

# Lincoln Public Schools

Stephanie Powers  
Administrator for Student Services

---

To: School Committee  
From: Stephanie Powers, Administrator for Student Services  
Re: Report on Department of Elementary and Secondary Education's Mid-cycle Report  
Date: October 19, 2010

This memo reports on the findings of the Department of Elementary and Secondary Education's (ESE) Mid-cycle review of the District's compliance with special education law, regulations and procedures. The Mid-cycle review is one step in the Statewide review cycle. Each school district and charter school in the Commonwealth is scheduled to receive a Coordinated Program Review every six years and a mid-cycle special education follow-up visit three years after the Coordinated Program Review. The Lincoln Public Schools participated in a full Coordinated Program Review in the 2006-2007 school year; received a Mid-cycle review in 2009-2010, and the district is expected to be fully reviewed again in 2012-2013.

In October 2007, the ESE issued a Coordinated Program Review (CPR) report based upon review of documents and interviews during on-site visits to the Lincoln Public Schools. In the area of special education, the evaluators noted six areas of commendation, fifty-two criteria in full compliance and seven criteria in partial compliance. Correction was made in all seven areas and documentation has been provided to the ESE.

Methods used in reviewing programs include:

- Review of documentation about the operation of the charter school or district's programs.
- Interviews of administrative, instructional, and support staff across grade levels.
- Interviews of parent advisory council (PAC) representatives and telephone interviews as requested by other parents or members of the general public.
- Review of student records for special education (and for student accommodation plans under Section 504), English learner education, and career/vocational technical education. The Department selects a representative sample of student records for the onsite team to review, using standard Department procedures, to determine whether procedural and programmatic requirements have been implemented.
- Surveys of parents of students with disabilities and parents of English learners. Parents of students with disabilities whose files are selected for the record review, as well as the parents of an equal number of other students with disabilities, are sent a survey that solicits information regarding their experiences with the district's implementation of special education programs, related services, and procedural requirements; parents of English learners whose files are selected for the record review are sent a survey of their experiences with the district's implementation of the English learner education program and related procedural requirements.
- Observation of classrooms and other facilities. The onsite team visits a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

The focus of the Mid-cycle Review was on the areas of partial compliance identified in 2007. The Mid-cycle Audit Team found the district to be in full compliance on October 6, 2010. It is quite rare for a school district to receive a report that awards this commendation. It is important to acknowledge the work of the special education faculty, staff and administrators, along with the support of the School Committee and the Lincoln School community, that made this happen.



# Lincoln Public Schools

Stephanie Powers  
Administrator for Student Services

### SE 3 Special requirements for the determination of specific learning disability

ESE Findings in 2007	ESE Findings in 2010	ESE Rating 2010
This regulation did not apply at the time of the Full Review.	The district's student records demonstrated that special education staff members appropriately document a determination of specific learning disability, using the forms required by the DESE. Documentation provided by the district showed that staff members have had extensive and detailed training in the use of this process.	Implemented

### SE 24 Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE

ESE Findings in 2007	ESE Findings in 2010	ESE Rating 2010
<p>Record review indicates that most notices of proposed school district action concerning IEPs and placements contain sufficient detail. However, with respect to proposed evaluations, notices were not always individualized and did not always include a description of the specific assessments being proposed for each individual student, or a description of the reasons why the district has proposed the evaluation.</p> <p>Interviews indicate that the district's practice is to provide the parent with the chairperson's version of an IEP and placement page (PL1) at the end of a Team meeting. The parent is informed that s/he can sign this copy of the IEP/PL1 (with any changes made by the Team indicated in handwriting on the chair's copy), or that they can await the mailing of an IEP/PL1 on which the Team's alterations will be typed in. Since the copies of the IEP/PL1 provided at the end of the Team meeting are considered proposals that may be then accepted by parents, the district must ensure that the notice of proposed school district action (prior written notice) is</p>	<p>A review of student records demonstrated that the district provides individualized Notice of Proposed School District Action for evaluations, including a description of the proposed assessments.</p> <p>The district changed its' practice of providing a copy of the IEP and placement page at the end of meeting for signature, as this was occurring without a notice. District practice is now to provide a copy of the proposed IEP plus a notice of the district's proposed action. This was verified both through record review and through document review of the district's training and monitoring results.</p>	Implemented

provided along with them. Currently, that is not the district's practice. In addition, student records did not contain copies of these proposed documents, which should become part of the student record.		
--	--	--

**SE 29 Communications are in English and primary language of home**

ESE Findings in 2007	ESE Findings in 2010	ESE Rating 2010
Although interviews and documentation indicate that the district provides interpreters for Team meetings, and that often these interpreters translate documents for parents, interviews indicate that the district does not always keep written documentation of the oral translation of these documents, as required.	The district has implemented the practice of having the translators attending any Team meeting sign off on the attendance sheet. Record review demonstrated that this practice is used, and that special education records are translated. Documentation included the translation checklist (used by staff); purchase orders for translating materials; and memoranda from the Student Services Administrator to special education staff regarding the use of the translation checklist.	Implemented

