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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Wareham Public Schools****MCR Onsite Date:** **03/12/2018****Program Area: Special Education** |
|   |  | Jeffrey C. RileyCommissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and a staff interview indicated that a regular education teacher is consistently present at IEP Team meetings in which the student is involved in the regular education program. Furthermore, when a member of the Team does not attend the IEP Team meeting, the district and parent agree, in writing, that the attendance of the Team member is not necessary because the member´s area of the curriculum or related services is not being modified or discussed; or the district and parent agree, in writing, to excuse a required Team member´s participation and the excused member provides written input into the development of the IEP to the parent and the IEP Team prior to the meeting. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and a staff interview indicated that parents/guardians receive written reports of student progress on IEP goals with the same frequency that parents are informed of the progress of non-disabled students. Progress reports include information on the student's performance and progress towards the annual goals described in the IEP. A review of student records also indicated that the district provides the student with a summary of academic achievement, functional performance, and recommendations on how to meet postsecondary goals when the student has graduated from secondary school or exceeded the age of eligibility. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and a staff interview indicated that at least annually, on or before the anniversary date of the IEP, a Team meeting is held to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. A review of student records also indicated that IEP Teams consistently review and revise IEPs to address any lack of expected student progress towards the annual goals and in the general curriculum. If the district and parents decide to make changes and amend the IEP between annual IEP meetings, the parents are provided with written documentation of the changes and may receive the amended IEP upon request. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and a staff interview indicated that, upon determining the student is eligible for special education, the Team develops the IEP addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Parents are provided with meeting summary notes to ensure that the IEP is not changed outside of the Team meeting. A review of student records also indicated 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. IEP Teams document their considerations of the skills and proficiencies needed by students in the Present Levels of Educational Performance (PLEP) B, Goals and Additional Information sections of the IEP. |

| **SE Criterion # 22 - IEP implementation and availability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and a staff interview indicated that, at the beginning of the school year, the district has an IEP in effect for each eligible student. In addition, all teachers at the high school described in the IEP are specifically informed of their responsibilities related to the implementation of the IEP and the specific accommodations, modifications, and supports that must be provided for the student pursuant to the IEP. Furthermore, high school students receive services consistent with the requirements of their IEPs. |

| **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 # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Document review and a staff interview indicated that the district has not established a functioning parent advisory council (PAC) that advises on matters pertaining to the education and safety of students with disabilities, meets regularly with school officials to participate in the planning, development, and evaluation of the district’s special education programs, and has established by-laws regarding officers and operational procedures.  |
| **Department Order of Corrective Action:** |
| Develop a detailed plan to establish a parent advisory council that offers membership to all parents of students with disabilities in the district, as well as other interested parties. The parent advisory council must establish by-laws regarding officers and operational procedures and provide the opportunity to participate in the planning, development and evaluation of the district’s special education programs. Please see the Guidance for Special Education Parent Advisory Councils at http://www.doe.mass.edu/sped/pac/default.html and Administrative Advisory SPED 2015-2R: Special Education Parent Advisory Councils, Acceptable Alternatives, and Use of Social Media at http://www.doe.mass.edu/sped/advisories/2015-2r.html for direction. To meet this requirement in an alternative manner, the district must complete an Alternative Compliance Waiver form (http://www.doe.mass.edu/forms/waivers/form-c1.pdf) for approval from the Problem Resolution System Office (PRS). |
| **Required Elements of Progress Reports:** |
| Submit a plan that describes how the district will meet the requirement for a parent advisory council by **September 28, 2018**. Depending on the district's plan, submit evidence for the following by **December 14, 2018**:1) a parent advisory council with by-laws regarding officers and operational procedures has been established; or 2) the district’s alternative means to meet the requirement for a PAC has been approved by PRS. |
| **Progress Report Due Date(s):** |
| **09/28/2018** | **12/14/2018** |  |  |

| **SE Criterion # 36 - IEP implementation, accountability and financial responsibility** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| See SE 22. |

| **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:** |
| Document review and a staff interview indicated that students in the Young Adult Program for students aged 18-22 have the opportunity to participate in art, music, and vocational education elective classes with their general education peers. Furthermore, students in the substantially separate programs at the Minot Forest Elementary School are able to access outdoor areas for recess.  |

| **SE Criterion # 49 - Related services** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and a staff interview indicated that high school students are receiving special education counseling services in accordance with the requirements of their IEPs.  |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and a staff interview indicated that general education teachers, special education teachers and paraprofessionals are regularly trained on analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom of students with diverse learning styles, as well as methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| An onsite visit indicated that the autism spectrum disorder (ASD) classroom at Wareham Middle School has been relocated to the grades 7-8 hallway among other classrooms and maximizes the inclusion of its students into the life of the school. At the Minot Forest Elementary School, the substantially separate pre-kindergarten classroom for ASD has been expanded into the space previously used for occupational therapy (OT) and physical therapy (PT); OT and PT have been relocated to a different space; and the substantially separate grades 3-4 classroom for students with developmental delays has been moved to a large classroom in the grades 3-4 hallway. |