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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Amherst Public Schools**  **MCR Onsite Dates:** **10/06/2015**  **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 the district has a comprehensive procedure in place to ensure that Teams consider and address the following required topics for students with a diagnosis on the autism spectrum: 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; 7) and other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development.  These considerations, and the services that might follow from them, are documented in the N1, in the Team Notes and Summary and throughout the IEP. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and interviews demonstrated that progress reports are consistently provided to the parent with the same frequency as the report cards provided to students without IEPs, and information on students' progress towards the goals is comprehensive and reflective of the goals and benchmarks on student's IEP. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Student record review and interviews indicated that while parents were provided with a summary at the conclusion of the Team meeting that included a service delivery grid and a statement of the major IEP goals, the district did not consistently provide the completed IEP and proposed placement to the parent within the required 10 school working days after the summary was provided. | | | |
| **Department Order of Corrective Action:** | | | |
| The district must develop a procedure to ensure that parents are receiving two copies of the proposed IEP and proposed placement within 10 days of the Team meeting when the parent has been provided with summary notes at the conclusion of the Team meeting. Key staff must be trained on this procedure.  The district must develop an internal oversight and tracking system to ensure that parents are provided with the proposed IEP and proposed placement within the required timelines. The tracking system should include periodic reviews by the Director of Special Education or his/her designee to ensure continuing compliance.  The district must conduct a review of student records for Team meetings that were held after implementation of all of the corrective actions for evidence that copies of the IEP and proposed placement were provided within the required timelines. Report the results of that review to the Department.  \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the record review; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s). | | | |
| **Required Elements of Progress Reports:** | | | |
| Provide a copy of the district's newly developed procedure, and evidence (agenda, dated attendance sheet with staff signature and role) that responsible staff were trained by **January 29, 2016.**  Provide a description of the district's internal oversight and tracking system, along with the name/role of the person responsible by **January 29, 2016.**  Submit the results of the review of student records. Report the number of records reviewed, the number of records in compliance, and for any records not in compliance, submit the results of a root cause analysis of that non-compliance and a detailed description of the district's plan to remedy any remaining non-compliance by **April 15, 2016**. | | | |
| **Progress Report Due Date(s):** | | | |
| 01/29/2016 | 04/15/2016 |  |  |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record reviews and interviews revealed that programs selected for students reflect the least restrictive environment for that student, with consideration given to any potential harmful effect on the student or on the quality of services that he or she needs. Non-participation justification statements are detailed, reflective of the student's needs, state why the removal from the general education classroom is critical to the student's program and state the basis for the conclusion that the education of the student in the less restrictive environment with the use of supplementary aids and services could not be achieved satisfactorily. |

| **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. |