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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Middleborough Public Schools****MCR Onsite Date:** **02/27/2015****Program Area: Special Education** |
|   |  | Mitchell D. Chester, Ed.D.Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and documentation indicated that for students identified with a disability on the autism spectrum, IEP Teams consistently consider and specifically address all of 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 the autism spectrum disorder; and7) Other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development. This information is documented in the IEP through the Student Strengths and Key Evaluation Results Summary, Present Levels of Educational Performance (PLEP) B, and in the student's goals and objectives. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district provided its 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:** |
| Review of student records and interviews indicated that the district is translating IEP forms and notices, including the Team Meeting Invitation (N3), IEP, Notice of Proposed School District Action (N1) and progress reports, when requested by parents whose primary language of the home is other than English. The district is using an outside agency to translate documents and provide interpreting services to parents.  |

| **SE Criterion # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of documentation and interviews indicated that the parent advisory council (PAC) provides input to the district on matters that pertain to the education and safety of students with disabilities and is involved in the planning, development and evaluation of the special education programs in the district. The Director of Pupil Personnel Services attends all PAC meetings and the PAC and the Director of Pupil Personnel Services developed a 2014-2015 agenda that includes topics and guest speakers based on the feedback and concerns of the parent group. Meetings have been held to address topics such as the MCAS alternative assessment, availability of community resources, understanding the different disabilities, and the Easter Seals technology loan program.  |

| **SE Criterion # 41 - Age span requirements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of documentation indicated that the age spans do not exceed 48 months in the Therapeutic Learning Center classrooms at the Mary K. Goode Elementary School. Documentation also indicated that the instructional groupings do not exceed 48 months for all other special education programs and classrooms in the district.  |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A site visit to Middleborough High School and an interview revealed that the speech therapy room has been relocated to a classroom that is comparable in size to other classrooms and is now adequate for the number of students served at one time. |