

SPECIAL EDUCATION MONITORING AND SUPPORT

OPSB Special Education Monitoring and Support Summary

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Equity and Accountability Team

The Equity and Accountability Team is positioned to provide ongoing oversight and monitoring to each of the Orleans Parish School Board charter schools, specifically in the area of Special Education. The Charter School Accountability Framework (CSAF), outlines the monitoring and oversight activities that we conduct, which are as follows:

Activity	What Is the Purpose of the Activity?	How Does the Activity Take Place?
<i>Annual Site Visit</i>	Provide the district with an opportunity to review day-to-day school practices and documentation housed at the school in a way that limits burden on schools and the district.	<ul style="list-style-type: none"> The annual site visit consists of members of the Equity and Accountability Team visiting the school to review compliance-based performance items and having a tour and conversation with school leaders. The length and content of the visit is differentiated based on the school's academic performance and compliance concerns.
<i>Annual Facilities, Health, and Safety Review</i>	Ensure that schools comply with federal, state, and local laws and policies related to facilities management and comply with lease expectations.	<ul style="list-style-type: none"> The district's facilities team visits the school, conducts reviews and shares findings with the Office of School Performance. During the course of such visits, the facilities team utilizes its "Facility Inspection Report" to ensure compliance with building leases and the law.
<i>School Handbook and Website Review</i>	Ensure that schools post legally obligated information for families and the public in their school handbook and on their school website.	<ul style="list-style-type: none"> The district collects each school's handbook to assess to what extent the school complies with relevant law and policy. Periodically, district staff review school websites to assess the extent to which websites are in compliance with law and policy.
<i>Charter Board Governance Review</i>	Ensure that charter boards are composed of the appropriate members and abide by state law and policy regarding public entities.	<ul style="list-style-type: none"> District staff review documentation submitted by the charter board to assess compliance with board composition requirements. Staff also periodically review charter board's websites and visit charter board meetings to assess compliance with the state's Open Meetings and Public Notice laws.
<i>Review of Financial Documents and Records</i>	Review each school's financial performance against and ensure compliance with the district's expectations and measures for financial performance.	<ul style="list-style-type: none"> In line with the district's annual reporting calendar for charter schools, each school is required to submit financial documents for review. District staff may review these documents to assess a school's financial standing against expectations for financial performance.
<i>Analysis of Student and</i>	Inform the district of school performance across specific areas and support efforts to	<ul style="list-style-type: none"> As information becomes available throughout the school year, per state or locally required data submissions, the district may analyze and/or audit

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<i>School-Level Data</i>	carry out differentiated oversight of schools.	data to assess school performance and student outcomes. Examples of areas for which the district may review data on an ongoing basis include enrollment, discipline, special education, and state assessments.
<i>Receipt and Assessment of Family and Community Concerns</i>	Field family concerns that are reported to the district and assess and act on such concerns as needed.	<ul style="list-style-type: none"> • Families and community members can contact the district at any time with a concern regarding schools. • Specific concerns may require the district to follow-up with schools and assess the extent to which they meet obligations. • District staff engages with schools when family concerns require the district to follow up with schools and assess the extent to which schools meet obligations.

During the Annual Site Visit, we conduct an annual school-based compliance review, which includes both a General Compliance Review and Special Education Review. During the Special Education Review, we randomly select five student files to review that the IEP is dated within one calendar year, the evaluation date is dated within 3 years, the student exceptionality on IEP aligns with the evaluation, IEP is signed by all required parties, evidence of service minutes provided in accordance with current IEP for previous and current semester, and the most recent two progress reports are present in the file and signed by the parent. This information is recorded and communicated to the school-level contact, and the OPSB staff member on the Equity and Accountability Team conducts a follow-up visit to ensure that this information is rectified when files are not in compliance.

The Equity and Accountability Team responds to School Compliance Concerns that are communicated to our office, through various methods, including the receipt of parent phone calls and emails. As a component of our investigation into special education issues, we consult with both our OPSB legal counsel, and Special Education legal counsel to be provided guidance on law, policy and/or contractual obligations and feedback on the written Notice of Non-Compliance, and remediation steps.

