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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Lunenburg Public Schools** **MCR Onsite Date:** **03/04/2016****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:** |
| Review of student records and staff interviews demonstrate 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; and7) Other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development. The Team utilizes a district checklist to guide its IEP development and adds goals and services to the IEP based upon identified areas of student need. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews demonstrate that following the development of the IEP, the district consistently provides parents with a Team meeting summary of the goals, services and service delivery grid at the conclusion of the meeting. Two (2) copies of the proposed IEP and placement, along with the Notice of Proposed School District Action (N1), are then provided to parents within two calendar weeks from the date of the Team meeting. |

| **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 # 29 - Communications are in English and primary language of home** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicate that translations of assessment summaries and progress reports are consistently documented in student records. |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of documents and staff interviews indicate that all general education teachers receive required training on special education local policies and procedures and state and federal laws and regulations. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Observations and staff interviews demonstrate that at Lunenburg Primary School, small group special education support sessions are given the same priority as general education programs in the allocation of instructional spaces and are conducted in dedicated tutoring rooms located in appropriate grade level areas. In addition, observations, a review of documentation, and staff interviews at Turkey Hill Middle School indicate that two groups of speech-language instruction are no longer held simultaneously in the same classroom. Only one speech-language instructional group is scheduled in a classroom at a time, resulting in minimal auditory distractions. |

| **SE Criterion # 56 - Special education programs and services are evaluated** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of documents and staff interviews indicate that special education programs and services are regularly evaluated. |