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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Grafton Public Schools**  **MCR Onsite Date:** **11/27/2017**  **Program Area: Special Education** |
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| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| |  | | --- | | A review of student records and staff interviews indicated that the district provides parents with either a written explanation of a finding of no eligibility or a proposed IEP and proposed placement within forty-five (45) school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation. | |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records 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 consistently completed and specifically address progress towards all IEP goals.  Additionally, upon graduation or when a student exceeds the age of eligibility, the district holds an exit meeting and provides a summary of student 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 and staff interviews 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. Additionally, staff interviews indicated that IEP Teams consistently review and revise IEPs to address any lack of expected progress towards the annual goals and in the general curriculum.  A review of student records and staff interviews also indicated that between annual IEP meetings the district and parent may agree to make changes to a student's IEP, which is documented in writing, without convening a meeting of the Team. A copy of the revised IEP with the amendments incorporated is provided to parents upon request. |

| **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 records and staff interviews also indicated that the school district ensures that the IEP is not 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 (N1) form and Additional Information sections of the IEP. 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 # 40 - Instructional grouping requirements for students aged five and older** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents, staff interviews, and observations indicated that instructional groupings for eligible students meet all requirements for students aged five and older. Specifically, the number of students in the Academic Support Class 7 at Grafton Middle School no longer exceeds the maximum size allowed. The class is comprised of two separate groupings that meet during different periods. One grouping of 8 students is taught by a certified special educator assisted by 3 aides and a second grouping of 4 students is taught by a certified special educator assisted by one aide. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Observations indicated that the school district’s special education programs are given the same priority as general education programs in order to minimize the separation and stigmatization of eligible students. Specifically, at South Grafton Elementary School, physical therapy services are no longer delivered in a foyer. Instead, services are provided in a designated classroom, minimizing visual and auditory distractions and stigmatization for those students receiving services.  Additionally, at Millbury Street School, Room 18 is now used for pull-out special education services and Wilson Reading instruction. Bookcase dividers are placed throughout the classroom in order to separate work spaces and minimize visual and auditory distractions when concurrent instruction occurs. English language education services are no longer provided in room 18, and are instead delivered in a separate classroom. |