**SE 40 Instructional Grouping and SE 41 Age Span Requirement**

ESE Findings in 2007	ESE Findings in 2010	ESE Rating 2010
<p>While interviews indicate compliance with this criterion, the district's submitted documentation does not list all classes and instructional groups by period, teacher or staff member (e.g., related service provider, paraprofessional). As a result, substantial compliance with this criterion could not be confirmed.</p> <p>Note: The Program Quality Review team conducted on-site visits in Lincoln on 5/8-10/07 and 5/21-25/07 as part of the Coordinated Program Review. The Lincoln Public Schools received the preliminary Coordinated Program Review Report on 8/27/07. Lincoln communicated with Michelle Griffin regarding findings in the areas of SE40 and SE41 in a letter dated 9/24/07. There were several email exchanges afterwards and the district expected the final report to show compliance in these areas. In 10/07, the district received a Final Report that lacked this correction. In response, the district submitted a Corrective Action Plan with all</p>	<p>District documentation indicated that LPS' instructional groupings for students on IEPs are well below the maximum numbers allowed by regulation.</p> <p>LPS demonstrated that the ages of the youngest and oldest child in any instructional grouping did not differ by more than 48 months.</p>	Implemented

<p>documentation to Michelle Griffin on 2/1/08. The letter received by the district from Joan Brinckerhoof and David Wheeler on 10/21/08 indicated that no further action was required in regards to SE 40 and SE 41. In fact, the district was granted a finding of Full Implementation in all areas of Special Education (including SE40 and SE 41) as part of this document. It was our understanding that in the Coordinated Program Review Report (10/07) the district should have been found in compliance in regards to SE 40 and SE 41. The ESE team decided to proceed with an audit in this area.</p>		
---	--	--

**SE 52 Appropriate certifications/licenses or other credentials -- related service providers**

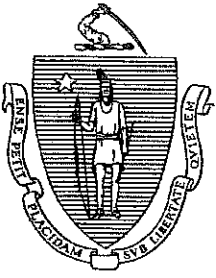
ESE Findings in 2007	ESE Findings in 2010	ESE Rating 2010
<p>Documentation review indicates that four district social workers do not hold Department of Education licensure, although they hold state professional licensure.</p>	<p>The district provided photocopies demonstrating that all social workers and school adjustment counselors employed in the Lincoln Public Schools are currently certified by the state.</p>	<p>Implemented</p>

**SE 52A Registration of educational interpreters**

ESE Findings in 2007	ESE Findings in 2010	ESE Rating 2010
<p>This regulation did not apply at the time of the Full Review.</p>	<p>The district has hired an ASL interpreter on an as-needed basis; documentation demonstrated that she is registered with the Massachusetts Commission for the Deaf and Hard of Hearing.</p>	<p>Implemented</p>

**SE 55 Special Education facilities and classrooms**

ESE Findings in 2007	ESE Findings in 2010	ESE Rating 2010
<p>The district offers a great deal of internal and external training opportunities to its staff. However, while documentation indicates that training was offered to student services staff on the state and federal special education requirements and related local special education policies and procedures, interviews indicate that it was not required that all regular education and paraprofessional staff attend.</p>	<p>The district installed a door and wall in 2008 to replace the partial divider separating two instructional spaces.</p>	<p>Implemented</p>



# The Massachusetts Department of Elementary and Secondary Education

RECEIVED  
OCT 12 2010

75 Pleasant Street, Malden, Massachusetts 02148-4096

Telephone: (781) 338-3700  
TTY: N.E.T. Relay 1-800-439-2370

October 6, 2010

Michael F. Brandmeyer  
Superintendent  
Lincoln Public Schools  
Ballfield Road  
Lincoln, MA 01773

Re: Lincoln Public School Mid-cycle Report

Dear Superintendent Brandmeyer:

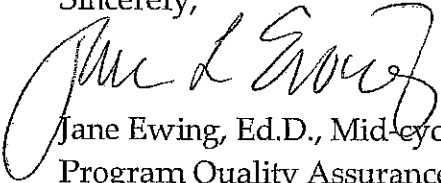
Enclosed is the Department of Elementary and Secondary Education's Mid-cycle Report based on the Mid-cycle Review conducted in your district in May 2010. In this Mid-cycle Review the Department monitored selected special education criteria to determine your district's compliance with special education laws and regulations. The review consisted of information gathered from one or more of the following activities: staff interviews, review of student records, examination of documentation, and/or classroom observation.

We are pleased to tell you that the Department has found your district to be in compliance with all of the criteria monitored in your district during the Mid-cycle Review. The findings of the Department are included in the enclosed report. You and your entire staff are to be congratulated for your success in implementing the requirements included in these criteria.

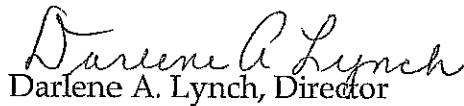
The Department will notify you of your district's next regularly scheduled Coordinated Program Review (CPR) several months before it is to occur. At this time we anticipate that this CPR will occur sometime during the 2013 school year unless the Department determines that there is some reason to schedule this visit earlier.

Your staff's cooperation throughout this Mid-cycle Review is appreciated. If you have questions about this letter or the enclosed report, please do not hesitate to contact Jane Ewing at (781) 338-3741.

