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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Frontier Regional School District****MCR Onsite Date:** **02/06/2018****Program Area: Special Education** |
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| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **SE Criterion # 3 - Special requirements for determination of specific learning disability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that the district completes the four components used to determine eligibility for students suspected of having a specific learning disability (SLD): Historical Review and Educational Assessment (SLD 1); Area of Concern and Evaluation Method (SLD 2); Exclusionary Factors (SLD 3); and Observation (SLD 4). Student record review also indicated that IEP Team members complete a written eligibility determination which is signed by all members of the Team, or if there is disagreement as to the determination, one or more Team members document their disagreement. |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that whenever an evaluation indicates that a student has a disability on the autism spectrum, the IEP Team considers and specifically addresses 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 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.Student record review and interviews also indicated that Teams document the supports to address these needs in IEP accommodations and goals. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that within 45 school working days after receipt of the parent’s written consent to an initial evaluation or re-evaluation, the district consistently convenes the IEP Team to determine eligibility and provides the parent with either the proposed IEP and proposed placement or a finding of no eligibility.  |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that progress reports are provided at least as often as parents are informed of the progress of non-disabled students and consistently address student progress towards annual IEP goals. Student record review and interviews indicated that when a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the district does not provide 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. |
| **Department Order of Corrective Action:** |
| Develop procedures to ensure that when a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the 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. Conduct training for special education liaisons on these procedures.Develop an internal oversight and tracking system to ensure that when a student’s eligibility terminates upon graduating or exceeding the age of eligibility, the district provides the student with a summary of academic achievement and functional performance. The tracking system should include periodic reviews by an administrator to ensure continuing compliance.Subsequent to implementation of all corrective actions, conduct a review of records for students who have graduated from secondary school or exceeded the age of eligibility to ensure that the summary of academic achievement and functional performance has been completed and provided to students.\* **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;****c) name of person(s) who conducted the review with their role(s) and signature(s).** |
| **Required Elements of Progress Reports:** |
| By **April 30, 2018**, submit a copy of the procedures and evidence of training (agenda, attendance sheet with staff name, role and signature, and materials used). By **April 30, 2018**, submit a description of the district's internal oversight and tracking system.By **June 29, 2018**, 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. |
| **Progress Report Due Date(s):** |
| **04/30/2018** | **06/29/2018** |  |  |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review 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 progress towards the annual goals and in the general curriculum. Student record review and interviews also indicated that if the district and parent agree to make substantive changes to a student's IEP between annual meetings, the Team is reconvened to amend the IEP. For minor changes to the IEP, the district and parent discuss and agree to changes, which are documented as an amendment and signed by the parent. Parents are advised that they may request a complete copy of the amended IEP. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that upon determining that the student is eligible for special education, IEP Teams develop the IEP, addressing 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. Student record review also 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. Record review indicated that IEP Teams document their considerations of the skills and proficiencies needed by students in the Additional Information section of the IEP and/or within relevant IEP goals and accommodations.  |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that the district provides a summary to the parents at the conclusion of the IEP Team meeting and sends the parent two copies of the proposed IEP and placement along with the required notice within two calendar weeks. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that when a student is removed from the general education classroom at any time, the Team consistently states why the removal is considered critical to the student's program and the basis for its conclusion that education of the student could not be achieved satisfactorily in a less restrictive environment with the use of supplementary aids and services. |

| **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. |

| **SE Criterion # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and interviews indicated that Frontier Regional School District has an approved waiver to participate in the Frontier Regional - Union 38 School District Parent Advisory Council (PAC).  |

| **SE Criterion # 37 - Procedures for approved and unapproved out-of-district placements** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that the district does not develop monitoring plans or document site visits for students in out-of-district placements. In addition, document review indicated that written contracts between the district and out-of-district placements contains a statement of non-discrimination that does not include the protected category of gender identity. |
| **Department Order of Corrective Action:** |
| Review the records of all students placed out-of-district for the 2017-2018 school year that do not contain a monitoring plan and monitoring activity log. 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 district will take to remedy the non-compliance.Develop a written contract that contains a statement of non-discrimination that includes the protected category of gender identity. For those student records identified by the Department, submit a completed monitoring plan and a monitoring log that provides evidence of monitoring activities. Subsequent to implementation of all corrective actions, conduct a review of records for all students who are placed out-of-district to ensure that each student record includes: 1) completed monitoring plan; 2) a monitoring log documenting monitoring activities, including site visits; and 3) a signed contract that has a statement of non-discrimination that includes the protected category of gender identity.**\*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;** **c) name of person(s) who conducted the review, with their role(s) and signature(s).** |
| **Required Elements of Progress Reports:** |
| By **April 30, 2018**, submit the results of the root cause analysis that includes a description of the district's proposed corrective actions, the timeline for implementation, and the name and role of the person designated for oversight.By **April 30, 2018**, for those student records identified by the Department, submit a completed monitoring plan and log of monitoring activities.By **April 30, 2018**, submit a copy of the updated written contract to be used with out-of-district placements. By **June 29, 2018,** 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. |
| **Progress Report Due Date(s):** |
| **04/30/2018** | **06/29/2018** |  |  |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and interviews indicated that the district provides training on the required topics to all professional staff, including both special education and general education teachers. This training includes: 1) state and federal special education requirements and local special education policies and procedures; 2) analyzing and accommodating diverse student learning styles for inclusion of students in the general education classroom; and 3) collaboration methods among teachers and paraprofessional staff to accommodate all students with diverse learning styles in the general education classroom. Document review and staff interviews also indicated that the district provides in-service training for all locally hired and contracted transportation providers, before they begin transporting any special education student receiving special transportation, on any individual student needs and appropriate methods of meeting those needs. |