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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Greater New Bedford Regional Vocational Technical High School**  **MCR Onsite Date:** **02/13/2018**  **Program Area: Special Education** |
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| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **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:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and staff interviews indicated that the district does not consistently provide notification, at least one year prior to the student reaching the age of 18, of the rights that will transfer from the parent/guardian to the student upon the student reaching age 18. Furthermore, when the student turns 18, the district does not consistently obtain consent from the student with decision-making authority to continue the student's special education program. | | | |
| **Department Order of Corrective Action:** | | | |
| Review district procedures regarding the requirements to provide notification of the transfer of rights at age of majority to the student and parent/guardian at least one year prior to the student turning age 18. Review district procedures for obtaining consent from the student with decision-making authority to continue the student's special education program when the student turns 18. Provide training to special education supervisors and Evaluation Team Leaders on these procedures.  Develop an internal oversight and tracking system to ensure notification regarding transfer of rights to the student is provided at least one year before the student turns 18 years old and the student with decision-making authority signs the IEP upon turning 18. The tracking system should include periodic reviews by an administrator to ensure continuing compliance.  Subsequent to all corrective actions, conduct an internal record review of a sample of student records for compliance with the requirement for age of majority notification one year prior to the student turning age 18 and obtaining consent for students who have turned 18.  **\*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 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:** | | | |
| Provide evidence of training (agenda, signed/dated attendance list with staff role and materials used) by **April 30, 2018**.  Provide a detailed description of the district's internal oversight and tracking system by  **April 30, 2018**.  Submit the results of the internal record review. Indicate the number of records reviewed; the number found to be compliant; an explanation of the root cause(s) for any continued non-compliance; and a description of additional corrective actions taken by the district to address any identified non-compliance by **October 31, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| **04/30/2018** | **10/31/2018** |  |  |

| **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:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that the IEP Team reviews and revises the IEP to address any lack of expected progress towards the annual goals and in the general curriculum. Record review also indicated that when the district and parent agree to make changes to a student's IEP, the Team reconvenes and the parent is provided with a revised copy of the IEP with the amendments incorporated.  A review of student records indicated that, at least annually, on or before the anniversary date of the IEP, the district does not consistently hold a meeting 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. Record review demonstrated that annual meetings were, at times, held between four days and four weeks after the expiration of the IEP. | | | |
| **Department Order of Corrective Action:** | | | |
| Review district procedures regarding the requirement for the IEP Team to meet at least annually, on or before the anniversary date of the IEP, to review, revise or develop a new IEP or refer the student for re-evaluation, as appropriate. Provide training to special education supervisors and Evaluation Team Leaders on these procedures.  Develop an internal oversight and tracking system to ensure the IEP Team meets at least annually to review, revise or develop a new IEP or refer the student for re-evaluation. The tracking system should include periodic reviews by an administrator to ensure continuing compliance.  Subsequent to all corrective actions, conduct an internal record review of a sample of student records for compliance with the requirement that the IEP Team meets at least annually.  **\*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 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:** | | | |
| Provide evidence of training (agenda, signed/dated attendance list with staff role and materials used) by **April 30, 2018**.  Provide a detailed description of the district's internal oversight and tracking system by  **April 30, 2018**.  Submit the results of the internal record review. Indicate the number of records reviewed; the number found to be compliant; an explanation of the root cause(s) for any continued non-compliance; and a description of additional corrective actions taken by the district to address any identified non-compliance by **October 31, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| **04/30/2018** | **10/31/2018** |  |  |

| **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 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 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 in vocational shops are consistently provided with specially designed instruction and modifications to the curriculum as indicated on the student’s IEP. Additionally, staff interviews indicated that vocational teachers consistently receive information on their specific responsibilities related to the implementation of the student’s IEP, including accommodations, modifications and other required supports. Staff interviews indicated that students are provided testing accommodations, breakdown of instructions, re-teaching of concepts, and modification of assignments and texts in vocational shops, 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:** | | | |
| Not Implemented | | | |
| **Basis for Findings:** | | | |
| A review of documentation and staff interviews indicated that the district has not established a functioning parent advisory council (PAC) that advises on matters pertaining to the education and safety of students with disabilities, meets regularly with school officials to participate in the planning, development, and evaluation of the school’s special education programs, and has established by-laws regarding officers and operational procedures. Although the district previously demonstrated the actions taken to engage parents for the purpose of establishing a PAC, the district has not either successfully established a PAC or applied and been approved for an alternative compliance waiver. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop a detailed plan to establish a parent advisory council that offers membership to all parents of students with disabilities in the school, as well as other interested parties. The parent advisory council must establish by-laws regarding officers and operational procedures and provide the opportunity to participate in the planning, development and evaluation of the district’s special education programs. Please see the Guidance for Special Education Parent Advisory Councils at <http://www.doe.mass.edu/sped/pac/default.html> and Administrative Advisory SPED 2015-2R: Special Education Parent Advisory Councils, Acceptable Alternatives, and Use of Social Media at <http://www.doe.mass.edu/sped/advisories/2015-2r.html> for direction.  To meet this requirement in an alternative manner, the district must complete an Alternative Compliance Waiver form (<http://www.doe.mass.edu/forms/waivers/form-c1.pdf>) for approval from the Problem Resolution System Office (PRS). | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit a plan that describes how the district will meet the requirement for a parent advisory council by **June 22, 2018**.  Depending on the district’s plan, submit evidence for the following by **October 31, 2018**:  1) a parent advisory council with by-laws regarding officers and operational procedures has been established; or  2) the district’s alternative means to meet the requirement for a PAC has been approved by PRS. | | | |
| **Progress Report Due Date(s):** | | | |
| **06/22/2018** | **10/31/2018** |  |  |

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

| **SE Criterion # 54 - Professional development** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of documentation and staff interviews indicated that the district ensures that all staff, including special education teachers, general education teachers and paraprofessionals, consistently receive training on: analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom of 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. The district continues to ensure that all staff are trained on state and federal special education requirements and related local special education policies and procedures.  A review of documentation and staff interviews, however, indicated that the district does not provide in-service training for all locally hired and contracted transportation providers, before they begin transporting any special education student receiving special transportation, on his or her needs and appropriate methods of meeting those needs. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct in-service training for all locally hired and contracted transportation providers who transport any special education student receiving special transportation on the student’s needs and appropriate methods of meeting those needs; and for any such student, provide written information on the nature of any needs or problems that may cause difficulties, along with information on appropriate emergency measures. | | | |
| **Required Elements of Progress Reports:** | | | |
| By **April 30, 2018,** submit evidence of in-service training for all locally hired and contracted transportation providers, including drivers and any attendants or aides, transporting students that require special transportation. Evidence may include dated agenda, signed attendance sheet, a copy of training materials, and name and role of the presenter. | | | |
| **Progress Report Due Date(s):** | | | |
| **04/30/2018** |  |  |  |

| **SE Criterion # 56 - Special education programs and services are evaluated** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documentation and staff interviews indicated that the district's special education programs and services are regularly evaluated. |