Sincerely,



Jane Ewing, Ed.D., Mid-cycle Review Chairperson  
Program Quality Assurance Services



Darlene A. Lynch, Director  
Program Quality Assurance Services

cc: Mitchell D. Chester, Ed.D., Commissioner of Elementary and Secondary  
Education  
Dean Paolillo, Supervisor, Program Quality Assurance Services  
Jennifer Glass, Chairperson, School Committee, Lincoln Public Schools  
Stephanie Powers, Local Program Review Coordinator

Encs: Mid-cycle Report

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
MID-CYCLE REPORT**

**LINCOLN PUBLIC SCHOOLS**

Dates of the Mid-cycle Review Onsite: May 12, 2010

Date of this Report: October 6, 2010

PLEASE NOTE THAT THIS REPORT IS IN TWO SECTIONS.

**Required Special Education Criteria Monitored in this Mid-cycle Review**

*Current special education criteria available by scrolling down to the special education instrument at  
<http://www.doe.mass.edu/pqa/review/cpr/default.html>*

Criterion	Criterion Implemented ✓	Criterion Partially Implemented (PI) or Not Implemented (NI)	Method(s) of Investigation	Basis of Determination about Criterion	<i>If Partially Implemented or Not Implemented:</i> (a) Required Corrective Action and Timelines for Implementation	(b) Progress Report Due Date(s) and Required Elements
SE 3 Special requirements for the determination of specific learning disability	✓		Student record review, Document review & Interview	The district's student records demonstrated that special education staff members appropriately document a determination of specific learning disability, using the forms required by the DESE. Documentation provided by the district showed that staff members have had extensive and detailed		

Criterion	Criterion Implemented ✓	Criterion Partially Implemented (PI) or Not Implemented (NI)	Method(s) of Investigation	Basis of Determination about Criterion	<i>If Partially Implemented or Not Implemented:</i> (a) Required Corrective Action and Timelines for Implementation	(b) Progress Report Due Date(s) and Required Elements
				training in the use of this process.		
SE 52A Registration of educational interpreters	✓		Document review & Interview	The district has hired an ASL interpreter on an as-needed basis; documentation demonstrated that she is registered with the Massachusetts Commission for the Deaf and Hard of Hearing.		



## Additional Special Education Criteria Monitored in this Mid-cycle Review

*Current special education criteria available by scrolling down to the special education instrument at <http://www.doe.mass.edu/pqa/review/cpr/default.html>*

Criterion	Criterion Implemented ✓	Criterion Partially Implemented (PI) or Not Implemented (NI)	Method(s) of Investigation	Basis of Determination about Criterion	<i>If Partially Implemented or Not Implemented:</i> (a) Required Corrective Action and Timelines for Implementation	(b) Progress Report Due Date(s) and Required Elements
SE 24 Notice to parents	✓		Student record review, Document review & Interview	<p>A review of student records demonstrated that the district provides individualized Notice of Proposed School District Action for evaluations, including a description of the proposed assessments.</p> <p>The district changed its' practice of providing a copy of the IEP and placement page at the end of meeting for signature, as this was occurring without a notice. District practice is now to provide a copy of the proposed IEP plus a notice of the district's proposed action. This was verified both through record review and through document review of the district's training and monitoring results.</p>		

Criterion	Criterion Implemented ✓	Criterion Partially Implemented (PI) or Not Implemented (NI)	Method(s) of Investigation	Basis of Determination about Criterion	<i>If Partially Implemented or Not Implemented:</i> (a) Required Corrective Action and Timelines for Implementation	(b) Progress Report Due Date(s) and Required Elements
SE 29 Communications in English and primary language of home	✓		Student record review, Document review & Interview	The district has implemented the practice of having the translators attending any Team meeting sign off on the attendance sheet. Record review demonstrated that this practice is used, and that special education records are translated. Documentation included the translation checklist (used by staff); purchase orders for translating materials; and memoranda from the Student Services Administrator to special education staff regarding the use of the translation checklist.		
SE 40 Instructional grouping	✓		Document review & Interview	District documentation indicated that LPS' instructional groupings for students on IEPs are well below the maximum numbers allowed by regulation.		
SE 41	✓		Document	Documentation provided by		

Criterion	Criterion Implemented ✓	Criterion Partially Implemented (PI) or Not Implemented (NI)	Method(s) of Investigation	Basis of Determination about Criterion	<i>If Partially Implemented or Not Implemented:</i> (a) Required Corrective Action and Timelines for Implementation	(b) Progress Report Due Date(s) and Required Elements
Age span requirements			review & Interview	LPS demonstrated that the ages of the youngest and oldest child in any instructional grouping did not differ by more than 48 months.		
SE 52 Appropriate certification/licensure related services providers	✓		Document review & Interview	The district provided photocopies demonstrating that all social workers and school adjustment counselors employed in the Lincoln Public Schools are currently certified by the state.		
SE 55 Special education facilities and classrooms	✓		Walk-through & Photo documentation	The district installed a door and wall in 2008 to replace the partial divider separating two instructional spaces.		