Jeffrey C. Riley
Commissioner

Massachusetts Department of Elementary and Secondary Education

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April 21, 2021

Dr. Marice Edouard-Vincent, Superintendent
Medford Public Schools
489 Winthrop Street
Medford, MA 02155

Re: Tiered Focused Monitoring Report for Special Education and Civil Rights Dear

Superintendent Edouard-Vincent:

The Office of Public School Monitoring recently conducted a Tier I Tiered Focused Monitoring (TFM) Review in your district. During this review, the Department monitored selected special education and civil rights criteria to determine your district's compliance with laws and regulations.

We are pleased to tell you that the Department has found your district to be in compliance with all of the criteria monitored during the TFM Review and no corrective action is required at this time.

Enclosed you will find a copy of the Tiered Focused Monitoring Report. To access the report on the Department's website, please visit http://www.doe.mass.edu and select *Security Portal* then *PQA WebMonitoring.* Continue by selecting *Home> PSM Tier Review> Feedback/CJMP > View TFM Report.* The Tiered Focused Monitoring Toolkit, which includes the regulatory requirements specific to the special education and civil rights criteria referenced in this report, can be found at http://www.doe.mass.edn/psm/resources/default.htrnl.

In closing, we would like to thank the administration and staff who shared their time and thoughts so generously during the preparation and onsite phases of the review, and we commend you on your commitment and diligence in the areas reviewed under TFM. Special thanks are given to Joan Bowen for coordinating this visit for the district. Should you need any additional information or assistance, please do not hesitate to contact Erin VandeVeer at (781) 338-3735.

Sincerely,

Erin Vandeveer
Erin VandeVeer
Tiered Focused Monitoring Review Chairperson
Office of Public School Monitoring

Timothy Gallagher

Timothy Gallagher, Assistant Director
Office of Public School Monitoring

cc: Mayor Breanna Lungo-Koehn, School Committee Chairperson
Joan Bowen, Local Monitoring Review Coordinator

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

Medford Public Schools Tiered Focused Monitoring

Report

For Group B Universal Standards
Tier Level 1

Dates of Onsite Visit: March 9 & 10, 2021

Date of Final Report: April 21, 2021

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Commissioner of Elementary and Secondary Education

During the 2020-2021 school year, Medford Public Schools participated in a Tiered Focused Monitoring Review conducted by the Department's Office of Public School Monitoring. The purpose of the Tiered Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on special education and civil rights. **The Department is pleased to report that the district was found to be in compliance with all criteria reviewed; no corrective action is required at this time.**

School districts and charter schools are reviewed every three years through Tiered Focused Monitoring. This review process emphasizes elements most tied to student outcomes, and alternates the focus of each review on either Group A Universal Standards or Group B Universal Standards.

Group A Universal Standards address:

- Student identification
- IBP development
- Programming and support services
- Equal opportunity

Group B Universal Standards address:

- Licensure and professional development
- Parent/student/community engagement
- Facilities and classroom observations
- Oversight
- Time and learning
- Equal access

In addition, the Department has reserved a specific set of criteria, collectively known as Targeted Standards, employed when LEA or school-level risk assessment data indicate that there is a potential issue. Identified Targeted Standards are assessed in addition to the Universal Standards.
Universal Standards and Targeted Standards are aligned with the following regulations: Special

Education (SE)

- selected requirements from the federal Individuals with Disabilities Education Act (IDEA-2004); the federal regulations promulgated under that Act at 34 CFR Part 300; M.G.L. c. 71B, and the Massachusetts Board of Education's Special Education regulations (603 CMR 28.00), as amended effective March 1, 2007.

Civil Rights Methods of Administration and Other General Education Requirements (CR)

- selected federal civil rights requirements, including requirements under Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, together with selected state requirements under M.G.L. c. 76, Section 5 as amended by Chapter 199 of the Acts of2011 and M.G.L. c. 269 §§ 17 through 19.
- selected requirements from the Massachusetts Board of Education's Physical Restraint regulations (603 CMR 46.00).
- selected requirements from the Massachusetts Board of Education's Student Learning Time regulations (603 CMR 27.00).
- various requirements under other federal and state laws.

