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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Plymouth Public Schools****MCR Onsite Date:** **01/09/2015****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:** |
| A 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 all of 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. This information is documented in the IEP through the Student Strengths and Key Evaluation Results Summary, Present Levels of Educational Performance (PLEP) B, and in the student's goals and objectives. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records 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 always determine whether the student is eligible for special education and provide the parent with either a proposed IEP and placement or a 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 an internal 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 and associated timelines by **May 18, 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 **October 26, 2015**. |
| **Progress Report Due Date(s):** |
| 05/18/2015 | 10/26/2015 |  |  |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that IEP Team meetings are held prior to the expiration date of the previous IEP. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records indicated that although parents are leaving with summary notes at the conclusion of the IEP Team meeting, which include a completed IEP service delivery grid describing the types and amounts of special education and related services proposed by the district and a statement of the major goal areas associated with these services, not all IEPs are provided to parents within two calendar weeks of the Team meeting. |
| **Department Order of Corrective Action:** |
| Develop procedures for ensuring the provision of the proposed IEP and placement to parents within two calendar weeks when a summary is provided at the conclusion of the IEP Team meeting or within 3-5 days if a summary is not provided at the conclusion of the meeting. Please see [*Memorandum on the Implementation of 603 CMR 28.05(7): Parent response to proposed IEP and proposed placement*](http://www.doe.mass.edu/news/news.aspx?id=3182) for guidance on implementing these requirements. Provide training to Team chairpersons on these procedures. Develop an internal oversight and tracking system for ensuring that all IEPs are provided to parents within 3-5 days after the development of the proposed IEP at the Team meeting or within two calendar weeks if summary notes are provided at the conclusion of the meeting. 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 IEPs are issued to parents immediately following development at the Team meeting.**\*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 Team chairperson training, including the agenda, signed attendance sheet and training materials. Submit this information by **May 18, 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 **May 18, 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 **October 26, 2015**. |
| **Progress Report Due Date(s):** |
| 05/18/15 | 10/26/2015 |  |  |

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

| **SE Criterion # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Interviews indicated that the parent advisory council (PAC) provides input to the school district on matters that pertain to the education and safety of students with disabilities and also participates in the planning, development and evaluation of the district’s special education programs. PAC meetings are held monthly with the special education director in attendance. At these meetings, parents discuss issues of concern and provide feedback to the district regarding the special education programs, in addition to planning for guest speakers to provide presentations. The PAC, with the district’s support, also created a brochure for families to further understand the special education process in the district. |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documentation and interviews indicated that paraprofessionals have participated in district-wide training on state and federal special education requirements and related local special education policies and procedures, analyzing and accommodating diverse learning styles of all students, and methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the regular classroom. |