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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Wilmington Public Schools**  **MCR Onsite Dates:** **11/07/2014**  **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 use a checklist to indicate student verbal and nonverbal communication; 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. Areas of need that are identified during IEP development are addressed as goals and accommodations in the IEP. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews demonstrated that at least annually on or before the anniversary date of the IEP, Team meetings are consistently held to consider student progress and to review, revise, or develop a new IEP, or refer the student for a re-evaluation, as appropriate. Additionally, a review of student records and interviews confirmed that the district has discontinued the practice of amending IEPs to extend the annual review timelines. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that when applicable, the Present Level of Educational Performance B (PLEP B) page of the IEP is consistently filled out for students with age-related or language concerns. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the district consistently provides a Team meeting summary and sends the proposed IEP and placement within 10 days of the meeting to the parent. |

| **SE Criterion # 20 - Least restrictive program selected** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that the Non-participation Justification statement in the IEP does not consistently state 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. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to special education staff responsible for completing IEPs on the requirements for writing complete IEP Non-participation Justification statements that indicate why the student’s removal from the general education classroom is critical to the student’s program.  Develop an internal oversight and tracking system for ensuring that written justification statements meet the requirements of this criterion. The oversight and tracking system should include periodic reviews of IEPs by the Special Education Coordinator to ensure ongoing compliance.  Develop a report of the results of an internal review of records, in which IEPs have been written since implementation of all of the district’s corrective actions, for evidence of compliance with appropriately completed Non-participation Justification statements.  **\*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 evidence of training and include the agenda, sign-in sheet and training materials by **January 27, 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 **January 27, 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. This progress report is due by **May 27, 2015.** | | | |
| **Progress Report Due Date(s):** | | | |
| 01/27/2015 | 05/27/2015 |  |  |

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