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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Hamilton-Wenham Regional School District****MCR Onsite Dates:** **01/06/2016 - 01/07/2016****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 interviews set forth 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 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; and7) Other needs resulting from the student’s disability that impact progress in the general curriculum, including social and emotional development. Record review demonstrated that Teams use a checklist to gather information and guide IEP development. Areas of student need are addressed as goals and accommodations in the IEP. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews demonstrated that IEP Teams specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students whose disability affects social skills development, when the student's disability makes him or her vulnerable to bullying, harassment or teasing, and for students identified with a disability on the autism spectrum. Record review indicated that IEP Teams document their considerations of the skills and proficiencies needed by students in the district’s Notices of Proposed School District Action (N1s), as well as in the Present Levels of Educational Performance (PLEP) B and the Additional Information sections of the IEP. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews demonstrated that the district consistently sends two copies of the proposed IEP and proposed placement to parents following development at the IEP Team meeting.  |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the IEP Non-participation Justification statement consistently explains why the student’s removal from the general education classroom is considered critical to the student’s program and the basis for the Team’s conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |

| **SE Criterion # 22 - IEP implementation and availability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Interviews indicated that when an IEP has been accepted by the parent, including at the elementary level, related services are fully implemented at the beginning of the school year. The special education administrator reviews student IEPs with all related service providers prior to the start of the school year to ensure that related service provision begins promptly in September.  |

| **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 # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and interviews demonstrated that paraprofessionals receive annual training in the following areas: 1. State and federal special education requirements and related local special education policies and procedures; 2. Analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom; 3. Methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the regular classroom. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Onsite observations at Miles River Middle School and Winthrop Elementary School confirmed that counseling services are no longer provided in a room labeled “School Psychologist” at the middle school and occupational therapy services are no longer provided in a room labeled "OT" at the elementary school. The signs no longer stigmatize students, as both spaces are now identified with room numbers. |