We inform schools of non-compliance through tiered notifications, which increase in severity, based upon the level of concern and required remedy. We may require a school to remediate approaches and/or undertake corrective actions. Depending on the issue to be addressed, we may place a school into increased oversight and may issue a Notice of Non-Compliance. The notifications are listed below:

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Type of Notification	Description of the Notification	Typical Method by Which Concerns/Non-Compliance May Be Resolved
<i>Compliance Inquiry Emails</i>	<ul style="list-style-type: none"> Email to School/CMO Leader to inquire about an issue that may arise based upon ongoing oversight activities 	<ul style="list-style-type: none"> School may provide an explanation addressing the concern in the inquiry or by taking actions in response to the inquiry. Inquiry email may lead to a Notice of Non-Compliance in the case that it is not resolved through an explanation or any of the school's actions.
<i>Level 1 Non-Compliance</i>	<ul style="list-style-type: none"> Notice of compliance deficiency, less severe in nature, for issues that are non-recurring, non-intentional, and do not cause harm to students May be issued if school fails to respond to an inquiry email Notification to be sent in a letter via email, to School/CMO Leader and Charter Board Chair 	<ul style="list-style-type: none"> Typically, notification will include time bound steps to remedy non-compliance.
<i>Level 2 Non-Compliance</i>	<ul style="list-style-type: none"> Notice of compliance deficiency, more severe in nature, such as a Level 1 issue that goes un-addressed or reoccurs, or an issue that is determined to be intentional or represents potential or real harm to students' well-being, educational rights, and safety Notification to be sent in a letter via email, to School/CMO Leader and Charter Board Chair 	<ul style="list-style-type: none"> Notification includes time bound steps to remedy non-compliance. Deficiencies could lead to various required remedies, corrective actions, Performance Improvement Plans, and/or revocation. The district posts all Level 2 Non-Compliance notices on the OPSB website and shared at monthly Accountability Committee meetings. The district reserves the right to communicate directly with the families and guardians of the school's students to inform them of such non-compliance concerns.

Based upon the consistent implementation of the CSAF, we increase oversight for schools based upon a school compliant.

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After the issuance of a Notice of Non-Compliance, the Equity and Accountability Team monitors the outlined remediation steps and may be provided with reports, and/or additional documents to support the completion of the steps. We may require the obtainment of a third-party monitor when more in-depth monitoring is required.

Overall, the Equity and Accountability Team seeks to ensure all schools provide all special populations with services and supports in a manner that ensures academic success and maintains compliance with applicable law and policy.

School Support and Improvement Team

Starting in the 2018-19 school year, OPSB established the School Support and Improvement team to ensure schools have access to a variety of resources and direct support across multiple areas. Special Education support was an immediate priority to ensure staff were hired and available to directly engage with special education educators across the city. Starting this fall, the district is equipped to implement and provide a tiered system of supports to charter schools.

Specifically, the tiered systems is designed respond to be proactive and responsive, offering multiple levels of varying intensity of support are needed to improve access for organizations to build knowledge and capacity. Levels include Universal, Targeted, and Intensive supports. Across the three levels of support there is an embedded strategy for technical assistance, partnership connections, convenings of teachers and coordinators, and resources to support development and implementation of a full continuum of services

The primary purpose of Universal Support is to provide access to tools, resources, and opportunities that promote knowledge and transfer of evidence-based practices. Universal supports help teachers and support staff learn important knowledge and skills that promote improved student results. Focus of universal supports will be in areas of appropriate identification practices, specially designed instruction and support, as well as transition planning. Resources and self-assessment tools, including SPLC monitoring protocols for child find, related services, and discipline, will be made available for use. Universal support will include multiple platforms of access and options for school leaders and practitioners. This level of support is open to all school sites and CMOs. There will be open access to any convening or training offered, with a specific collaborative established for Special Education coordinators to participate in on a regular basis. In addition, schools will have access to a dedicated staff member knowledgeable in support and special education.

Targeted support addresses the “symptoms” of an issue as soon as possible and reduce the likelihood of the problem continuing and/or reduce the problem effects. Targeted supports are short term, problem specific or crisis-targeted. Support can be accessed by request or based on predetermined indicators of need such as new school site, SPLC corrective action plans, LDOE designations such as disproportionate in identification practices or discipline, or sub group performance. Technical assistance will be available onsite, via email, or phone.

