|  |  |  |
| --- | --- | --- |
|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Upper Cape Cod Regional Vocational Technical School**  **MCR Onsite Date:** **03/06/2015**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 3 - Special requirements for determination of specific learning disability** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of student records indicates that when a student suspected of having a specific learning disability is evaluated, the Team does not always create a written determination as to whether or not he or she has a specific learning disability, which is signed by all members of the Team, or if there is disagreement as to the determination, one or more Team members do not document their disagreement. | | | |
| **Department Order of Corrective Action:** | | | |
| Review those records in which the Team convened after a student suspected of having a specific learning disability was evaluated in the 2014-2015 school year and the Team did not develop a written determination as to whether or not the student has a specific learning disability. Analyze the information to determine the root cause(s) for the non-compliance. Based on this root cause analysis, indicate the specific corrective actions the school will take to remedy the non-compliance.  Develop a report of the results of a second review of student records, in which an initial or re-evaluation Team meeting was held after all corrective actions have been implemented, to ensure appropriate completion of the special requirements for determination of a specific learning disability.  **\*Please note when conducting internal monitoring, the school must maintain the following documentation and make it available to the Department upon request: a) List of the student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the results of the root cause analysis with specific proposals for remedying the non-compliance, the associated timelines, and the person(s) responsible by **September 14, 2015**.  Submit the results of a review of student records and include the following:  1. The number of records reviewed;  2. The number of records in compliance;  3. For any records not in compliance, determine the root cause; and  4. The specific corrective actions taken to remedy the non-compliance.  Please submit this review by **December 14, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 09/14/2015 | 12/14/2015 |  |  |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicates that for students identified with a disability on the autism spectrum, IEP Teams consistently consider and specifically address the following:  1) The verbal and nonverbal communication needs of the student;  2) The need to develop social interaction skills and proficiencies;  3) The needs resulting from the student's unusual responses to sensory experiences;  4) The needs resulting from resistance to environmental change or change in daily routines;  5) The needs resulting from engagement in repetitive activities and stereotyped movements;  6) The need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from the autism spectrum disorder; and  7) Other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development.  Information from the discussion is included in the Notice of Proposed School District Action (N1), and is reflected in the student's goals and accommodations in the IEP. |

| **SE Criterion # 13 - Progress Reports and content** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of student records indicates that in some records progress reports were repeated verbatim over multiple marking periods. Additionally, progress reports often lacked detail and did not consistently include written information on the student's progress towards the annual goals in the IEP. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to special education staff responsible for completing progress reports on updating the progress reports and writing progress reports that address the student's progress towards the annual IEP goals.    Develop an internal oversight and tracking system for ensuring that progress reports are updated and contain information on the student's progress towards the annual goals in the IEP. The oversight and tracking system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, in which progress reports were written subsequent to implementation of all corrective actions, to ensure appropriate completion.  **Please note when conducting internal monitoring, the school must maintain the following documentation and make it available to the Department upon request: a) List of the student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the training information, including the agenda and sign-in sheet by **September 14, 2015**.  Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **September 14, 2015**.  Submit the results of a review of student records and include the following:  1. The number of records reviewed;  2. The number of records in compliance;  3. For any records not in compliance, determine the root cause; and  4. The specific corrective actions taken to remedy the non-compliance.  Please submit the above information by **December 14, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 09/14/2015 | 12/14/2015 |  |  |

| **SE Criterion # 14 - Review and revision of IEPs** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and an interview indicate that the school utilizes amendments to reflect Team decisions for changes to the IEP, including changes when agreed-upon direct services are moved from Service Delivery Grid C, Special Education and Related Services in Other Settings, to Service Delivery B, Special Education and Related Services in General Education Classroom.  Review of student records also indicates that when a student has a re-evaluation during the school year at a time when the current IEP is still in effect, the Team writes an amendment for updates that do not warrant significant changes, such as accommodations for MCAS testing. Parents are provided with an updated IEP upon request.  See also SE 22. |

| **SE Criterion # 18A - IEP development and content** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicates that for students whose disability affects social skills development, or whose disability makes him or her vulnerable to bullying, harassment, or teasing, and for students identified with a disability on the autism spectrum, IEP Teams consistently consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. The IEP reflects the Team's consideration in the Additional Information section and in goals and accommodations, as appropriate. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of student records and an interview indicate that following the IEP Team meeting parents receive a summary of the meeting, which includes a completed IEP service delivery grid describing the types and amounts of special education and/or related services proposed by the school and a statement of the major goal areas associated with these services. The school then provides the proposed IEP and placement within two calendar weeks. However, the school is not providing parents with two copies of the proposed IEP and placement; the school currently provides parents/guardians with only one copy of the proposed IEP and placement with two signature pages. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures for ensuring the provision of two copies of the proposed IEP and proposed placement to parents immediately following development at the Team meeting. Provide training to appropriate staff on these procedures.  Develop an internal oversight and tracking system for ensuring that parents are provided with two copies of the proposed IEP and placement following development at the IEP Team meeting. The oversight and tracking system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, in which IEPs were developed subsequent to implementation of all corrective actions, to ensure that parents are provided with two copies of the proposed IEP and placement following development at the Team meeting.  **Please note when conducting internal monitoring, the school must maintain the following documentation and make it available to the Department upon request: a) List of the student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit a copy of the procedures and evidence of training; include the agenda, signed attendance sheet and training materials. Submit this information by **September 14, 2015**.  Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **September 14, 2015**.  Submit the results of a review of student records and include the following:  1. The number of records reviewed;  2. The number of records in compliance;  3. For any records not in compliance, determine the root cause; and  4. The specific corrective actions taken to remedy the non-compliance.  Please submit this review by **December 14, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 09/14/2015 | 12/14/2015 |  |  |

