



MASSACHUSETTS DEPARTMENT OF  
ELEMENTARY AND SECONDARY  
**EDUCATION**

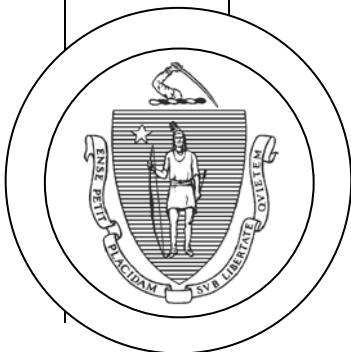
**COORDINATED PROGRAM REVIEW**

**MID-CYCLE REPORT**

**District: Hingham Public Schools**

**MCR Onsite Date: 05/19/2016**

**Program Area: Special Education**



Mitchell D. Chester, Ed.D.  
Commissioner of Elementary and Secondary Education

**COORDINATED PROGRAM REVIEW  
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**SE Criterion # 2 - Required and optional assessments**

**Rating:**  
Implemented

**Basis for Findings:**

A review of student records indicated that an educational assessment by a representative of the school district that includes a history of the student's educational progress in the general curriculum, and an assessment by a teacher with current knowledge regarding the student's specific abilities in relation to learning standards of the Massachusetts Curriculum Frameworks and the district's general education curriculum, as well as an assessment of the student's attention skills, participation behaviors, communication skills, memory and social relations, are included in the student record.

**SE Criterion # 3A - Special requirements for students on the autism spectrum**

**Rating:**  
Implemented

**Basis for Findings:**

A review of student records and interviews indicated that for students identified with a disability on the autism spectrum, IEP Teams consistently consider and specifically address 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; and 7) Other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development.

The Team documents its discussion in the IEP through a checklist included in the Additional Information section, the Present Levels of Educational Performance (PLEP) A, PLEP B, and through the goals and services.

**SE Criterion # 20 - Least restrictive program selected**

**Rating:**

Implemented

**Basis for Findings:**

A review of student records indicated that if the student is removed from the general education classroom at any time, the IEP Non-participation Justification statement consistently explains why the removal 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 # 26 - Parent participation in meetings**

**Rating:**

Implemented

**Basis for Findings:**

The district provided its special education student roster as required by the Department.