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| ESE Logo  **Tiered Focused Monitoring Report**  **for Group B Universal Standards**  **Special Education and Civil Rights**  **District: Cape Cod Regional Technical High School**  **Onsite Date: April 25, 2019**  **Tier Level: 2**  State Seal of Massachusetts |
| Jeffrey C. Riley  Commissioner of Elementary and Secondary Education |

During the 2018-2019 school year, Cape Cod Regional Technical High School participated in a Tiered Focused Monitoring Review conducted by the Department’s Office of Public School Monitoring. The purpose of the Tiered Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on special education and civil rights.

Districts and charter schools are reviewed every three years through Tiered Focused Monitoring. This review process emphasizes elements most tied to student outcomes, and alternates the focus of each review on either Group A Universal Standards or Group B Universal Standards.

Group A Universal Standards address:

* Student identification
* IEP development
* Programming and support services
* Equal opportunity

Group B Universal Standards address:

* Licensure and professional development
* Parent/student/community engagement
* Facilities and classroom observations
* Oversight
* Time and learning
* Equal access

In addition, the Department has reserved a specific set of criteria, collectively known as Targeted Standards, employed when LEA or school-level risk assessment data indicate that there is a potential issue. Identified Targeted Standards are assessed in addition to the Universal Standards.

Universal Standards and Targeted Standards are aligned with the following regulations:

Special Education (SE)

* selected requirements from the federal Individuals with Disabilities Education Act (IDEA-2004); the federal regulations promulgated under that Act at 34 CFR Part 300; M.G.L. c. 71B, and the Massachusetts Board of Education’s Special Education regulations (603 CMR 28.00), as amended effective March 1, 2007.

Civil Rights Methods of Administration and Other General Education Requirements (CR)

* selected federal civil rights requirements, including requirements under Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, together with selected state requirements under M.G.L. c. 76, Section 5 as amended by Chapter 199 of the Acts of 2011 and M.G.L. c. 269 §§ 17 through 19.
* selected requirements from the Massachusetts Board of Education’s Physical Restraint regulations (603 CMR 46.00).
* selected requirements from the Massachusetts Board of Education’s Student Learning Time regulations (603 CMR 27.00).
* various requirements under other federal and state laws.

Tiered Focused Monitoring allows for differentiated monitoring based on a district/charter school’s level of need; the Tiers are defined as follows:

LEAs in Tiers 1 and 2 have been determined to have no or low risk:

* Tier 1/Self-Directed Improvement: Data points indicate no concern on compliance and performance outcomes – meets requirements.
* Tier 2/Directed Improvement: No demonstrated risk in areas with close link to student

outcomes – low risk.

LEAs in Tiers 3 and 4 have demonstrated greater risk:

* Tier 3/Corrective Action: Areas of concern include both compliance and student

outcomes – moderate risk.

* Tier 4/Cross-unit Support and Corrective Action: Areas of concern have profound effect on student outcomes and ongoing compliance – high risk.

The phases of Tiered Focused Monitoring for Cape Cod Regional Technical High School included:

Self-Assessment Phase:

* District reviewed special education and civil rights documentation for required elements including document uploads.
* District reviewed a sample of special education student records selected across grade levels, disability categories and levels of need.
* Upon completion of these two internal reviews, the district’s self-assessment was submitted to the Department for review.

On-site Verification Phase:

* Review of student records for special education: The Department selected a sample of student records from those the district reviewed as part of its self-assessment, as well as records chosen by the Department from the special education student roster. The onsite team conducted this review, using standard Department procedures, to determine whether procedural and programmatic requirements are being met.
* Review of additional documents for special education or civil rights.
* Surveys of parents of students with disabilities: Parents of students with disabilities were sent a survey to solicit information regarding their experiences with the district’s implementation of special education programs, related services, and procedural requirements.
* Interviews of staff consistent with those criteria selected for onsite verification.
* Interviews of parent advisory council (PAC) representatives and other telephone interviews, as requested, by other parents or members of the general public.
* Observations of classrooms and other facilities: The onsite team visited a sample of classrooms and school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

