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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Hampden-Wilbraham Regional School District**  **MCR Onsite Date:** **03/02/2015**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interview indicated that whenever an evaluation indicates that a student has a disability on the autism spectrum, the IEP Team considers and specifically addresses the following: 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 child's unusual responses to sensory experiences; 4) the needs resulting from resistance to environmental change or change in daily routines; 3) 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; 7) and other needs resulting from the student’s disability that impact progress in the general curriculum, including social and emotional development. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and an interview indicated that immediately following the development of the IEP, the district provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice. |

| **SE Criterion # 20 - Least restrictive program selected** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Record review and an interview indicated that when a student is removed from the general education classroom, the Team does not consistently state why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to appropriate staff on the requirements for completing the Nonparticipation Justification statement on the IEP.  Develop an internal oversight and tracking system to ensure that the Team states why a student is removed from the general education classroom and who will be responsible for monitoring.  Complete an internal review of a sample of IEPs across all levels (elementary, middle and high school) developed after corrective actions have been implemented to determine if the IEP clearly states why the student’s removal is considered critical to the student's program when a student is removed from the general education classroom at any time.  **\*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Provide evidence (meeting agenda, sign-in sheets, materials, etc.) that appropriate staff have been trained on the requirement for completing the Nonparticipation Justification statement on the IEP by **October 30, 2015**.  Describe the internal oversight and tracking system, along with the name and the role of the designated person responsible by **October 30, 2015**.  Submit the results of an internal review of records. Include the number of records reviewed, the number in compliance, the root cause of any non-compliance, and the action the district will take to remedy any non-compliance by **January 29, 2016**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/30/2015 | 01/29/2016 |  |  |

| **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 # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Documentation and interviews with a staff member and a parent indicated that the parent advisory council is included in the evaluation of the school district’s special education program. |