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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Lynnfield Public Schools**  **MCR Onsite Date:** **03/23/2016**  **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:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the district consistently provides all required assessments consented to by the parent, specifically a history of the student's educational progress in the general curriculum, and a teacher assessment of the student's attention skills, participation behaviors, communication skills, memory and social relations with groups, peers and adults. In addition, when an observation is proposed by the district as part of the evaluation and consented to by the parent, record review indicated that the district consistently conducts observations of students in their natural or classroom environment. |

| **SE Criterion # 3 - Special requirements for determination of specific learning disability** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and staff interviews indicated that when a student suspected of having a specific learning disability (SLD) is evaluated, the district does not consistently complete all four components used to determine a specific learning disability: Historical Review and Educational Assessment (SLD 1), Area of Concern and Evaluation Method  (SLD 2), Exclusionary Factors (SLD 3), and Observation (SLD 4).  Record review also demonstrated that not all IEP Team members sign the mandated Specific Learning Disability Team Determination of Eligibility form, specifically general education teachers and parents, and student records did not contain documentation that these Team members disagreed with the SLD determination. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures for ensuring that IEP Teams complete all four components used to determine a specific learning disability and create a written determination as to whether or not the student has a specific learning disability, which is signed by all members of the Team. If there is disagreement as to the determination, one or more Team members document their disagreement. Please see <http://www.doe.mass.edu/sped/iep/sld/default.html> for guidance on implementing these requirements. Provide training to IEP Team chairpersons on these procedures.  Develop an internal oversight and tracking system for ensuring that all required components of the specific learning disability eligibility process are completed and the written determination is signed by the Team members. The oversight and tracking system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, in which a student suspected of having a specific learning disability was evaluated subsequent to implementation of all corrective actions, to ensure that all required components for determination of a specific learning disability are 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 a copy of the procedures and evidence of Team chairperson training, including the agenda, signed attendance sheet and training materials. Submit this information by **October 28, 2016.**  Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **October 28, 2016.**  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 28, 2017.** | | | |
| **Progress Report Due Date(s):** | | | |
| 10/28/2016 | 02/28/2017 |  |  |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that whenever an evaluation indicates that a student has a disability on the autism spectrum (ASD), IEP Teams consider and specifically address:   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.   Any area of need that is identified during IEP development is addressed with goals and accommodations. |

| **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 and staff interviews indicated that, one year prior to the student reaching age 18, the district does not consistently inform students and their parent/guardian of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday.  Record review also indicated 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 years of age. In addition, the student's choice to share or delegate decision-making is not consistently documented in the record. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures for notifying students and their parents/guardians of the transfer of rights that will occur at the age of majority, documenting the student’s choice of decision-making authority, and obtaining the consent of the student with sole or shared decision-making rights to continue the special education program upon turning 18. Please see <http://www.doe.mass.edu/sped/advisories/11_1.html> for guidance on implementing these requirements. Provide training to relevant staff and IEP Team chairpersons on these procedures.  For those students whose records were identified by the Department, obtain the student’s consent to continue his/her special education program.  Develop an internal oversight and tracking system for ensuring that the district is following the requirements for the transfer of parental rights at the age of majority and student participation and consent at the age of majority. The tracking system should include oversight and periodic reviews by the Director of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of records of students who are 17 and students who have turned 18 subsequent to implementation of all corrective actions, to ensure that the district has informed students and their parent/guardians of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday, documented the student’s decision-making choice if applicable, and obtained the adult student's consent to continue the special education program 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 the procedures and evidence of staff training, including an agenda, training materials, and signed attendance sheets, indicating name and role of staff by **October 28, 2016.**  For those student records identified by the Department, submit a copy of the Response Section of the IEP and the Placement Consent Form (PL 1) signed by the student. Submit this information by **October 28, 2016.**  Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **October 28, 2016.**  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 28, 2017.** | | | |
| **Progress Report Due Date(s):** | | | |
| 10/28/2016 | 02/28/2017 |  |  |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews demonstrated that within 30 school days after receipt of the parent's written consent to an initial or re-evaluation, the district consistently completes all assessments for the evaluation of the student, including educational and related services assessments. |

| **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. |

| **SE Criterion # 18A - IEP development and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and staff interviews indicated that for students identified with a disability on the autism spectrum, IEP Teams consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing in the student’s IEP. However, when the IEP Team evaluation indicated 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, IEP Teams do not address the skills and proficiencies needed for the student to avoid and respond to bullying, harassment, or teasing in the IEP. | | | |
| **Department Order of Corrective Action:** | | | |
| Revise the district's procedures for ensuring that whenever an evaluation indicates 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, IEP Teams address the skills and proficiencies needed for the student to avoid and respond to bullying, harassment, or teasing in the IEP. Please see <http://www.doe.mass.edu/sped/advisories/11_2ta.html> for guidance on implementing these requirements. Provide training to IEP Team chairpersons on these procedures. For those students whose records were identified by the Department, reconvene the IEP Teams to consider and address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing in the IEP.  Develop an internal oversight and tracking system for ensuring that IEP Teams address the skills and proficiencies needed for the student to avoid and respond to bullying, harassment, or teasing. The tracking system should include oversight and periodic reviews by the Director of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of records of students whose disability affects social skills development or makes him or her vulnerable to bullying, harassment, or teasing and with IEPs developed subsequent to implementation of all corrective actions, to ensure that IEP Teams address the skills and proficiencies needed for the student to avoid and respond to bullying, harassment, or teasing.  **\*Please note that 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 revised procedures and evidence of staff training, including an agenda, training materials, and signed attendance sheets, indicating name and role of staff by **October 28, 2016.**  For those student records identified by the Department, submit a copy of the IEP and the Team Meeting Attendance Sheet (N3A) indicating that the IEP Teams have reconvened.  Submit this information by **October 28, 2016.**  Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **October 28, 2016.**  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 28, 2017.** | | | |
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| **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 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. Records and interviews indicated 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 its special education student roster as requested by the Department. |

| **SE Criterion # 37 - Procedures for approved and unapproved out-of-district placements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that the district has written contracts with all public and private out-of-district programs, monitors the provision of services and programs of individual students, and develops monitoring plans and documents all actual monitoring, including site visits, in the record of every student who has been placed out-of-district. |