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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT** **District:** **Wellesley Public Schools****MCR Onsite Date:** **06/03/2015****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:** |
| Review of student records and administrative interviews indicated that the district now consistently completes the required educational assessment(s) by a representative of the school district, including a history of the student’s educational progress in the general curriculum for students undergoing an eligibility determination. The information provided to the Team takes into account instructional support services, school-related events/issues, progress students are making and comments related to the student’s educational and developmental potential. |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicated that whenever an evaluation indicates that a student has a disability on the autism spectrum disorder (ASD), IEP Teams consider and specifically address the following areas: 1) the verbal and nonverbal communication needs of the student; 2) the need to develop social interaction skills and proficiencies; 3) the needs resulting from the student'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 student'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 # 6 - Determination of transition services** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that students 14 years or older are now consistently invited and encouraged to attend Team meetings at which transition services are discussed or proposed. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that, at the middle school, in instances when a student's disability affects social skills development, the student's IEP now consistently addresses the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing under the Additional Information and Goals sections, as needed, of the IEP, along with the Notice of Proposed School District Action(N1) form. |

| **SE Criterion # 24 - Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of records and staff interviews indicated that once the school district receives a referral for a special education evaluation, parents are no longer required to meet with staff before the consent to evaluate notice is provided. In all cases, the notice is sent within five days of the receipt of the referral. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that the district consistently ensures parent participation in meetings. The district documents rescheduling of meetings at a mutually agreed upon time and uses other methods such as conference calls or video conferencing to ensure parent participation. |

| **SE Criterion # 48 - Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Observations and staff interviews indicated that students in a substantially separate special education program who are between the ages of 17 to 22 no longer have their primary classroom located at the middle school facility. This program has been relocated to the high school, providing age appropriate integration with peers. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Interviews with administrators and observations revealed that at the Schofield Elementary School, physical therapy services are now conducted in an appropriate setting dedicated to the needs of such students, no longer held simultaneously with other students receiving math and reading instruction. At the Fiske Elementary School, students with disabilities, including those with an IEP that identifies the need for a distraction-free environment now receive services located in a distraction-free and adequately ventilated classroom. |