



**Fall River Public Schools**

**TIERED FOCUSED MONITORING  
REPORT**

**For Group A Universal Standards  
Tier Level 3**

**Date of Onsite Visit: May 17-20, 2021**

**Date of Draft Report: July 21, 2021**

**Date of Final Report: September 16, 2021**

**Action Plan Due: October 15, 2021**

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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
TIERED FOCUSED MONITORING REPORT**

**Fall River Public Schools**

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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
TIERED FOCUS MONITORING REPORT**

**Fall River Public Schools**

**SCOPE OF TIER FOCUSED MONITORING REVIEWS**

As one part of its accountability system, the Department of Elementary and Secondary Education oversees local compliance with education requirements through Tiered Focused Monitoring (TFM). All reviews cover selected requirements in the following areas:

**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 of 2011 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 ELEMENTS**

**Team:** Depending upon the size of a school district and the number of programs to be reviewed, a team of one to eight Department staff members conducts onsite activities over one to five days in a school district or charter school.

**Timing:** Each school district and charter school in the Commonwealth is scheduled to receive a Tiered Focused Monitoring Review every three years. The statewide Tiered Focused Monitoring cycle is posted at < <https://www.doe.mass.edu/psm/tfm/default.html> >.

**Tier Level:** Each district/charter school is assigned to one of four tier levels: Tier 1/Self-Directed Improvement; Tier 2/Directed Self-Improvement; Tier 3/Corrective Action; and Tier 4/Cross-unit Support and Corrective Action. The Tiered Focused Monitoring process and subsequent technical assistance varies by monitoring tier. Each district/school is assigned to a monitoring tier based on the district/school's designated DESE Accountability Level along with risk factors, such as Problem Resolution System complaint data and Public School Monitoring report data. Districts/schools in Tiers 1 and 2 have been determined to have no or low risk. Districts/schools in Tiers 3 and 4 have demonstrated greater risk. Agency intervention, additional onsite monitoring, and provision of technical assistance varies based on district/school tier level, allowing the Department to direct resources to those districts requiring the most support.

1. Tier 1/Self-Directed Improvement: Data points indicate no concern on compliance and performance outcomes – meets requirements.
2. Tier 2/Directed Self-Improvement: No demonstrated risk in areas with close link to student outcomes – low risk.
3. Tier 3/Corrective Action: Areas of concern include both compliance and student outcomes – moderate risk.
4. Tier 4/Cross-unit Support and Corrective Action: Areas of concern have a profound effect on student outcomes and ongoing compliance – high risk.

**Process:** Each school district or charter school undergoes a Tiered Focused Monitoring Review every three years. Regularly monitored standards are divided into two groups, known as Group A Universal Standards and Group B Universal Standards. Districts and charter schools are monitored on an alternate set of Universal Standards every three years. The Department has also reserved a specific set of criteria, collectively known as Targeted Standards, employed if LEA or school level risk assessment data indicate there is a potential issue; the identified Targeted Standards are assessed in addition to the Universal Standards.

**Self-Assessment Phase:**

- District/school review of special education and civil rights documentation for required elements including document uploads. Upon completion of this portion of the district/school's self-assessment, it is submitted to the Department for review.
- Depending on which Universal Standard group the district/school is participating in and if there are additional Targeted Standards, the district may review a sample of special

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education student records selected across grade levels, disability categories and level of need.

- If the district/school is participating in a Group A Universal Standards Tiered Focused Monitoring Review, it will submit a review of student records related to the Indicator Data Collection for Indicators 11, 12 and 13 as part of the self-assessment. This Indicator data collection is also part of the State Performance Plan/Annual Performance Report.
- Upon completion of the self-assessment, the district/school submits the data to the Department for review.

**On-site Verification Phase (dependent upon Group A or Group B Universal Standards):**

- Interviews of administrative, instructional, and support 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.
- Review of student records for special education: The Department may select a sample of student records from those the district reviewed as part of its self-assessment, as well as records chosen by the Department from the special education student roster. The onsite team will conduct this review, using standard Department procedures, to determine whether procedural and programmatic requirements have been met.
- Surveys of parents of students with disabilities: Parents of 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.
- Observations of classrooms and other facilities: The onsite team may visit 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.
- Review of additional documents for special education or civil rights.

