SE 8. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that if a representative of an invited public agency does not attend the Team meeting at the high school to discuss transition services, the district has a process in place to obtain the participation of the agency, which includes methods such as telephone conferencing. |

| **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 reports are provided at least as often as parents are informed of the progress of non-disabled students and consistently address student progress towards IEP goals.  A review of student records and staff interviews also indicated that where a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the district 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 postsecondary 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, a Team meeting is held 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 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. Upon request, a parent is provided with a complete revised copy of the IEP with 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, IEP Teams develop the IEP addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Staff interviews indicated that the IEP is not changed outside of the Team meeting.  A review of student records 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. Record review indicated that IEP Teams document their considerations of the skills and proficiencies needed by students in the Notice of Proposed School District Action (N1) form, as well as in the Present Levels of Educational Performance (PLEP) B 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:** |
| A review of student records and staff interviews indicated that IEP Teams develop the IEP prior to determining the appropriate placement to deliver the student's identified services and accommodations. A review of student records and staff interviews demonstrated that Teams consistently ensure that students are educated in the school she or he would attend if the student did not require special education, unless otherwise required by the IEP. 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.  A review of student records and staff interviews indicated that parents receive summary notes at the conclusion of the IEP Team meeting, which include a completed IEP service delivery grid describing the types and amounts of special education and related services proposed by the district and a statement of the major goal areas associated with these services. Records demonstrated that the district consistently sends two copies of the proposed IEP and placement within two calendar weeks of the Team meeting. |

| **SE Criterion # 22 - IEP implementation and availability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Staff interviews indicated that at the time of the review, the district did not lack required personnel. In addition, staff interviews indicated the district has developed a procedure to inform parents in writing of the actions that will be taken in the event there is a lack of personnel and alternative methods that will be proposed to meet the goals in the accepted IEP. |

| **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 # 29 - Communications are in English and primary language of home** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated when the district provides notices orally, the district keeps written documentation that it has provided such notice in an alternate manner; the content of the notice; and of the steps taken to ensure that the parent understands the content of the notice. A review of student records also indicated that the district uses a form to track when an interpreter attends an IEP Team meeting. |

| **SE Criterion # 34 - Continuum of alternative services and placements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records, documents, and staff interviews indicated that the district has a continuum of services and programming available to ensure that the needs of all students with disabilities are met. A Transitional Specialist coordinates vocational education opportunities within the community for students with disabilities at Marlborough High School. |

| **SE Criterion # 40 - Instructional grouping requirements for students aged five and older** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that the size and composition of instructional groupings for eligible students receiving services outside the general education classroom does not exceed the maximum size requirements. In addition, the district has a procedure for written notification to the Department and the parents of all group members of the decision to increase any instructional group size and the reasons for such a decision. |

| **SE Criterion # 43 - Behavioral interventions** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that for students whose behavior impedes their learning or the learning of others, the Team consistently considers the use of positive behavioral interventions and supports, and other strategies, to address that behavior. |

| **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:** |
| A review of student records and staff interviews indicated that when district personnel, the parent, and other relevant members of the Team determine that the behavior is a manifestation of the disability, the Team consistently completes a functional behavioral assessment and behavioral intervention plan for those students who do not have a plan in place. In addition, the school district consistently notifies the parents of its decision to take disciplinary action and provides them with the written notice of procedural safeguards. |

| **SE Criterion # 51 - Appropriate special education teacher licensure** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that all individuals at all levels who design and/or provide direct special education services described in the IEPs of students are appropriately licensed. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Staff interviews and observations indicated that at the Richer Elementary School, student assessments are no longer conducted in a space occupied concurrently by the guidance department administrative assistant. Instead, students are assessed in a dedicated space to allow for confidentiality. Also at Richer Elementary School, special education, speech and language, and reading instructional groups are no longer conducted concurrently in Room 121. Instead, each takes place in its own dedicated space resulting in reduced auditory distractions. The onsite visit verified that all facilities and classrooms for eligible students are now at least equal in all physical respects to the average standards of general education facilities and classrooms. |