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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Ashburnham-Westminster Regional School District**  **MCR Onsite Date:** **03/25/2016**  **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:** |
| Student record review and interviews indicate that whenever an evaluation shows that a student has a disability on the autism spectrum, the IEP Teams consider and specifically address: 1) the verbal and nonverbal communications 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.  Interviews indicate that IEP Teams use a checklist to guide the IEP development of these required areas for students on the autism spectrum. Student record review demonstrates that IEP Teams document their consideration of each area in the IEP, with goals and accommodations for identified areas of student need. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review indicates that within 45 school working days after receipt of the parent’s written consent to an initial evaluation or a re-evaluation, the district determines a student’s eligibility for special education and provides to the parent either a proposed IEP and proposed placement or a written explanation of the finding of no eligibility. In addition,student record review and interviews confirm that following the development of the IEP, the district provides two copies of the proposed IEP and placement to the parent. |

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

| **SE Criterion # 36 - IEP implementation, accountability and financial responsibility** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review indicates that the district oversees the full implementation of each in-district and out-of-district IEP it proposes which has been consented-to by a student’s parents. Document review and an interview confirm that the district has procedures that address accessing the parent's private insurance to support costs of IEP implementation; however, interviews also indicate that all programs and services are provided without expense to the student’s parents. |

| **SE Criterion # 46 - Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and an interview confirm that the district has procedures for the suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days. In addition, the district's procedures now indicate that the district may place the student in an interim alternative educational setting (IAES) on the authority of a hearing officer. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Observation of the physical therapy room at Westminster Elementary School confirms that the room is not identified by a sign, thus reducing stigmatization of students receiving services in this designated space. |