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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT** **District:** **Tri-County Regional Vocational Technical High School****MCR Onsite Dates:** **02/12/2015 - 02/13/2015****Program Area: Special Education** |
|   |  | Mitchell D. Chester, Ed.D.Commissioner of Elementary and Secondary Education |
| 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 and staff interviews indicated that students are assessed in all areas of suspected disability during re-evaluations. Also, educational assessments that include the history of a student's educational progress in the general education curriculum are completed by a representative of the school district. |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that whenever an evaluation shows that a student has a disability on the autism spectrum (ASD), IEP Teams consider and specifically address the verbal and nonverbal communication needs of the student; the need to develop social interaction skills and proficiencies; the needs resulting from the student's unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development. Record review and staff interviews indicated that IEP Teams have developed a checklist to guide the IEP development of these required areas for ASD students. Teams document their consideration of each area in the IEP, along with goals and accommodations for identified areas of student need. The checklist is included with the Team meeting summary notes for parents and also maintained in the student record. |

| **SE Criterion # 6 - Determination of transition services** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that the district consistently completes and annually updates Transition Planning forms for students ages 14 or older.  |

| **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:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that the district implements procedures to obtain consent from the student to continue his/her special education program at age 18, the age of majority.  |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that in instances when the district and the parent agree in writing, through the use of the excusal form, to excuse a required Team member's participation in an IEP meeting, the excused member provides written input into the development of the IEP to the parent and the IEP Team prior to the meeting. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews demonstrated that the district consistently determines whether a student is eligible for special education and provides the parent with either a proposed IEP and proposed placement or a written explanation of the finding of no eligibility within 45 school working days after the receipt of parent’s written consent. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that progress reports sent to parents include written information on the student's progress toward the annual goals in the IEP and are complete and individualized for each student. In addition, a review of student records indicated that when a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the district consistently 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 postsecondary goals. |

| **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 the IEP now specifically addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students whose disability affects social skills development or for students identified with a disability on the autism spectrum. This information is found in the Additional Information section of the IEP. The IEP Team adds goals and services for these students, as needed. In addition, student record review confirms that all IEP goals are individualized to meet the academic, social-emotional and vocational needs of each student. |

| **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 immediately following the development of the IEP, the district provides the parent with meeting summary notes, issues the complete IEP within two calendar weeks of the meeting date, and now provides two (2) copies of the proposed IEP and proposed placement along with the Notice of Proposed School District Action (N1) form. |

| **SE Criterion # 22 - IEP implementation and availability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Staff interviews and a review of documents confirmed that the district no longer delays the implementation of the IEP due to a lack of personnel. If the district is without needed teachers or related service providers, the district informs parents in writing of any delayed services, reasons for the delay, actions the district is taking to address the personnel shortage and offers to meet the goals on the accepted IEP through alternative means. |

| **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 indicated that the district now consistently provides written notice to parents that meets all the content requirements. Specifically, the Notice of Proposed School District Action (N1) form is placed in student records and contains descriptive responses to the following federally required questions: 1) What action is the school district proposing to take?; 2) Why is the school district proposing to act?; 3) What rejected options were considered and why was each option rejected?; 4) What evaluation procedure, test, record or report was used as a basis for the proposed action?; 5) What other factors were relevant to the school district's decision?; and 6) What next steps, if any, are recommended? |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that when the participation or consent of the parent is required and the parent fails or refuses to participate, the district documents its attempts to secure the consent of the parent through multiple attempts using a variety of methods. The school psychologist keeps a log of the attempts to gain consent for testing of students and the special education director’s designee keeps the log of attempts to schedule the IEP meetings. The district consistently offers phone conferences as an alternative to in-person meetings for parents who cannot attend due to transportation or scheduling difficulties. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district provided the student roster documentation required by the Department. |

| **SE Criterion # 29 - Communications are in English and primary language of home** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Staff interviews indicated that the district has a process in place to document provision of oral translations to parents who have a primary language other than English by keeping a log in the special education office. |

| **SE Criterion # 34 - Continuum of alternative services and placements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review, staff interviews and a review of documents demonstrated that the district is now consistently providing or arranging for the provision of each element of a student’s IEP, ensuring that a continuum of services and alternative placements is available to meet the needs of all students with disabilities. The district provides the services and placement that would best address the student's individual level of need upon enrollment. When incoming students have an IEP from the sending district that requires a more restrictive setting or a substantially separate program, the district meets the needs of the individual student within the school. Specifically, the district now has a range of direct special education and related services including co-taught classes in all core curricular areas, as well as classes that have a special educator providing in-class supports and individualized resource services. In addition, paraprofessionals are assigned to classes to give students the agreed-upon supports listed in the IEP. The district contracts for related services of occupational therapy, physical therapy and speech/language as indicated in the student’s IEP. The district has hired a full-time school psychologist, three full-time school adjustment counselors who provide services to students with counseling goals, and a full-time reading teacher who provides individual and group services.  |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews revealed that all general education and special education staff members have received professional development on state and federal special education requirements and methods of collaboration. The district now provides professional development to vocational teachers regarding teaching shop vocabulary, so that students in full inclusion settings receive technical supports to facilitate student success in that setting. In addition, the contracted transportation providers who transport students with disabilities have received training on meeting the needs of these students and how to deal with emergencies for students with disabilities through an in-service session provided by Tri- County Regional Vocational Technical High School. |