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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Wakefield Public Schools****MCR Onsite Dates:** **02/06/2014 - 02/07/2014****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:** |
| Student record reviews and interviews indicated that the district conducts comprehensive evaluations for students with speech language needs and includes all areas of suspected disability. Record review also demonstrated that educational assessments are consistently included on proposed consent to evaluate forms. However, record review also demonstrated that the district does not complete all assessments consented to by parents, specifically home assessments and required classroom observations for students suspected of having a specific learning disability. |
| **Department Order of Corrective Action:** |
| Please complete the missing assessments for individual students identified by the Department in the Student Record Issues Worksheet and reconvene the IEP Team for each student. Please conduct a root cause analysis to explain why consented-to assessments, including home assessments and required observations, are not routinely completed. Upon identification of the cause(s), please indicate the corrective actions to address the issue(s) of consented-to optional assessments not being completed.Conduct an internal review of a minimum of 10 student records from a cross-section of the district's initial evaluations and re-evaluations conducted after all corrective actions have been implemented. Please review each record to ensure that all consented-to assessments have been 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, their role(s) and signature(s).** |
| **Required Elements of Progress Reports:** |
| Provide a narrative description of the corrective actions taken for each student identified in the Student Record Issues Worksheet. Please include a copy of the Team Meeting invitation to the parent. This progress report is due **October 31, 2014**.Submit the results of the district's root cause analysis, including the corrective actions and the associated timelines. This progress report is due **October 31, 2014**.Submit the results of the review of student records. Indicate the number of student records reviewed and the number of student records in compliance; for all records not in compliance with this criterion, determine the root cause(s) of the noncompliance and provide the district's plan to remedy the non-compliance. This progress report is due **January 26, 2015**. |
| **Progress Report Due Date(s):** |
| 10/31/2014  | 01/26/2015 |  |  |

| **SE Criterion # 3 - Special requirements for determination of specific learning disability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review indicated that when a student suspected of having a specific learning disability is evaluated, the IEP Team creates 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. If there is disagreement, Team members document their disagreement in writing. Record review demonstrated that IEP Teams consistently use the mandated Specific Learning Disability Team Determination of Eligibility form. |

| **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 shows that a student has a disability on the autism spectrum (ASD), IEP Teams consider and specifically address the verbal and nonverbal communication needs of the student; the need to develop social interaction skills and proficiencies; the needs resulting from the student's unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development.Record review demonstrated that IEP Teams use a checklist to guide the IEP development of these required areas for ASD students. Teams document their consideration of each area in the IEP, along with goals and accommodations for identified areas of student need. The checklist is included with the Team meeting summary notes for parents and also maintained in the student record. |

| **SE Criterion # 4 - Reports of assessment results** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of pre-kindergarten and elementary student records demonstrated that achievement and speech/language assessment summaries do not consistently include a description of the student's needs in detail and in educationally relevant and common terms and explicit means of meeting them. |
| **Department Order of Corrective Action:** |
| Identify the staff members responsible for conducting achievement and speech language evaluations at the pre-kindergarten and elementary school levels. Provide training for these identified evaluators on developing assessment summaries to include description of the student's needs in detail and in educationally relevant and common terms and explicit means of meeting them. Develop an internal oversight and tracking system to ensure that assessment summaries include a description of the student's needs in detail and in educationally relevant and common terms and explicit means of meeting them. The tracking system should include oversight and periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance.Subsequent to training and implementation of all corrective actions, conduct an internal review of five (5) pre-kindergarten and five (5) elementary student records (10 in total) whose parents consented to academic achievement and/or speech/language testing. Please review each record to ensure that achievement and speech/language evaluators developed assessment summaries that define the student's needs in detail and in educationally relevant and common terms and explicit means of meeting them.**\*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, their role(s) and signature(s).** |
| **Required Elements of Progress Reports:** |
| Submit evidence of training to staff responsible for achievement and speech language evaluations at the pre-kindergarten and elementary levels and include the agenda, training date, signed attendance sheets indicating the title/role of staff and the name and title of the presenter. This progress report is due **October 31, 2014**.Submit a description of the district’s internal oversight and tracking system with periodic reviews, along with the name/role of the designated person. This progress report is due **October 31, 2014**.Submit a report of the results of the internal review of records. Indicate the number of student records reviewed and the number of student records in compliance; for all records not in compliance with this criterion, determine the root cause(s) of the noncompliance and provide the district's plan to remedy the non-compliance. This progress report is due on **January 26, 2015.** |
| **Progress Report Due Date(s):** |
| 10/31/2014 | 01/26/2015 |  |  |

