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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Newburyport Public Schools**  **MCR Onsite Date:** **03/02/2015**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner 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 demonstrated that the district consistently completes all assessments consented to by parents, specifically psychological assessments proposed by the district and educational assessments, including a history of the student's educational progress in the general education curriculum and teacher assessments that address 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 demonstrated that when an evaluation indicates that a child has a disability on the autism spectrum, the district's IEP Teams consider and specifically address the verbal and nonverbal communication needs of the child; the need to develop social interaction skills and proficiencies; the needs resulting from the child'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 autism spectrum disorder; and other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development. Areas of need are addressed as goals and accommodations; the district also documents its consideration in the Additional Information section of the IEP and the Notice of Proposed School District Action (N1). |

| **SE Criterion # 4 - Reports of assessment results** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that assessment summaries completed by related service providers consistently offer an explicit means of meeting students' needs. |

| **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 interviews demonstrated that within forty five school working days after receipt of the parent's written consent to an initial or re-evaluation, the district consistently determines whether the student is eligible for special education and provides to the parent either a proposed IEP and proposed placement or a written explanation of the finding of no eligibility. A review of student records and interviews also indicated that assessment reports are consistently completed within 30 days of receipt of parent consent. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that when a student graduates from secondary school or exceeds the age of special education 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 and interviews demonstrated that at least annually on or before the anniversary date of the IEP, Team meetings are consistently held to consider student progress and to review, revise, or develop a new IEP, or refer the student for a re-evaluation, as appropriate. Additionally, a review of student records and interviews confirmed that the district has discontinued the practice of using amendments to extend the dates of the student's current 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 confirmed that, following the IEP meeting, the district consistently provides a Team meeting summary and sends two (2) copies of the proposed IEP and placement to parents within 10 school working days of the meeting. Student records and interviews also demonstrated that for students with disabilities enrolled in the high school alternative program, the student's services and placement are accurately reflected in the IEP.  Additionally, an interview with the Special Education Administrator indicated that when the district removes a student from his or her program for the purpose of conducting assessments, the district obtains written parental consent for the change of placement and assessments. At the time of the mid-cycle review, the district did not have any current records for students removed from his or her program for the purpose of conducting assessments. |

| **SE Criterion # 19 - Extended evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that the district consistently obtains parental consent for the partial IEP developed prior to initiating an extended evaluation. Additionally, student records demonstrated that IEP Teams routinely reconvene within eight (8) weeks or less to review the results of the extended evaluation and develop a complete IEP. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that the district secures parental consent for IEP services for all students with disabilities enrolled in the high school alternative program. Additionally, a review of student records demonstrated that the district consistently obtains parental consent prior to completing educational assessments as part of an initial or re-evaluation. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district uploaded its student roster as requested by the Department. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Facility review and interviews at the Molin Elementary School confirmed that Occupational Therapy (OT) and Physical Therapy (PT) services are delivered in an assigned space specifically for OT and PT, while three separate classrooms have been designated for the delivery of specialized instruction by special education staff.  Observations and interviews at Nock Middle School verified that special education teachers provide specialized instruction in assigned classrooms that are equal in all physical respects to the average standards of general education facilities and classrooms. |