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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Westport Public Schools**  **MCR Onsite Date:** **03/27/2015**  **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 and documentation indicated that for students identified with a disability on the autism spectrum, 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; and  7) Other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development.  The Team documents its discussion in the IEP through the Present Levels of Educational Performance (PLEP) A, PLEP B and through the goals and services. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews indicated that both the special education director and the student services supervisor have the authority to commit the resources of the district at IEP Team meetings; these two individuals serve as chairpersons for all IEP Team meetings. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of student records and interviews indicated that within 45 school working days of receipt of a parent’s written consent to an initial evaluation or re-evaluation, the district does not consistently determine whether the student is eligible for special education and provide the parent with either a proposed IEP and proposed placement or a written explanation of the finding of no eligibility. | | | |
| **Department Order of Corrective Action:** | | | |
| Review those records in which an initial evaluation or re-evaluation was conducted in the 2014-2015 school year and the district did not meet the 45-day timeline for the determination of eligibility and the provision of the proposed IEP and placement or a finding of no eligibility. 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 the second review of student records, in which an initial or re-evaluation Team meeting was held after all corrective actions have been implemented, to ensure that IEP Teams are determining eligibility and the district is providing documentation to the parent within 45 school working days of receiving consent.  **\*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 the student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, 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 **October 16, 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; and  4. The specific corrective actions taken to remedy the non-compliance.  Please submit the above information by **January 18, 2016**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/16/2015 | 01/18/2016 |  |  |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of student records indicated that the district is providing a summary to parents at the conclusion of the IEP Team meeting, which includes a completed IEP service delivery grid and a statement of the major goal areas associated with these services, then provides the proposed IEP and placement within two calendar weeks. However, the district is not providing parents with two copies of the proposed IEP and placement; the district currently provides only one copy of the proposed IEP and placement to parents. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures for ensuring the provision of two copies of the proposed IEP and proposed placement to parents following the Team meeting. Review these procedures with staff responsible for issuing the IEP.  Develop an internal oversight and tracking system for ensuring that parents are provided with two copies of the proposed IEP and placement. The oversight and tracking system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, in which IEPs were developed subsequent to implementation of all corrective actions, to ensure that parents are provided with two copies of the proposed IEP and placement.  **\*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 the student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit a copy of the procedures and evidence of the review of these procedures with appropriate staff. Submit this information by **October 16, 2015**.  Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **October 16, 2015**.  Submit a report of the results of an internal review of records and include the following:  1. The number of student records reviewed;  2. The number of records in compliance;  3. For any records not in compliance, determine the root cause(s); and  4. The district's plan to remedy the non-compliance.  Please submit the above information by **January 18, 2016**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/16/2015 | 01/18/2016 |  |  |

| **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 requested by the Department. |

| **SE Criterion # 37 - Procedures for approved and unapproved out-of-district placements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicated that the district monitors and maintains written contracts with out-of-district placements. The district's contract meets all of the content requirements of 603 CMR 28.06(3)(f)(1-5) and provides assurance that the private special education school maintains nondiscriminatory practices on the basis of race, color, religion, sexual orientation, national origin and disability. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| An observation of the Raising Individual Student Expectation (RISE) special education program at the high school indicated that the location of the program maximizes the inclusion of the students into the life of the school. The RISE program is located at the end of the hallway of the main floor of the building and is surrounded by regular education classrooms. |