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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Montachusett Regional Vocational Technical School**  **MCR Onsite Dates:** **12/19/2016 - 12/20/2016**  **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:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and staff interviews indicated that progress reports are provided at least as often as parents are informed of the progress of non-disabled students. However, a review of student records indicated that progress reports sent to parents do not consistently include written information on the student's progress towards the annual goals in the IEP.  A review of student records and staff interviews also indicated that where a student's eligibility terminates because the student has graduated from secondary school 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. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct training for special education staff and related service providers to ensure that progress reports sent to parents include written information on the student's progress towards the annual goals in the IEP.  Develop an internal oversight and tracking system to ensure that progress reports sent to parents include written information on the student's progress towards the annual goals in the IEP. The oversight and tracking system should include periodic reviews by special education administration to ensure ongoing compliance.  Subsequent to implementation of all corrective actions, conduct an internal review of a sample of student records to ensure that progress reports sent to parents include written information on the student's progress towards the annual goals in the IEP.  **\*Please note when conducting administrative monitoring the district must maintain the following documentation and make it available to the Department upon request: a) list of student names and grade levels for the records reviewed; b) date of the review; and c) name of person(s) who conducted the review, with their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| **By March 3, 2017**, submit evidence of training of appropriate staff and include the training materials, agenda, and signed attendance sheet with staff name, role, and signature.  **By March 3, 2017**, submit a description of the school’s internal oversight and tracking system along with the name/role of the designated person responsible for oversight.  **By June 9, 2017**, submit the results of an internal review of 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. | | | |
| **Progress Report Due Date(s):** | | | |
| 03/03/2017 | 06/09/2017 |  |  |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews 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 review and revise IEPs to address any lack of expected student progress towards the annual goals and in the general curriculum. Record review and staff interviews also indicated that in cases when the district and parent agree to make changes to a student's IEP between annual IEP meetings, the district documents these changes with an amendment. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that upon determining that a student is eligible for special education, IEP Teams develop the IEP and address 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.  A review of student records 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. The district documents this consideration in the Team summary notes and the Present Level of Educational Performance (PLEP) A and B sections of the student’s IEP. Record review indicated that goals and services related to these skills are also included in the IEP when necessary. |

| **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 and staff interviews indicated that at the Team meeting, after the IEP has been fully developed, the Team determines the appropriate placement to deliver the services on the student's IEP. The decision regarding placement is based on the IEP, including the types of related services that are to be provided to the student; the type of settings in which those services are to be provided; the types of service providers; and the location at which the services are to be provided.  A review of student records and staff interviews also indicated that parents receive 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. Within two (2) calendar weeks of the Team meeting, the district provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice. |

| **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:** |
| A review of student records and staff interviews indicated that Notices of Proposed School District Action (N1s) consistently contain all required content, including: 1) a description of the action proposed by the agency; 2) why the agency proposed the action; 3) rejected options that the agency considered and why the options were rejected; and 4) evaluation procedures, tests, records, or reports used as a basis for the proposed action. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that the district has developed a process to respond when a parent revokes his or her consent in writing to the student's special education services. When a parent revokes consent in writing, the district provides written notice to the parent/guardian of the district´s proposal to discontinue services based on the revocation of consent, as well as a copy of rights and procedural safeguards. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district submitted 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:** |
| A review of student records and staff interviews indicated that the district provides translators who are familiar with special education procedures, programs, and services to provide interpretation services during IEP meetings for families who speak low-incidence languages. The district has developed in-house capacity to translate Spanish and contracts with outside agencies for interpretation and translation services for low incidence languages. |