|  |  |  |
| --- | --- | --- |
|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Walpole Public Schools**  **MCR Onsite Dates:** **01/23/2015**  **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** |
| --- |
| **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), the IEP Team is considering and specifically addressing the following: 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 the 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 use a checklist to guide the IEP development of these required areas for ASD students. Teams document their consideration of each area in the IEP, along with goals and accommodations for identified areas of student need. The checklist is included with the Team meeting summary notes for parents and also maintained in the student record. |

| **SE Criterion # 4 - Reports of assessment results** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that assessment reports consistently contain summaries that define in detail and in educationally relevant and common terms the student´s needs, offering explicit means of meeting them. |

| **SE Criterion # 13 - Progress Reports and content** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews with staff members demonstrated that progress reports are complete, now addressing all IEP goals for the student and are maintained in each student record. |

| **SE Criterion # 18A - IEP development and content** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that IEP Non-participation Justification statements consistently state why the student's removal from the general education classroom is considered critical to the student's program and identify when the student is removed from the general education classroom why the student could not be educated in a less restrictive environment with the use of supplementary aides and services. |

| **SE Criterion # 26 - Parent participation in meetings** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district provided the student roster documentation required by the Department. |