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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Wrentham Public Schools**  **MCR Onsite Date:** **04/14/2016**  **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:** |
| A review of student records and staff interviews demonstrate that whenever an evaluation indicates that a student has a disability on the autism spectrum, 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 the 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.  The Team utilizes a district checklist to guide its IEP development and adds goals and services to the IEP based upon identified areas of student need. |

| **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 required by the Department. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Staff interviews and observation at Roderick School confirm that the classroom used for the language-based and autism programs has a full wall to separate the program spaces. The wall, along with separate entrances to each program space, minimizes auditory distractions and ensures student confidentiality. In addition, staff interviews and observation at Delaney School indicate that the language-based classroom is no longer located in an annex of the school with only kindergarten classes. It is now centrally located amongst first grade classrooms and adjacent to the second and third grade classrooms, which maximizes the inclusion of students into the life of the school and facilitates interaction with grade-level peers. |