Tiered Focused Monitoring allows for differentiated monitoring based on a district/charter school's level of need; the Tiers are defined as follows:

LEAs in Tiers 1 and 2 have been determined to have no or low risk:

- Tier I/Self-Directed hnprovement: Data points indicate no concern on compliance and performance outcomes - meets requirements.
- Tier 2/Directed Improvement: No demonstrated risk in areas with close link to student outcomes - low risk.

LEAs in Tiers 3 and 4 have demonstrated greater risk:

- Tier 3/Corrective Action: Areas of concern include both compliance and student outcomes - moderate risk.
- Tier 4/Cross-unit Support and Corrective Action: Areas of concern have profound effect on student outcomes and ongoing compliance - high risk.

The phases of Tiered Focused Monitoring for Medford Public Schools included:

Self-Assessment Phase:

- District reviewed special education and civil rights documentation for required elements including document uploads.
- Upon completion of this internal review, the district's self-assessment was submitted to the Department for review.

On-site Verification Phase:

- Review of additional documents for special education or civil rights.
- Surveys of parents of students with disabilities: Parents of students with disabilities were sent a survey to solicit information regarding their experiences with the district's implementation of special education programs, related services, and procedural requirements.
- Interviews of staff consistent with those criteria selected for onsite verification.
- Interviews of parent advisory council (PAC) representatives and other telephone interviews, as requested by other parents or members of the general public.
- Observations of classrooms and other facilities: The onsite team visited a sample of classrooms and school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

DEFINITION OF COMPLIANCE RATINGS

Commendable	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.
Implemented	The requirement is substantially met in all important aspects.
Implementation in Progress	This rating is used for criteria containing new or updated legal requirements and means that the district has implemented any old requirements contained in the criterion and is training staff or begirming to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year.
Partially Implemented	The requirement, in one or several important aspects, is not entirely met.
Not Implemented	The requirement is totally or substantially not met.
Not Applicable	The requirement does not apply to the school district or charter school.

Medford Public Schools

SUMMARY OF COMPLIANCE CRITERIA INCLUDED IN THIS REPORT RECEIVING A COMMENDABLE RATING FROM THE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Universal Standards Special Education	Universal Standards Civil Rights and Other General Education Reauirements
SE32	

SE 32 - A review of documents and interviews with parents and administration indicated that the district has established a special education parent advisory council (PAC), which includes by-laws, the election of officers, and operational procedures. In addition to having a PAC representative assigned to each school, PAC members also regularly participate in school committee meetings.

The district frequently collaborates with the PAC leadership, providing space for meetings, offering teachers and administrators with continuing education credits for attending PAC meetings, supplying a membership to a statewide organization that provides information, training, and networking opportunities, and maintaining a web page on the district's website.

With collaboration among district leadership, the PAC and the school committee has improved special education services and programs within the district by producing disability awareness curriculum for both teachers and students to promote inclusivity, as well as information regarding an advisory group to advance district safety preparedness and response for students with special needs. This advisory group has produced individualized emergency kits to support students with disabilities during drills and actual emergencies.

The PAC has a social media presence (Facebook page and Twitter feed) where links to a variety of workshops, websites, and articles are posted. The PAC partners with local education experts to present parent education events, which individuals from neighboring districts attend. The district also conducts, in cooperation with the PAC, at least one workshop annually within the district on the rights of students and their parents and guardians under the state and federal special education laws.

SUMMARY OF COMPLIANCE CRITERIA RATINGS

	Universal Standards **Special Edncation**	**Universal Standards** **Civil Rights and Other General Education Requirements**
IMPLEMENTED	SE 15, SE 35, SE 36, SE 50, SE 51, SE 52, SE 52A, SE 54, SE 55, SE 56	. CR3, CR 7, CR 7A, CR 7B, CR 7C, CR 8, CR IOA, CR !OB, CR IOC, CR 12A, CR 16, CR 17A, CR20, CR 21, CR 22, CR 23, CR24, CR25
PARTIALLY IMPLEMENTED		
NOT IMPLEMENTED		
NOT APPLICABLE		

The review instruments, that include the regulatory requirements specific to the special education and civil rights criteria referenced in the table above, can be found at www.doe.mass.edu/psm/resources/default.html.