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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Blue Hills Regional Technical School****MCR Onsite Date:** **12/18/2017****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:** |
| A review of student records indicated that an educational assessment by a representative of the district, including a history of the student's educational progress in the general curriculum, is consistently completed for students undergoing a re-evaluation. In addition, the district completes an assessment by a teacher(s) with current knowledge of the student’s specific abilities in relation to learning standards of the Massachusetts Curriculum Frameworks and the district’s general education, as well as an assessment of the student’s attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers and adults.  |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that parents are consistently provided with progress reports, including updated information on the student's progress towards reaching the annual goals set in the IEP, at least as often as parents are informed of the progress of non-disabled students. 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. |

| **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, an IEP Team meeting is held to consider the student's progress and to review and revise the IEP. The IEP Team addresses any lack of expected progress towards the annual goals in the general curriculum and documents this information in the IEP. Record review and staff interviews also indicated that if the district and parent agree to make 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:** |
| A review of student records and staff interviews indicated that when a student is determined to be eligible for special education, the Team, including the parents, develops an IEP at the Team meeting. The IEP is completed addressing all elements of the most current IEP format provided by the Department of Elementary and Secondary Education and the district ensures that the IEP will not be 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 Team documents these considerations in the Additional Information, goals and accommodations sections of the IEP.  |

| **SE Criterion # 22 - IEP implementation and availability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that students are consistently provided the accommodations and modifications indicated on the student's IEP; specifically, small group testing, modified assignments and breakdown of instructions are provided to students in vocational classes and vocational-related classes, as required by the IEP.  |

| **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 required by the Department. |

| **SE Criterion # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documentation and staff and parent interviews indicated that the district has established a special education parent advisory council with by-laws regarding officers and operational procedures. The council meets quarterly with school officials to perform its duties of advising the district on matters pertaining to special education and safety of students with disabilities, and planning, development and evaluation of special education programs. Additionally, the special education advisory council conducts an annual workshop on the rights of students and their parents and guardians under the state and federal special education laws. |

| **SE Criterion # 36 - IEP implementation, accountability and financial responsibility** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| See SE 22. |

| **SE Criterion # 48 - Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records, documentation and staff interviews indicated that all students receiving special education have equal opportunity to participate in health classes offered as part of the general education programming, including students attending pull-out academic support classes. Students receiving special education continue to have equal access to other educational, nonacademic, extracurricular and ancillary programs. |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documentation and staff interviews indicated that vocational teachers, paraprofessionals and related service providers are regularly trained on state and federal special education requirements and related local special education policies; analyzing and accommodating diverse learning styles of all students to achieve an objective of inclusion in the general education classroom for students with diverse learning styles; and methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. Staff interviews indicated that currently, the district does not have students whose IEPs require special transportation; therefore, the district does not employ contracted transportation providers who require in-service training. |