| **SE Criterion # 6 - Determination of transition services** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that the district's IEP Teams consistently develop transition plans for students at age 14 and review them annually thereafter. Beginning at age 14, students are routinely invited and encouraged to participate in their IEP Team meetings. |

| **SE Criterion # 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records indicated that, one year prior to the student reaching age 18, the district does not consistently inform students and their parent/guardians of the rights that will transfer from the parent/guardian to the student upon the student’s 18th birthday. Record review also demonstrated that the district does not consistently obtain consent from students with sole or shared decision-making rights to continue their special education program once the student reaches 18. |
| **Department Order of Corrective Action:** |
| Please conduct activities for individual students identified by the Department and provide documentation as outlinedin the *Student Record Issues Worksheet.*Please conduct a root cause analysis to determine why the district does not 1) notify students and their parents of the transfer of educational decision-making rights one year prior to the student’s attainment of age 18, and 2) obtain consent from students with sole or shared decision-making rights to continue the IEP once they have turned 18. Upon identification of the cause(s), please indicate the corrective actions to address the issue(s) of age of majority notification and obtaining student consent to IEPs. Following the completion of all corrective actions, conduct an internal review of at minimum five high school student records for evidence that one year prior to the student reaching age 18, the district consistently informs students and their parent/guardians of the rights that will transfer from the parent/guardian to the student upon the student’s 18th birthday.Conduct a second internal review of records for at least five high school students who have turned 18 for evidence that the district has obtained the student’s consent when s/he has sole or shared educational decision-making rights. **\*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, their role(s) and signature(s).** |
| **Required Elements of Progress Reports:** |
| Submit a narrative description of the corrective actions taken for each student identified in the *Student Record Issues Worksheet.* Please include documentation identified in the worksheet. This progress report is due **October 31, 2014.**Submit the results of the district’s root cause analysis, including the corrective actions and the associated timelines. This progress report is due **October 31, 2014**Submit a report of the results of the internal reviews of student records. Indicate the number of student records reviewed and the number of student records in compliance; for all records not in compliance with this criterion, determine the root cause(s) of the noncompliance and provide the district's plan to remedy the non-compliance. This progress report is due on **January 26, 2015.** |
| **Progress Report Due Date(s):** |
| 10/31/2014 | 01/26/2015 |  |  |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that IEP Teams consistently obtain written parent agreement to excuse required Team members. Record review also demonstrated that excused required Team members provide written input prior to the meeting. This information is noted in Team meeting summary notes, and written input is provided in a report form and dated by the excused Team member. Staff interviews indicated that the district and parent agree in writing when excusing Team members who are not necessary because their area of the curriculum or services is not being modified or discussed. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that IEP Team meetings are not consistently convened within 45 school working days of receipt of signed parent's consent to an initial evaluation or re-evaluation. |
| **Department Order of Corrective Action:** |
| Please conduct a root cause analysis to determine why IEP Team meetings are not consistently convened within 45 working school days after receipt of signed parental consent. Upon identification of the cause(s), please indicate the corrective actions to address the issue(s) of delayed IEP Team meetings. Develop an internal oversight and tracking system to ensure that IEP Team meetings are consistently convened within 45 school working days of receipt of signed parent's consent to an initial evaluation or re-evaluation. The tracking system should include oversight and periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance.Conduct an internal review of 15 records for students evaluated after the completion of all corrective actions. Please ensure that the sample represents all school levels (pre-K, elementary, middle, and high school). Please review each record to ensure that an IEP Team meeting was convened within 45 school working days or less after receipt of parental consent to an initial evaluation or re-evaluation.**\*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, their role(s) and signature(s).** |
| **Required Elements of Progress Reports:** |
| Submit the results of the district’s root cause analysis, including the corrective actions and the associated timelines. This progress report is due **October 31, 2014.**Submit a description of the district’s internal oversight and tracking system with periodic reviews, along with the name/role of the designated person. This progress report is due **October 31, 2014**.Submit a report of the results of the internal review of records. Indicate the number of student records reviewed and the number of student records in compliance; for all records not in compliance with this criterion, determine the root cause(s) of the noncompliance and provide the district's plan to remedy the non-compliance. This progress report is due on **January 26, 2015.** |
| **Progress Report Due Date(s):** |
| 10/31/2014 | 01/26/2015 |  |  |

