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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Sudbury Public Schools**  **MCR Onsite Date:** **January 20, 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:** |
| Student record review and interviews indicated that whenever an evaluation shows that a student has a disability on the autism spectrum (ASD), IEP Teams consider and specifically address the verbal and nonverbal communication needs of the student; the need to develop social interaction skills and proficiencies; the needs resulting from the student’s unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development.  Record review demonstrated that IEP Teams use a checklist under the “Additional Information” section of the IEP to guide in the development of goals and accommodations for identified areas of student need of these required areas for ASD students. The checklist is also maintained in the student record. |

| **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 staff interviews indicated that following the development of the IEP, the district immediately provides the parent with a Team meeting summary and within two weeks, two (2) copies of the proposed IEP and proposed placement page, as indicated on the Notice of Proposed School District Action (N1) form. The district monitors and ensures that appropriate timelines are being maintained using their ESPED program. |

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

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Observations and interviews revealed that at the Curtis Middle School the speech and language classroom has been moved from the first floor adjoining classroom to a dedicated instructional area thus ensuring minimal distraction to students, no longer passing through the Skills Group. |