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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Uxbridge Public Schools** **MCR Onsite Dates:** **11/02/2015****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 routinely provides educational assessments, including 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 confirmed that IEP Teams consider and specifically address all required areas for students on the autism spectrum: student verbal and nonverbal communication; social interaction skills and proficiencies; unusual responses to sensory experiences; resistance to environmental change or change in daily routines; engagement in repetitive activities and stereotyped movements; positive behavioral interventions, strategies, and supports; and other needs that impact progress in the general curriculum, including social and emotional development. A review of records demonstrated that IEP Team summary notes contain a checklist to guide the development of IEPs for students on the autism spectrum. Areas of need that are identified during IEP development are addressed as goals and accommodations. |

| **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 demonstrated that within thirty school working days after receipt of the parent's written consent to an initial or re-evaluation, the district consistently completes all consented-to evaluations. Record review and interviews also demonstrated that at the high school level, 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. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that all progress reports consistently contain written information on students’ progress towards their annual IEP goals. A review of middle and high school student records also demonstrated that progress reports routinely contain written information for IEP academic support goals. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records, schedules, and interviews indicated that when high school students are placed in full inclusion courses, these courses are taught by licensed general education teachers and include non-disabled peers. Record review also demonstrated that IEPs accurately reflected the students’ placement. |

| **SE Criterion # 22 - IEP implementation and availability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records, schedules, and interviews demonstrated the district consistently ensures full implementation of all IEPs. According to document review and interviews, related service providers maintain a log of missed service sessions, which are submitted monthly to the special education director and school principals, to ensure that these sessions are re-scheduled. A review of schedules, student IEPs, and interviews also confirmed that class scheduling at the middle and high school has been revised to ensure that IEPs can be implemented as indicated by the student’s service delivery grid. Record review and interviews also demonstrated that special education transportation is accurately described in student IEPs.Please see SE 35.  |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records, document review, and interviews demonstrated that the district consistently obtains informed parental consent to services proposed on a student’s IEP prior to implementing such services. According to document review and interviews, the district reviews its tracking data for unsigned IEPs every two months and at the end of each school year. Student records and interviews indicated that the district uses phone calls, certified letters, and emails to follow up with parents and documents its efforts in the student record. |

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

| **SE Criterion # 34 - Continuum of alternative services and placements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records, document review, and interviews confirmed that at the middle and high school levels, the district has expanded its continuum of placements to increase inclusion opportunities for students with disabilities. According to document review and interviews, these options include a variety of co-taught classes, academic support courses taught by dually licensed teachers, and additional academic support that can be flexibly scheduled within the school day.  |

| **SE Criterion # 35 - Assistive technology: specialized materials and equipment** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records, document review, and interviews confirmed that, at the elementary level, the district consistently implements assistive technology as specified in IEPs. According to staff interviews, the elementary and middle schools now have full internet access. In addition, document review and interviews indicated that the district has invested in mobile computer carts specifically for lower elementary students, and teachers have received updated computers compatible with the assistive technology software programs needed to implement IEPs.  |

| **SE Criterion # 36 - IEP implementation, accountability and financial responsibility** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records, schedules, and interviews demonstrated the district consistently ensures full implementation of all IEPs. Please see SE 22. |

| **SE Criterion # 49 - Related services** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Please see SE 22. |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents confirmed that in-service training is conducted for all locally hired and contracted special transportation providers prior to the start of each school year. Document review and interviews demonstrated that transportation providers receive specific written information on student needs or problems that may cause difficulties when transporting, along with information on appropriate emergency measures. Document review also demonstrated that the district ensures that an emphasis on the special needs of transporting students with autism is routinely covered. |