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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Medford Public Schools****MCR Onsite Dates:** **11/25/2014****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:** |
| A review of student records and interviews demonstrated that whenever an evaluation indicates that a student has a disability on the autism spectrum, IEP Teams consistently consider and specifically address the following: the verbal and nonverbal communication of the child; social interaction skills and proficiencies; unusual responses to sensory experiences; resistance to environmental change or change in daily routines; engagement in repetitive activities and stereotyped movements; positive behavioral interventions, strategies, and supports; and other needs that impact progress in the general curriculum, including social and emotional development. The district provides a checklist for IEP chairpersons to use during meetings to guide the Team’s consideration, and areas of need are addressed as goals and accommodations in the IEP. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that the district consistently obtains parental consent for home assessments when conducting an initial or re-evaluation. |

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

| **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:** |
| A review of records, student schedules, and interviews verified that students with disabilities who are also identified as English language learners (ELLs) have access to an English Language Education program consistent with the requirements of M.G.L. c. 71A. Record review and interviews demonstrated that IEP Teams no longer determine whether ELLs with disabilities will receive direct English language instruction.  |