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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Canton Public Schools****MCR Onsite Date:** **03/04/2015****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:** |
| Review of student records indicates that for students identified with a disability on the autism spectrum, the district utilizes a detailed checklist to ensure that IEP Teams consistently consider and specifically address the following: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 the autism spectrum disorder; and7) Other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development.Information from the discussion is included in the Notice of Proposed School District Action (N1), and is reflected in the student’s goals and accommodations in the IEP. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicates that special education progress reports, which include information on the student’s progress towards the annual goals in the IEP, are sent to parents at least as often as parents are informed of the progress of non-disabled students. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Review of student records indicates that at least annually, on or before the anniversary date of the IEP, a Team meeting is not always held to consider the student's progress and to review, revise, or develop a new IEP or to refer the student for a re-evaluation, as appropriate. |
| **Department Order of Corrective Action:** |
| Review a sample of student records in which IEP Team meetings were scheduled in the 2014-2015 school year, but the Team meeting was not held on or before the expiration date of the previous IEP. Analyze the information to determine the root cause(s) for the non-compliance. Based on this root cause analysis, indicate the specific corrective actions the district will take to remedy the non-compliance. Develop a report of the results of an internal review of student records, in which annual review Team meetings were held since implementation of all of the district’s corrective actions, for evidence that IEPs are updated annually. **\*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 records reviewed; 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:** |
| Submit the results of the root cause analysis with specific proposals for remedying the non-compliance, the associated timelines and the person(s) responsible by **June 4, 2015**.Submit the results of a review of student records and include the following:1. The number of records reviewed;2. The number of records in compliance;3. For any records not in compliance, determine the root cause; and4. The specific corrective actions taken to remedy the non-compliance.Please submit the above information by **December 1, 2015**. |
| **Progress Report Due Date(s):** |
| 06/04/2015 | 12/01/2015 |  |  |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicates that for students whose disability affects social skills development, or whose disability makes him or her vulnerable to bullying, harassment, or teasing, and for students identified with a disability on the autism spectrum, IEP Teams consistently consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. The IEP reflects the Team's consideration in the Additional Information section and in goals and accommodations, as appropriate. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicates that IEP Non-participation Justification statements consistently set forth why the removal of the student from the general education classroom is considered critical to the student's program and the basis for the Team’s conclusion that education of the student in a 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 its special education student roster as required by the Department. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A site visit to the Hansen Elementary School and an interview indicate that as a result of revised scheduling, the resource room is utilized by only one grade level group at a time with one special education teacher. The classroom is appropriate for the number of students served at one time. A site visit to the Kennedy Elementary School indicates that all occupational therapy and physical therapy services, previously identified as occurring on the stage of the auditorium, take place in an appropriate location. Specifically, occupational therapy and physical therapy services are delivered in an enclosed classroom space that can accommodate the activities, equipment and the number of students involved. The space affords privacy and confidentiality for the students.  |