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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Westwood Public Schools****MCR Onsite Date:** **11/10/2016****Program Area: Special Education** |
|   |  | Mitchell D. Chester, Ed.D.Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicates that, when a student's eligibility terminates because the student has graduated from secondary school or has exceeded the age of eligibility, the school 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. Review of student records and staff interviews also indicate 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.  |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews indicate that, at least annually, the district convenes the IEP Team to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. Review of student records and interviews also indicate that IEP Teams consistently review and revise IEPs to address any lack of expected student progress towards the annual goals and in the general curriculum. If the district and parents decide to make changes and amend the IEP with or without a meeting, the parents are provided with written documentation of the changes, and may receive the amended IEP on request. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicate that upon determining that the student is eligible for special education, the Team develops the IEP addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Staff interviews indicate that the IEP is not changed outside of the Team meeting.Review of student records also indicates 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 indicates that IEP Teams document their considerations of the skills and proficiencies needed by students in accommodations, goals and Additional Information sections of the IEP. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicate that IEP Teams develop the IEP prior to determining the appropriate placement to deliver the student’s identified services and accommodations. Record review and staff interviews demonstrate that Teams consistently ensure that students are educated in the school she or he would attend if the student did not require special education, unless otherwise required by the IEP. Record review demonstrates that placements are based on the IEP, including the types of related services, types of settings, types of service providers and location where services are to be provided. Review of student records also indicates that the district consistently sends two copies of the proposed IEP and placement within two calendar weeks of the Team meeting.  |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district provided the student roster for self-assessment records and the complete special education roster, as required. |