Intensive supports are high intensity and require frequent contact with sites required to resolve some issues. In addition, there will be instances of schools failing to meet renewal requirements or face closure for other reasons. Support for schools in these instances is intensive to ensure the timely

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completion and continuation of services for those students with disabilities. The intent of this support is to enable families and students to have the most complete and up to date information available so that transition to a new school will be seamless. Intensive supports can be accessed based on predetermined indicators of need such as a Level 2 Notice of Noncompliance, parent/family complaints, systemic issues with special education services and delivery, or placement in an Intensive Corrective Action Plan (ICAP) by the LDOE. Technical assistance will be available onsite, via email, or phone.

Exceptional Children's Services Team

The Exceptional Children's Services Team has developed a framework for assessing and responding to special education compliance and quality in OPSB's LEA schools. This provides an added layer of special education oversight and direct support for schools in OPSB's LEA. The special education focus areas enrollment, child find, least restrictive environment, delivery of services, related services, and discipline.

I. Regular Compliance Monitoring

Annually, the ECS department will undertake the following steps:

1. Require all schools in the LEA to complete a Child Find Quality in Schools Assessment.
2. Gather data on how schools fall against a set of predetermined metrics, based upon the previous school year.
See Table A for criteria, metrics, and tools for data evaluation.
3. Conduct a site visit to every LEA charter and direct run school, to assess the extent to which schools are complying with the IDEA and Section 504. The annual special education site visit will include the following specific activities:
 - a. Student IDEA and Section 504 file reviews
 - b. File reviews of general student population files
 - c. Interviews of school staff using the SPLC and/or LDOE Protocols

The site visit will mirror components of the SPLC and LDOE on-site monitoring activities. OPSB's ECS team will also leverage components of the IDEA Documentation Checklist, as noted in Table A: *Criteria, Metrics, and Tools for Data Evaluation*.

4. Based upon those visits, and the review of data analysis, ECS will then place every school into one of three performance categories.
 - a. Tier 1: *Universal Supports*
 - b. Tier 2: *Targeted Interventions and Supports*
 - c. Tier 3: *Intensive Interventions and Supports*

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	Required Action for the School	Oversight and/or Technical Support provided by ECS	Timeline/ Recurrence of Follow-up Support from ECS
Tier 1: <i>Universal Supports</i>	*Participate in mandatory LEA-level professional development	*LEA-level professional development, SESS Representative Support, and site visits	Quarterly site visits and monthly professional development
Tier 2: <i>Targeted Interventions and Supports</i>	*Participate in targeted school-level professional development and access technical assistance in the area of non-compliance	*School-level professional development and technical assistance in the area of non-compliance, systems consultation	Quarterly site visits and bi-weekly targeted school-level technical assistance and systems consultation
Tier 3: <i>Intensive Interventions and Supports</i>	Follow the requirements in the ECS Support Plan	ECS Support Plan development and monitoring, weekly technical assistance and systems consultation	Weekly monitoring visits and systems consultation, and ECS Support Plan monitoring as needed

*Levels of support will build upon the next

II. Additional Monitoring and Technical Support

Throughout the course of the school year, if the ECS department becomes informed of a parent complaint or concern related to special education services, the ECS team will investigate the concern and identify and document the course of actions the school needs to take to remedy the non-compliance and will inform the Office of Equity and Accountability when such a concern goes unaddressed and/or rises to a level of significance deemed unacceptable per the ECS team.

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Table A: Criteria, Metrics, and Tools for Data Evaluation

Area of Compliance	Selection Criteria	Compliance Review Instrument
Enrollment	Identify schools with the highest mobility rates within the LEA	IDEA Documentation Checklist
Child Find	Identify schools with the lowest rates of identification	Child Find Quality in Schools Assessment
LRE (Least Restrictive Environment)	Identify schools with the lowest percentages of students with disabilities served in the regular class setting	LDOE Self-Assessment Instrument
Delivery of Services	Identify schools with the lowest percentage of students with disabilities scoring proficient on statewide assessments	LDOE Self-Assessment Instrument
Related Services	Identify schools with the lowest related service provision rates	SPLC Monitoring Instrument
Discipline	Target schools with the highest percentage of discipline removals of greater than ten days in a school year	SPLC Monitoring Instrument