|  |  |  |
| --- | --- | --- |
|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT** **District:** **Leicester Public Schools** **MCR Onsite Date:** **January 8, 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** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews set forth 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 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. IEP Teams utilize a checklist to guide IEP development of these required areas for students on the autism spectrum; services and goals are based upon the identified areas of student need.  |

| **SE Criterion # 18A - IEP development and content** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews indicated that for students whose disability makes him or her vulnerable to bullying, harassment, or teasing, the IEP Team considers and specifically addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. IEP Teams utilize a form during meetings to ensure consideration and this form is maintained within the student record. |

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

| **SE Criterion # 55 - Special education facilities and classrooms** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Observations and interviews with administrators revealed that at the Memorial Elementary School, physical therapy services are now conducted in an appropriate classroom setting dedicated to the needs of such students; physical therapy no longer occurs on a stage. |