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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Northborough Public Schools**  **MCR Onsite Date:** **04/14/2015**  **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 and staff interviews indicated that the district consistently completes the educational assessment; specifically, information on the history of the student's educational progress in the general curriculum is completed by a representative of the school district and is maintained within the student’s record. |

| **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 staff interviews demonstrated that whenever an evaluation indicates that a child has a disability on the autism spectrum (ASD), IEP Teams consider and specifically address the following areas: 1) the verbal and nonverbal communication needs of the child; 2) the need to develop social interaction skills and proficiencies; 3) the needs resulting from the child'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 autism spectrum disorder; and 7) other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development.  Record review demonstrated that IEP Teams utilize a district ASD checklist to guide the IEP development, adding goals and services to the service delivery grid based upon the identified areas of student need. This checklist is maintained within the student record. |

| **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 indicated that the district consistently, within 45 school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, determines whether the student is eligible for special education and provides the parent either a proposed IEP and proposed placement or a written explanation of the finding of no eligibility. |

| **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 the district consistently convenes an annual Team meeting on or before the anniversary date of the IEP. Specifically, interviews indicated that when the parent is accompanied by an advocate, the district no longer reschedules and requires an administrator to attend the Team meeting, enabling the Teams to meet by the anniversary date 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 the parent is always provided with two copies of the proposed IEP and proposed placement along with the required notice immediately following the Team meeting. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district provided the student roster documentation required 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 interviews with staff members indicated that the district consistently provides translation of documents and oral interpretation of notices for those parents whose primary language is other than English. The district keeps written documentation of oral notice and any other mode of communication that is not written language. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Observations revealed that at Zeh Elementary School and Proctor Elementary School, the learning centers are no longer used for multiple groups of students at the same time, resulting in an environment that is no longer significantly distracting for those students accessing services such as learning support and speech therapy. |