| **SE Criterion # 9A - Elements of the eligibility determination; general education accommodations and services for ineligible students** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records, documents and interviews indicated that the district has discontinued the practice of conducting speech language screenings and offering speech language contracts in lieu of determining eligibility and developing IEPs. Records demonstrated that the district conducts evaluations in all areas of suspected disability for students with speech/language needs. When students are found eligible, the IEP Team develops an IEP with related services such as speech/language. When students are found not eligible, the district issues the appropriate notice and describes general education services to support the student's needs in the notice. |

| **SE Criterion # 12 - Frequency of re-evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews demonstrated that the district consistently conducts re-evaluations every three years unless the parent and the district agree that it is not necessary. Once it is decided that a re-determination of eligibility is not needed, the district documents the agreement and convenes an IEP Team meeting to update the IEP by reviewing existing data and obtaining input from the student’s IEP Team members. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review demonstrated that progress reports are consistently documented in student records. |

| **SE Criterion # 15 - Outreach by the School District (Student Find)** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and interviews indicated that the district conducts frequent outreach and continuous liaison with community groups to identify children in need of special education. Examples of outreach include early intervention child find activities with the Children's Early Learning Center in Wakefield, monthly meetings with the North Suburban Network, and district outreach for its annual screening of pre-school children. |

| **SE Criterion # 16 - Screening** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record and document review and interviews demonstrated that the district conducts screenings for three and four year olds annually. The district uses a variety of screening instruments in areas such as vocabulary acquisition, pre-literacy, and fine and gross motor skills. The district provides interpreters from Catholic Charities as needed for parents during screening sessions. |

| **SE Criterion # 17 - Initiation of services at age three and Early Intervention transition procedures** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of pre-kindergarten student records demonstrated that the district consistently ensures the development and implementation of an IEP for eligible children by the date of the child's third birthday. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records, documents and staff interviews indicated that when the IEP Team evaluation shows that a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment or teasing, the IEP addresses the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. For students identified with a disability on the autism spectrum, the IEP Team considers and specifically addresses the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. This information is found in the Additional Information section of the IEP and or Present Levels of Educational Performance A and B and if needed in IEP social emotional or behavioral goals.A review of student records demonstrated that IEP Teams address all elements of the most current IEP format provided by the Department of Elementary and Secondary Education, including Transition Planning Forms, Present Levels of Educational Performance B (PLEP B) and Nonparticipation Justification sections of the IEP. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of records for students placed in the Woodville Elementary School’s behavioral program during the 2013-2014 school year demonstrated that all records contained evaluation reports, determinations of eligibility, and IEPs developed prior to the students’ placements in the program. Interviews and a review of procedures confirmed that the district has ceased the practice of placing students in the behavioral program prior to determining eligibility.  |

| **SE Criterion # 19 - Extended evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and interviews indicated that when IEP Teams find a student eligible for special education but evaluation information is insufficient to develop a full or partial IEP, Teams and parents agree to initiate an extended evaluation period.The district did not have any current records for extended evaluations at the time of the mid-cycle review. |

| **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** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews demonstrated that when a student is referred for an evaluation to determine eligibility for special education by a parent, the district consistently sends written notice to the parent within 5 school days of receipt of the referral, along with the notice of procedural safeguards. Interviews and student record review demonstrated that the pre-referral process does not delay a referral for special education and in many cases may occur simultaneously. See also SE 9A. |

