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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **South Shore Vocational Technical High School**  **MCR Onsite Date:** **03/06/2018**  **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 a staff interview indicated that the district does not have a process to ensure that at least one year prior to the student reaching age 18, the student and the parent/guardian are informed of the rights that will transfer from the parent/guardian to the student upon the student’s 18th birthday. In addition, upon reaching the age of 18, the district does not implement procedures to 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 and provide training to special education Team chairs and liaisons on the requirements to provide the student and parent/guardian information on the transfer of rights at least one year prior to the student turning 18, and to obtain consent from the student with decision-making authority upon reaching the age of 18.  Develop an internal oversight and tracking system to ensure the district provides the student and parent/guardian information on the transfer of rights at least one year before the student turns 18, and obtains consent from the student with decision-making authority upon reaching the age of 18 to continue the student’s special education program. The oversight system should include periodic reviews by an administrator to ensure ongoing compliance.  Conduct a review of a sample of student records, subsequent to all corrective actions, for evidence that the district provides information about the transfer of rights to the student and parent/guardian at least one year before the student turns 18; and obtains consent from the student with decision-making authority who turns 18 to continue the student’s special education program.  **\*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 **May 18, 2018**.  Provide a detailed description of the district’s internal oversight and tracking system by  **May 18, 2018**.  Submit the results of the internal review of records. For each compliance condition being reviewed, indicate the number of records; the number found to be in compliance; an explanation of the root cause for any continued non-compliance; and a description of additional corrective actions taken by the district to address any identified non-compliance by **October 18, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| **05/18/2018** | **10/18/2018** |  |  |

| **SE Criterion # 8 - IEP Team composition and attendance** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and a staff interview indicated that when guidance counselors are invited, but do not attend a Team meeting, even though the Team determines he or she is necessary to write the IEP, the district and the parent do not consistently agree, in writing, to excuse the absence. Furthermore, in these situations, guidance counselors do not always provide written input into the development of the IEP prior to the meeting. | | | |
| **Department Order of Corrective Action:** | | | |
| Review district procedures and provide training to the special education Team chairs and liaisons on the requirements of Team attendance and on the excusal process when a Team member is unable to attend.  Develop an internal oversight and tracking system to ensure required Team members attend Team meetings and the excusal process is followed and documented. The tracking system should include periodic reviews by an administrator to ensure ongoing compliance.  Conduct a review of a sample of student records for students whose Team meetings were held, subsequent to all corrective actions, for evidence that required Team members were in attendance and excusal procedures were followed if a Team member was unable to attend.  **\*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 **May 18, 2018**.  Provide a detailed description of the district's internal oversight and tracking system by  **May 18, 2018**.  Submit the results of the internal review of records. For each compliance condition being reviewed, indicate the number of records; the number found to be in compliance; an explanation of the root cause for any continued non-compliance; and a description of additional corrective actions taken by the district to address any identified non-compliance by **October 18, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| **05/18/2018** | **10/18/2018** |  |  |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that parents receive reports on the student's progress toward reaching the goals set in the IEP at least as often as parents are informed of the progress of non-disabled students. In addition, if a student’s eligibility terminates because the student graduates or exceeds 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. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that at least annually, on or before the anniversary date of the IEP, the district convenes a Team 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. If the Team and parents decide to make changes and amend the IEP between annual meetings, the parents are provided with written documentation of the changes and may receive the amended IEP upon request. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and a staff interview indicated that upon determining that the student is eligible for special education, IEP Teams consistently 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.  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 addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing in the IEP. |

| **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 indicated that immediately following the development of the IEP, the district consistently provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice. |

| **SE Criterion # 20 - Least restrictive program selected** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that IEP Teams do not consistently state why the removal from the general education classroom is critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training for special education Team chairs on writing Nonparticipation Justification statements that consistently state why the removal from the general education classroom is considered critical to a student's program, along with the basis for the Team’s conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily.  Develop an internal oversight and tracking system to ensure that IEP Teams develop appropriate Nonparticipation Justification statements. The oversight system should include periodic reviews by an administrator to ensure ongoing compliance.  Conduct a review of a sample of student records, subsequent to all corrective actions, to ensure that IEP Teams appropriately justify the removal of students from general education classrooms.  **\*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 **May 18, 2018**.  Provide a detailed description of the district's internal oversight and tracking system by  **May 18, 2018**.  Submit the results of the internal review of records. For each compliance condition being reviewed, indicate the number of records; the number found to be in compliance; an explanation of the root cause for any continued non-compliance; and a description of additional corrective actions taken by the district to address any identified non-compliance by **October 18, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| **05/18/2018** | **10/18/2018** |  |  |

| **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. |