**Report: For Tier 1 & 2 Tiered Focused Monitoring Reviews**

Following the onsite visit, the onsite team holds an informal exit meeting to summarize its comments for the superintendent or charter school leader. Within approximately 20 business days of the onsite visit, the onsite chairperson forwards to the superintendent or charter school leader the findings from the Tiered Focused Monitoring Review. All districts/charter schools in Tiers 1 and 2, as part of the reporting process, then develop a Continuous Improvement and Monitoring Plan (CIMP) for any criteria receiving a rating of "Partially Implemented," "Not Implemented," and “Implementation in Progress.” The CIMP outlines an action plan, identifies the success metric, describes the measurement mechanism and provides a completion timeframe to bring those areas into compliance with the controlling statute or regulation. Districts and charter schools are expected to incorporate the CIMP actions into their district and school improvement plans, including their professional development plans.

# **DEFINITION OF COMPLIANCE RATINGS**

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| **Commendable** | Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation. |
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| **Implemented** | The requirement is substantially met in all important aspects. |
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| **Implementation in Progress** | This rating is used for criteria containing new or updated legal requirements and means that the district has implemented any old requirements contained in the criterion and is training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year. |
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| **Partially Implemented** | The requirement, in one or several important aspects, is not entirely met. |
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| **Not Implemented** | The requirement is totally or substantially not met. |
| **Not Applicable** | The requirement does not apply to the school district or charter school. |

**Cape Cod Regional Technical High School**

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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|  | **Universal Standards**  **Special Education** | **Universal Standards**  **Civil Rights and Other General Education Requirements** | **Targeted Standards** |
| **IMPLEMENTED** | SE 15, SE 36, SE 50, SE 51, SE 52, SE 52A, SE 55, SE 56 | CR 3, CR 7, CR 7A, CR 7B, CR 7C,  CR 10A, CR 10B, CR 12A, CR 16,  CR 17A, CR 20,  CR 21, CR 22,  CR 23, CR 24 | SE 44, SE 45, SE 46, SE 47 |
| **PARTIALLY**  **IMPLEMENTED** | SE 54 | CR 10C, CR 25 |  |
| **NOT IMPLEMENTED** | SE 32 |  |  |

The review instruments, that include the regulatory requirements specific to the special education and civil rights criteria referenced in the table above, can be found at [www.doe.mass.edu/psm/resources/default.html](http://www.doe.mass.edu/psm/resources/default.html).

