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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Brookline Public Schools**  **MCR Onsite Date:** **02/02/2017**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that parents/guardians receive written reports of student progress on IEP goals with the same frequency as parents are informed of the progress of non-disabled students. A review of student records also demonstrated that progress reports include information on the student’s performance and progress toward the annual goals described in the IEP.  A review of student records and documentation indicated that the school district provides the student with a summary of academic achievement, functional performance, and recommendations on how to meet postsecondary goals when the student has graduated from secondary school or exceeded the age of eligibility. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records 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. A review of student records also indicated that IEP Teams consistently review and revise IEPs to address any lack of expected student progress towards the annual goals and in the general curriculum. If the district and parents decide to make changes and amend the IEP between annual IEP meetings, the parents are provided with written documentation of the changes and may receive the amended IEP upon request. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that upon determining that the student is eligible for special education, the Team develops the IEP addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Parents are provided with meeting summary notes to ensure that the IEP is not changed outside of the Team meeting.  A review of student records indicated that IEP Teams specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students whose disability affects social skills development, when the student's disability makes him or her vulnerable to bullying, harassment or teasing, and for students identified with a disability on the autism spectrum. A review of student records also indicated that IEP Teams document their considerations of the skills and proficiencies needed by students in the Present Levels of Educational Performance (PLEP) B, Goals and Additional Information sections 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 indicated that IEP Teams develop the IEP prior to determining the appropriate placement to deliver the student’s identified services and accommodations. A review of student records demonstrated that Teams consistently ensure that students are educated in the school she or he would attend if the student did not require special education, unless otherwise required by the IEP. A review of student records also indicated that placements are based on the IEP, including the types of related services, types of settings, types of service providers and location where services are to be provided.  A review of student records indicated that, immediately following the development of the IEP, the district provides the parent with two copies of the proposed IEP and placement. |

| **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 # 35 - Assistive technology: specialized materials and equipment** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records, interviews and onsite observations indicated that students are provided with assistive technology (AT) and specialized equipment as specified in their IEPs, and that students are successfully accessing desktop computers and iPads that support a variety of software programs, including reading programs. Observations in the Adaptive Learning Centers (ALCs) indicated that students are able to access computers and educational software by using touch screens or switch technology, when necessary. Interviews indicated that the district has continued to refine assistive technology access by hiring a new AT specialist and increasing the inventory of software and applications to address the specific needs of students as specified in the IEPs. |

| **SE Criterion # 36 - IEP implementation, accountability and financial responsibility** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| See SE 35. |

| **SE Criterion # 56 - Special education programs and services are evaluated** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district submitted a report of the program evaluation focusing on the **Reaching for Independence through Structured Education (**RISE) programs for students on the autism spectrum, grades preschool through high school (2016), and a report reviewing the Adaptive Learning Centers at the Lincoln School (2015). A review of documentation and interviews indicated that recommendations, which became available at the end of the 2015-2016 school year, are being addressed on multiple fronts, including aligning curriculum for kindergarten through eighth grade, providing training for staff, and ensuring continuity through the school levels. |