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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Orange Public Schools**  **MCR Onsite Dates:** **03/30/2017 - 03/31/2017**  **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:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Record review and interviews indicated that the district does not consistently complete required assessments consented to by the parent. Educational assessments, including a history of the student's educational progress in the general curriculum, and a teacher assessment that addresses attention skills, participation behaviors, communication skills, memory and social relations with groups, peers and adults, are not consistently completed. | | | |
| **Department Order of Corrective Action:** | | | |
| Review those records in which a Team meeting was held since the start of the 2016-2017 school year and in which educational assessments and/or teacher assessments were not consistently completed. Analyze the information to determine the root cause(s) of the non-compliance. Based on the results of the analysis, describe the steps the district will take to correct the non-compliance and provide a timeline for the implementation of those corrections.  For those students whose records were identified by the Department, reconvene the Team and consider the results of educational assessments and teacher assessments in developing the IEP.  Conduct a review of a sample of student records from across all grade levels and schools for students whose Team meetings were held after implementation of all corrective actions for evidence that educational assessments and/or teacher assessments are being 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 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:** | | | |
| 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 person(s) responsible by **October 27, 2017**.  For those student records identified by the Department, submit a copy of the Team Meeting Invitation (N3), Team Meeting Attendance Sheet (N3A), educational assessments and/or teacher assessments, and a copy of the updated IEP or any amendments to the IEP by **October 27, 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 **January 12, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| **10/27/2017** | **01/12/2018** |  |  |

| **SE Criterion # 4 - Reports of assessment results** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Record review and interviews indicated that all assessment summaries are completed prior to discussion by the Team and made available for parents at least two days prior to the Team meeting. Assessment summaries in all areas, except psychological assessments, include recommendations. Psychological assessments only state that recommendations will be discussed by the Team at the student's IEP Team meeting. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to individuals conducting psychological assessments on the required content of assessments.  Develop an internal oversight and tracking system to ensure that psychological assessments include recommendations. The tracking system should include periodic reviews by an administrator to ensure continuing compliance.  Conduct a review of a sample of psychological assessments developed for Team evaluations held after all corrective actions were completed to ensure the assessments contain recommendations.  **\* 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:** | | | |
| Provide evidence of training (agenda, attendance sheet with staff name, role and signature, and materials used) by **October 27, 2017**.  Provide a description of the internal oversight and tracking system, including the name and role of the person designated for oversight by **October 27, 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 **January 12, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| **10/27/2017** | **01/12/2018** |  |  |

| **SE Criterion # 8 - IEP Team composition and attendance** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Record review and interviews indicated that invited IEP Team members are not consistently attending Team meetings. When an invited Team member is unable to attend, the parent and the district do not always agree in writing to excuse the Team member. Specifically, the principal and related services providers are not consistently in attendance. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to Team chairpersons on the requirements for IEP Team attendance and excusal procedures.  Develop an internal oversight and tracking system to ensure the district is documenting the agreement of the parent in writing to excuse an invited Team member. The tracking system should include periodic reviews by an administrator to ensure continuing compliance.  Conduct a review of a sample of student records from across all grade levels and schools for students whose Team meetings were held after implementation of all corrective actions for evidence that when Team members are invited but not in attendance, appropriate excusal procedures are followed.  **\* 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:** | | | |
| Provide evidence of training (agenda, attendance sheet with staff name, role and signature, and materials used) by **October 27, 2017**.  Provide a description of the internal oversight and tracking system, including the name and role of the person designated for oversight by **October 27, 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 **January 12, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| **10/27/2017** | **01/12/2018** |  |  |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| 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 IEP goals.  Orange Public Schools is a pre-K through grade six district and therefore does not have any students whose eligibility terminated because the student graduated from secondary school or exceeded the age of eligibility. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| 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 student progress towards the annual goals and in the general curriculum.  Record review and interviews also indicated that if the district and parent agree to make changes to a student’s IEP between annual IEP meetings, the IEP Team is reconvened to amend the IEP. 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:** |
| 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. Interviews indicated that the IEP is not changed outside of the Team meeting.  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 IEP goals, as well as the Additional Information section of the IEP. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Interviews indicated that IEP Teams develop the IEP prior to determining the appropriate placement to deliver the student's identified services and accommodations. Record review and interviews demonstrated that Teams consistently ensure that students are educated in the school she or he would attend if the student did not require special education, unless otherwise required by the IEP. Record review also 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.  Record review and interviews indicated that parents receive summary notes at the conclusion of the IEP Team meeting, which include a completed IEP service delivery grid describing the types and amounts of special education and related services proposed by the district and a statement of the major goal areas associated with these services. Record review demonstrated that the district consistently sends two copies of the proposed IEP and placement within two calendar weeks of the Team meeting. |

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

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and interviews indicated that before transporting any special education students receiving special transportation, the district provides in-service training for all locally hired and contracted transportation providers on individual student needs and appropriate methods of meeting those needs. |