**Report: For Tier 3 & 4 Tiered Focused Monitoring Reviews**

At the end of the onsite visit, the onsite team holds an informal exit meeting to summarize its comments for the superintendent or charter school leader and anyone else he or she chooses. Within approximately 45 business days of the onsite visit, the onsite chairperson forwards to the superintendent or charter school leader a Draft Report containing comments from the Tiered Focused Monitoring Review. The Draft Report comments for special education and civil rights are provided to the district/school on-line through the Web-based Monitoring System (WBMS). Within 10 business days of receipt of the Draft Report, the district/charter school reviews and comments on the report for factual accuracy before the publication of a Final Report with ratings and findings (see below). The Tiered Focused Monitoring Final Report will be issued within approximately 60 business days of the conclusion of the onsite visit and posted on the Department's website at

<<http://www.doe.mass.edu/psm/tfm/reports/>>.

**Content of Final Report:**

*Ratings.* In the Final Report, the onsite team gives a rating for each compliance criterion it has reviewed; those ratings are "Commendable," "Implemented," "Implementation in Progress," "Partially Implemented," "Not Implemented," and "Not Applicable."

*Findings.* The onsite team includes a finding in the Final Report for each criterion that it rates “Commendable,” “Partially Implemented,” “Not Implemented,” or “Implementation in Progress,” explaining the basis for the rating.

*Indicator Data.* In the Final Report for a district or charter school undergoing a review for Group A Universal Standards, the onsite team includes the results of the review of Indicator data submissions for Indicators 11, 12 and 13. For any Indicator data noncompliance found, the district or charter school must develop and implement corrective action that includes correcting noncompliance for the individual students affected by it, addressing the root cause and underlying reasons for the identified noncompliance, and reviewing additional records as evidence that the issues have been corrected and that requirements are being met. The Office of Special Education Programs (OSEP) requires correction of noncompliance within one year of the finding.

**Response:** Where criteria are found “Partially Implemented” or “Not Implemented,” the district or charter school must propose corrective action to bring those areas into compliance with the relevant statutes and regulations. This corrective action plan (CAP) will be due to the Department within 20 business days after the issuance of the Final Report and is subject to the Department’s review and approval. Department staff will offer districts and charter schools technical assistance on the content and requirements for developing an approvable CAP.

Department staff will also provide ongoing technical assistance as the school or district is implementing the approved corrective action plan. **School districts and charter schools must demonstrate effective resolution of noncompliance identified by the Department as soon as possible but in no case later than one year from the issuance of the Department’s Final Tiered Focused Monitoring Report.**

## INTRODUCTION TO THE FINAL REPORT

The Massachusetts Department of Elementary and Secondary Education conducted a Tiered Focused Monitoring Review in Fall River Public Schools during the week of May 17, 2021, to evaluate the implementation of Group A Universal Standards in the program areas of special education, civil rights, and other related general education requirements. The team appreciated the opportunity to interview staff and parents, to observe classroom facilities, and to review the programs underway in the district.

The Department is submitting the following Tiered Focused Monitoring Report containing findings made pursuant to this onsite visit. In preparing this report, the team reviewed extensive written documentation regarding the operation of the district's programs, together with information gathered by means of the following Department program review methods:

- Interviews of administrative, teaching, and support services staff
- Interview of a special education parent advisory council representative
- Surveys of parents of students with disabilities
- Review of special education student records
- Observations of approved public day facilities and timeout spaces

The report includes findings in the program areas reviewed based on the assigned Universal Standard group for this review. These **Group A** standards are:

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

The Tiered Focused Monitoring Report includes those criteria that were found by the team to be implemented in a “Commendable” manner, as well as criteria receiving a rating of “Partially Implemented,” “Not Implemented,” and “Implementation in Progress.” (Refer to the “Definition of Compliance Ratings” section of the report.) The Tiered Focused Monitoring Reports do not include criteria receiving a rating of “Implemented” or “Not Applicable.” This will allow the district/school and the Department to focus their efforts on those areas requiring corrective action. Districts are expected to incorporate the corrective actions into their district and school improvement plans, including their professional development plans.

