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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Whittier Regional Vocational Technical High School**  **MCR Onsite Date:** **04/05/2017**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 4 - Reports of assessment results** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that academic assessment summaries do not always include a summary in writing of the procedures employed, the assessment results, the evaluator's diagnostic impressions, a description of the student's needs in educationally relevant and common terms, and offer explicit means of meeting these needs. | | | |
| **Department Order of Corrective Action:** | | | |
| Revise procedures to ensure that each person conducting an academic assessment summarizes in writing the procedures employed, the results, and the diagnostic impressions, and defines in detail and in educationally relevant and common terms, the student's needs, offering explicit means of meeting them. Provide training to all responsible personnel on these procedures.    Develop an internal oversight and tracking system to ensure that assessment summaries include all required components. The oversight system should include periodic reviews by an administrator to ensure ongoing compliance.    Develop a report of the results of an internal review of student records, with initial evaluations or re-evaluations conducted subsequent to implementation of all corrective actions, to ensure that academic assessment summaries consistently include all required components.  **\*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 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 evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **November 3, 2017**.  Submit a description of the internal oversight and tracking system by **November 3, 2017**.  Submit the results of the internal 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 **February 9, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 11/03/2017 | 02/09/2018 |  |  |

| **SE Criterion # 13 - Progress Reports and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that although parents receive progress reports on IEP goals at least as often as parents are informed of the progress of non-disabled students, reports do not consistently include written information on the student's progress towards the annual goals in the IEP. Specifically, progress reports contain identical comments from one reporting period to the next.  A review of student records and staff interviews indicated that when a student's eligibility terminates because the student has graduated or exceeded the age of eligibility, the school 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, and copies of the student's most recent IEP, progress reports, and evaluations. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures to ensure that progress reports consistently include written information on the student's current progress towards annual goals in the IEP. Provide training for Team chairpersons, special education teachers and related service providers on these procedures.  Develop an internal oversight and tracking system to ensure that progress reports include written information on student progress towards IEP goals. The oversight system should include periodic reviews by an administrator to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, with progress reporting subsequent to implementation of all corrective actions, to ensure that progress reports address students' current progress towards IEP goals.  **\*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 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).** | | | |
| **equired Elements of Progress Reports:** | | | |
| Submit evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **November 3, 2017**.  Submit a description of the internal oversight and tracking system by **November 3, 2017**.  Submit the results of the internal 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 **February 9, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 11/03/2017 | 02/09/2018 |  |  |

| **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, a Team meeting is held 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. Staff interviews indicated that IEP Teams consistently review and revise IEPs to address any lack of expected student progress towards the annual goals and in the general curriculum.  A review of student records staff interviews also indicated that when the school and parent agree to make changes to a student's IEP between annual meetings, the Team is reconvened to amend the IEP. Parents are advised that they may request a revised copy of the IEP with the amendments incorporated. |

| **SE Criterion # 18A - IEP development and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that IEP Teams do not consistently address all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Specifically, the Present Levels of Educational Performance (PLEP) A: General Curriculum and PLEP B: Other Educational Needs consistently contain the same information. As a result, the PLEP B does not consistently address the student’s overall involvement within his/her school, including participation in extracurricular and other nonacademic activities, how the student communicates with others, and how assistive technology might support his/her effective progress.  A review of student records 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. A review of student records indicated that Teams document their considerations of the skills and proficiencies needed by students in the IEP's Additional Information section.  A review of student records and staff interviews indicated that the school has discontinued the practice of asking parents to provide consent to the signature page of the IEP at the conclusion of the IEP Team meeting. Parents leave the Team meeting with a draft IEP, which includes a completed IEP service delivery grid describing the types and amounts of special education and related services proposed by the school and the major goal areas associated with these services. Staff interviews indicated that the IEP is not changed outside of the Team meeting. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to Team chairpersons to ensure that the PLEP A and B pages of the IEP are appropriately differentiated for each student.  For those students whose records were identified by the Department, reconvene the Team to review the IEP and revise the PLEP A and B, as needed.  Develop an internal oversight and tracking system to ensure that the IEP addresses all elements, and the PLEP A and B are appropriately completed. The oversight system should include periodic reviews by an administrator to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, in which IEP development occurred subsequent to implementation of all corrective actions, to ensure that IEPs address all elements, and the PLEP A and B are appropriately completed.    **\*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 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 evidence of Team chairperson training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **November 3, 2017**.  For those student records identified by the Department, submit a copy of the revised pages from the IEP and the Team Meeting Attendance Sheet (N3A) indicating that the IEP Teams have reconvened by **November 3, 2017**.  Submit a description of the internal oversight and tracking system by **November 3, 2017**.  Submit the results of the internal 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 **February 9, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 11/03/2017 | 02/09/2018 |  |  |

| **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 IEP Teams develop the IEP prior to determining the appropriate placement to deliver the student's identified services and accommodations. A review of student records demonstrated that placements are based on the IEP, including the types of related services, types of settings, types of service providers and location where services are to be provided.  A review of student records and staff interviews indicated that parents receive a draft of the IEP at the conclusion of the IEP Team meeting, which includes a completed IEP service delivery grid describing the types and amounts of special education and related services proposed by the school and the major goal areas associated with these services. A review of student records demonstrated that the school sends two copies of the proposed IEP and placement within two calendar weeks of the Team meeting. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that when a student is removed from the general education classroom, IEP Teams consistently state why the removal is considered 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. |

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