| **SE Criterion # 22 - IEP implementation and availability** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of student records and an interview indicate that all IEPs are dated to start in August and run through June, regardless of when the IEP Team meeting is held. As a result, IEPs are often implemented several months after the Team develops a mutually agreed upon plan for services. For example, the Team may convene in January for the annual review IEP Team meeting, but the IEP will not be dated to start until August, although the student’s needs may have changed by the start of the IEP period. Once the IEP has been accepted by the student or parent/guardian, the school must provide the mutually agreed upon services without delay. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures for ensuring that the IEP is dated consistent with the Team meeting date so that the parent/guardian or student can accept the proposed IEP and placement without delay. Provide training to Team chairpersons on these procedures.  Develop an internal oversight and tracking system for ensuring that at the annual review IEP Team meeting, the Team reviews, revises or develops a new IEP, or refers the student for a re-evaluation, as appropriate. The oversight and tracking system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, in which IEPs were developed subsequent to implementation of all corrective actions, to ensure that the IEP date is consistent with the annual review IEP Team meeting.  **Please note when conducting internal monitoring, the school must maintain the following documentation and make it available to the Department upon request: a) List of the student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit a copy of the procedures and evidence of Team chairperson training; include the agenda, signed attendance sheet and training materials. Submit this information by **September 14, 2015**.  Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **September 14, 2015**.  Submit the results of a review of student records and include the following:  1. The number of records reviewed;  2. The number of records in compliance;  3. For any records not in compliance, determine the root cause; and  4. The specific corrective actions taken to remedy the non-compliance.  Please submit this review by **December 14, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 09/14/2015 | 12/14/2015 |  |  |

| **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** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicates that when an evaluation is proposed, the Notice of Proposed School District Action (N1) contains sufficient detail and responds to all questions on page 2 of the N1 form. Specifically, the N1 form includes a description of the action proposed or refused by the school; an explanation of why the school proposed or refused to take the action; a description of any other options the school considered and the reasons why those options were rejected; a description of each evaluation procedure, test, record, or report the school used as a basis of the proposed action; and a description of any other factors that were relevant to the school's proposal. |

| **SE Criterion # 26 - Parent participation in meetings** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The school provided its special education student roster as required by the Department. |

| **SE Criterion # 46 - Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of documentation indicates that procedures for the suspension of students with disabilities, as set forth in the code of conduct, include appropriate procedures for conducting a manifestation determination and placement in an interim alternative educational setting. Specifically, the procedures set forth that a manifestation determination is conducted when a suspension constitutes a change in placement. The manifestation determination occurs when school personnel, the parent and other relevant members of the Team convene to review all relevant information to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the school’s failure to implement the IEP. The procedures also indicate that the school may place a student in an interim alternative educational setting, as determined by the Team, for up to 45 school days on its own authority if the behavior involves weapons, illegal drugs or another controlled substance, or if the student inflicted serious bodily injury on another person while at school or at a school function or, as considered on a case by case basis, unique circumstances arise. The student may also be placed in an interim alternative educational setting on the authority of a hearing officer if the officer orders the alternative placement after the school provides evidence that the student is “substantially likely” to injure him/herself or others.  The procedures also indicate that in either case the interim alternative educational setting enables the student to continue in the general education curriculum and continue to receive services identified on the IEP, and that the student is provided with services to address the behavior problem.  Review of student records also indicates that the school follows these appropriate procedures when a suspension constitutes a change in placement. |

| **SE Criterion # 47 - Procedural requirements applied to students not yet determined to be eligible for special education** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Not Implemented | | | |
| **Basis for Findings:** | | | |
| Review of documentation indicates that the procedural requirements applied to students not yet determined eligible for special education are not included in the code of conduct. Specifically, the procedures should set forth that if, prior to the disciplinary action, the school had knowledge that the student may be a student with a disability, then the school makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The school will be considered to have prior knowledge if the parent had expressed concern in writing, the parent requested an evaluation or if staff had expressed concern about a pattern of behavior to the special education director or other supervisory personnel. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures to be included in the code of conduct regarding the requirements applied to students not yet determined eligible for special education. Train Team chairpersons and the principal on these procedures. | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the code of conduct and evidence of training; include the agenda, signed attendance sheet and training materials. Submit this information by **September 14, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 09/14/2015 |  |  |  |

| **SE Criterion # 48 - Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records, documentation and an interview indicate that the school has changed the scheduling of academic support services. As a result, all students receiving special education academic support services have equal access to participate in physical education classes as required. |

| **SE Criterion # 51 - Appropriate special education teacher licensure** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of documentation indicates that all special education teachers are appropriately licensed. |