| **Improvement Area** **1** |
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| **Criterion:** SE 32 - Parent advisory council for special education |
| **Rating:** Not Implemented |
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| **Description of Current Issue:** A review of documents and interviews indicated that the school district does not currently have a functioning parent advisory council for special education (SEPAC). |
| **LEA Outcome:** The district will have a functioning SEPAC that meets bi-monthly (September, November, January, March, and May). |
| **Action Plan:** The Director of Student Services will collaborate with the principal to schedule SEPAC meetings for the same evening as the Parent Advisory Council.  The first meeting will address parental safeguards and introduce plans for the election of officers.  There will be a parent sign-in sheet to document parental participation.  1. By September 27, 2019: Hold nominations and elections for board members. Meet with elected board members to provide resources to begin the establishment of a functioning SEPAC. Assist in the facilitation of outreach and organizational goals.  The district may refer to 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.  By September 27, 2019: Submit to the Department the SEPAC meeting agenda and sign-in sheet, which identifies the role of each attendee (ex. district staff, parent, etc.).  2. Alternatively, or if no parents are in attendance at the September 27, 2019 meeting, the district shall proceed to meet this requirement in an alternate manner with the following steps:  By November 25, 2019: 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). Contact PRS for guidance on completing this form (781-338-3700).  The Office of Public School Monitoring will confirm the district’s waiver approval through communication with PRS. |
| **Success Metric:** Evidence of participation by CCT special education parents in the SEPAC meetings held during September 2019 - June 2020.  Alternatively, the district will be granted approval for an Alternative Compliance Waiver. |
| **Measurement Mechanism:** Calendar of SEPAC meeting dates for all parents and staff  Posted meeting agenda  Election of officers  Sign-in sheets with parent/staff/community participants  Alternatively, the district will obtain an Alternative Compliance Waiver approved by PRS. |
| **Completion Timeframe:** 11/25/2019 |
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| **Improvement Area 2** |
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| **Criterion:** SE 54 - Professional development |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and an administrator interview indicated that the school district does not consistently ensure that all staff, including both special education and general education staff, are trained on state and federal special education requirements. |
| **LEA Outcome:** CCT will provide documentation that the school district has provided all staff with professional development regarding state and federal special education requirements, to include but not limited to: IDEA overview, the Team meeting and re-evaluation process, completing a data-driven Team meeting form, and reading the IEP in order to inform teaching practices. |
| **Action Plan:** By September 27, 2019, an overview of state and federal regulations for special education will be provided at the all-staff meeting prior to the beginning of the school year.  By September 27, 2019, the agenda and materials will be provided to the Department along with signed attendance sheet. |
| **Success Metric:** All staff will be provided professional development annually on state and federal regulations addressing special education. |
| **Measurement Mechanism:** The district will ensure that moving forward, all staff will be provided professional development annually on state and federal regulations addressing special education.  Signed attendance sheets for staff training will be monitored. |
| **Completion Timeframe:** 09/27/2019 |
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| **Improvement Area 3** |
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| **Criterion:** CR 10C - Student Discipline |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents indicated that the district does not have a school-wide education service plan describing the education services the district will make available to students who are expelled or suspended from school for more than ten consecutive days. The plan must include the process for notifying students and their parents of the services and arranging such services. The education services shall also be based on, and provided in a manner consistent with, the academic standards and curriculum frameworks established for all students. |
| **LEA Outcome:** Cape Cod Regional Technical High School will fully implement the requirements for CR 10C. |
| **Action Plan:** Cape Cod Regional Technical High School has reviewed and revised the long-term suspension/expulsion decision letters to include the Education Service Plan.  The Education Service Plan and the revised long-term suspension/expulsion decision letters were developed and will be submitted to the Department for review by September 27, 2019.  By September 27, 2019, the district will include the general description of the Education Service Plan on the website as part of the suspension information included in the Student Handbook. |
| **Success Metric:** Cape Cod Regional Technical High School will measure success by offering this option to nothing less than 100% of the students who receive a long-term suspension or are expelled. |
| **Measurement Mechanism:** Cape Cod Regional Technical High School will review all long-term suspensions and expulsions quarterly to ensure 100% compliance. |
| **Completion Timeframe:** 09/27/2019 |
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| **Improvement Area 4** |
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| **Criterion:** CR 25 - Institutional self-evaluation |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and interviews indicated that the district does not evaluate all aspects of its 9-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. Specifically, the district submitted a summary of responses to a parent survey that included some questions about access to district programs, but did not provide an analysis of the results and a plan to make such changes as indicated by the evaluation. |
| **LEA Outcome:** Cape Cod Regional Technical High School will fully implement the requirements for CR 25. |
| **Action Plan:** In order to evaluate all aspects of Cape Cod Regional Technical High School's 9-12 program annually the district will implement the following steps:  By August 30, 2019, submit to the Department samples of the Civil Rights Institutional Self-Evaluation Surveys developed to gain input from students, teachers, parents, and others.  The Civil Rights Institutional Self-Evaluation Survey will be issued to all staff, parents and students in the first week of the school year. It will also be shared on social media in order to reach alumni and other community members. Cape Cod Regional Technical High School administration will review the fall survey results in early October. A detailed analysis will be provided to the School Committee on October 24, 2019.  By November 25, 2019, the district will submit to the Department the report with analysis of the survey results and recommended next steps.  Cape Cod Regional Technical High School intends to conduct a second survey in the spring and will review the spring survey results in early July 2020. A comparison between the two surveys will be developed and utilized to address areas of need. The areas of need will be shared with the School Committee in August 2020. |
| **Success Metric:** The district will have created evaluation tools that are inclusive of all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability or housing status. |
| **Measurement Mechanism:** The district will annually complete a self-evaluation of its 9-12 programs and make improvements based on the results. |
| **Completion Timeframe:** 11/25/2019 |
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