| **SE Criterion # 25 - Parental consent** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and staff interviews indicated that when parents revoke consent for special education services in writing, the district will promptly provide the parent with notice to discontinue services within a reasonable timeframe and attach a copy of the parent's procedural safeguards. Interviews verified that the district will not use mediation or request a due process hearing to obtain agreement or a ruling requiring the continuation of services, consistent with federal regulation.The district did not have any current records for parent revocation of consent at the time of the mid-cycle review.See also SE 24. |

| **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 # 41 - Age span requirements** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of documents determined that in all substantially separate instructional groupings at Woodville Elementary School, the ages of the youngest and oldest student do not differ by more than 48 months.Interviews and a review of documents indicated that the high school life skills classes continue to exceed the age span requirements of 48 months without securing the approval of a waiver from the Department. |
| **Department Order of Corrective Action:** |
| Please conduct a root cause analysis to determine why the high school’s life skills classes continue to exceed age span requirements. Upon identification of the cause(s), please indicate the corrective actions to address the issue(s) of age span violations.Develop an internal oversight and tracking system to ensure that the ages of the youngest and oldest student in any high school special education instructional grouping do not differ by more than 48 months and to submit written requests for approval of a wider age span as needed to the Department throughout the school year, beginning with September 2014. The tracking system should include oversight and periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance. |
| **Required Elements of Progress Reports:** |
| Submit the results of the district’s root cause analysis, including the corrective actions and the associated timelines. This progress report is due **October 31, 2014.**Submit a description of the district’s internal oversight and tracking system with periodic reviews, along with the name/role of the designated person by **October 31, 2014.**Submit the results of a review of the high school’s instructional groupings from the district’s internal oversight and tracking system, along with evidence that the district has submitted a written request for an age span waiver approval from the Department as needed by **October 31, 2014**. |
| **Progress Report Due Date(s):** |
| 10/31/2014 |  |  |  |

| **SE Criterion # 43 - Behavioral interventions** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| See 18B. |

| **SE Criterion # 51 - Appropriate special education teacher licensure** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Document review and interviews indicated that three special education teachers at the Woodville Elementary School who design and provide direct special education services described in IEPs are not appropriately licensed or waivered. |
| **Department Order of Corrective Action:** |
| Ensure that special education teachers are appropriately licensed or have secured waivers by the start of the 2014-2015 school year.Develop an internal oversight and tracking system for the district’s special education teachers and related services providers to ensure that they are appropriately licensed or waivered. The tracking system should include oversight and periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance.  |
| **Required Elements of Progress Reports:** |
| For those special education teachers at the Woodville Elementary School identified by the Department, submit a copy of each staff person’s current special education license or approved waiver. This progress report is due **August 18, 2014.**Submit a description of the district’s internal oversight and tracking system with periodic reviews, along with the name/role of the designated person by **October 31, 2014**. |
| **Progress Report Due Date(s):** |
| 08/18/2014 | 10/31/2014 |  |  |

|  **SE Criterion # 52 - Appropriate certifications/licenses or other credentials -- related service providers** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Document review and interviews demonstrated that the district employs an unlicensed staff member to provide related services to students with disabilities. |
| **Department Order of Corrective Action:** |
| Ensure that related service providers are appropriately licensed or have secured waivers by the start of the 2014-2015 school year.Develop an internal oversight and tracking system for the district’s special education teachers and related services providers to ensure that they are appropriately licensed or waivered. The tracking system should include oversight and periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance. |
| **Required Elements of Progress Reports:** |
| For the related service provider identified by the Department, submit a copy of the staff person’s current license or approved waiver. This progress report is due **August 18, 2014.**Submit a description of the district’s internal oversight and tracking system with periodic reviews, along with the name/role of the designated person by **October 31, 2014**. |
| **Progress Report Due Date(s):** |
| 08/18/2014 | 10/31/2014 |  |  |

| **SE Criterion # 55 - Special education facilities and classrooms** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Observations and interviews confirmed that students at Dolbeare Elementary School receive related services in assigned classroom spaces appropriate to the number of students being served at a given time and to the activities being provided. |