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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Foxborough Public Schools****MCR Onsite Date:** **03/20/2018****Program Area: Special Education** |
|   |  | Jeffrey C. RileyCommissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **SE Criterion # 2 - Required and optional assessments** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that, for each referred student, the district provides an educational assessment conducted by a representative of the school district, including a history of the student's educational progress in the general curriculum; and an assessment by a teacher with current knowledge of the student's specific abilities in relation to learning standards of the Massachusetts Curriculum Frameworks and the district's general education curriculum, as well as an assessment of the student's attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, and adults. |

| **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 interviews indicated that IEP Teams consider and address each of the following: the student’s verbal and nonverbal communication needs; the need to develop social interaction skills and proficiencies; the needs resulting from the student’s unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from the autism spectrum disorder; and 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:** |
| A review of student records and an interview indicated that parents receive reports on their student’s progress towards reaching the goals in the IEP at least as often as parents receive reports on the progress of non-disabled students. For students whose eligibility terminates because the student has graduated or exceeded the age of eligibility, the district provides a summary of the student’s 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 and an interview indicated that the district consistently convenes a Team meeting annually, on or before the anniversary date of the IEP, 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. Teams address any lack of expected progress towards the annual goals and in the general curriculum and document this information in the IEP. Amendments to the IEP may be created, without convening a Team meeting, with the revised IEP provided upon the parent’s request. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and a staff interview indicated that upon determining the student is eligible for special education, the IEP Team, including the parent, consistently develops an IEP that addresses all elements of the current IEP format provided by the Department of Elementary and Secondary Education. The district ensures that the IEP will not be changed outside of the Team meeting. 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 addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. |

| **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 indicated that the district provides the parent with two (2) complete copies of the proposed IEP immediately following the Team meeting. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and an interview indicated that the IEP Team regularly considers any potential harmful effects of the program selected for the student. Furthermore, if the student is removed from the general education classroom at any time, the Team states in the IEP Non-Participation Justification statement why the removal of the student is considered critical to the student's program and the basis for the conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily.  |

| **SE Criterion # 24 - Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the district’s Notice of Proposed School District Action (N1) forms consistently include a description of the action proposed or refused by the district; an explanation of why the district proposed or refused to take action; a description of any other options that the district considered and the reasons why those options were rejected; and a description of each evaluation procedure, test, record, report, or other factors the district used as a basis for the proposed or refused action. |

| **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 required by the Department. |