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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Webster Public Schools****MCR Onsite Date:** **11/28/2017****Program Area: Special Education** |
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| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **SE Criterion # 2 - Required and optional assessments** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that the district consistently completes required assessments consented to by the parent. Educational assessments, including a history of the student's educational progress in the general curriculum, and a teacher assessment that addresses attention skills, participation behaviors, communication skills, memory and social relations with groups, peers and adults, are consistently conducted and reviewed at Team meetings. |

| **SE Criterion # 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that at least one year prior to the student reaching the age of majority, the district informs both the student and the parent/guardian of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday. Furthermore, when the student reaches the age of 18, the school district implements procedures to obtain consent from the student to continue his or her special education program. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that progress reports are provided at least as often as parents are informed of the progress of non-disabled students and consistently address student progress towards IEP goals. For special education students that have graduated or exceeded the age of eligibility, the district provides the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review indicated that at least annually, on or before the anniversary date of the IEP, a Team meeting is held to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. Staff interviews indicated that IEP Teams consistently review and revise IEPs to address any lack of expected progress towards the annual goals and in the general curriculum. Student record review and interviews also indicated that if the district and parent agree to make substantive changes to a student's IEP between annual meetings, the Team is reconvened to amend the IEP. Parents are advised that they may request a complete copy of the amended IEP. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that upon determining that the student is eligible for special education, IEP Teams develop the IEP, addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Staff interviews indicated that the IEP is not changed outside of the Team meeting.Student record review also indicated that IEP Teams specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students whose disability affects social skills development, when the student's disability makes him or her vulnerable to bullying, harassment or teasing, and for students identified with a disability on the autism spectrum. Record review indicated that IEP Teams document their considerations of the skills and proficiencies needed by students in the Notice of Proposed School District Action (N1) and the Additional Information section of the IEP. |

| **SE Criterion # 24 - Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review indicated that the district's Notice of Proposed School District Action (N1) consistently addresses all required content, including a description of the action proposed or refused by the district, an explanation of why the district proposed or refused to take the action, a description of any other options that the district considered and the reasons why those options were rejected, a description of each evaluation procedure, test, record, report, or other factors the district used as a basis for the proposed or refused action. |

| **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 # 29 - Communications are in English and primary language of home** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that for parents/guardians whose primary language is other than English, communications are in both English and the primary language of the home, and the district documents when it provides notices orally or by some other form of communication. The district has a formal process to ensure the translation of special education communications for low incidence languages, when needed. |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and interviews indicated that before transporting any special education students receiving special transportation, the district provides in-service training for all locally hired and contracted transportation providers on individual student needs, written information regarding the nature of any needs or problems that may cause difficulties, and information on appropriate emergency measures. |