## DEFINITION OF COMPLIANCE RATINGS

<b>Commendable</b>	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.
<b>Implemented</b>	The requirement is substantially met in all important aspects.
<b>Implementation in Progress</b>	This rating is used for criteria containing new or updated legal requirements; the district has implemented any old requirements contained in the criterion and is training staff or beginning 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.
<b>Partially Implemented</b>	The requirement, in one or several important aspects, is not entirely met.
<b>Not Implemented</b>	The requirement is totally or substantially not met.
<b>Not Applicable</b>	The requirement does not apply to the school district or charter school.

## Fall River Public Schools

### SUMMARY OF COMPLIANCE CRITERIA RATINGS

	<b>Universal Standards Special Education</b>	<b>Universal Standards Civil Rights and Other General Education Requirements</b>	<b>Targeted Standards</b>
<b>IMPLEMENTED</b>	SE 1, SE 2, SE 3, SE 3A, SE 6, SE 7, SE 9A, SE 10, SE 11, SE 17, SE 18A, SE 19, SE 20, SE 29, SE 34, SE 35, SE 37, SE 38, SE 39, SE 40, SE 41, SE 42, SE 43, SE 48, SE 49	CR 13, CR 14	SE 44, SE 45, SE 46, SE 47
<b>PARTIALLY IMPLEMENTED</b>	SE 8, SE 9, SE 12, SE 13, SE 14, SE 22, SE 25, SE 26	CR 18	
<b>NOT IMPLEMENTED</b>	None		
<b>NOT APPLICABLE</b>	None		

## SUMMARY OF INDICATOR DATA REVIEW

As part of the self-assessment process for districts or charter schools undergoing a review for Group A Universal Standards, the onsite team reviewed the results of Indicator data submissions for Indicators 11, 12 and 13. For any Indicator data noncompliance found, the district or charter school must develop and implement corrective action that includes correcting noncompliance for the individual students affected by it, addressing the root cause and underlying reasons for the identified noncompliance, and reviewing additional records as evidence that the issues have been corrected and that requirements are being met. The Office of Special Education Programs (OSEP) requires correction of noncompliance within one year of the finding.

The results of the Department’s analysis regarding these Indicators are as follows:

	<b>Compliant</b>	<b>Non-Compliant</b>	<b>Not Applicable</b>
<b>Indicator 11 – Initial Evaluation Timelines</b>	X		
<b>Indicator 12 – Early Childhood Transition</b>		X	
<b>Indicator 13 – Secondary Transition</b>	X		

**Fall River Public Schools**

**SPECIAL EDUCATION**

**LEGAL STANDARDS,  
COMPLIANCE RATINGS AND  
FINDINGS**

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>SE 8</b>	<p><b>IEP Team composition and attendance</b>  The following persons are members of the IEP Team and may serve in multiple roles:</p> <ol style="list-style-type: none"> <li>1. The student's parents.</li> <li>2. A representative of the school district who acts as Chairperson and who is (1) qualified to supervise or provide special education; (2) is knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources of the district.</li> <li>3. A representative of the school district who has the authority to commit the resources of the district (and who may act as the Chairperson).</li> <li>4. <ol style="list-style-type: none"> <li>a. If the student <i>may</i> be involved in a regular education program, a regular education teacher. If the student <i>is</i> involved in a regular education program, a regular education teacher of the student.</li> <li>b. If the student is participating in a special education program, a special education teacher of the student or, if appropriate, a special education provider for the student.</li> </ol> </li> <li>5. The student, if one purpose of the meeting is to discuss transition services or if otherwise appropriate and if he/she chooses.</li> <li>6. Other individuals at the request of the student's parents.</li> <li>7. An individual who is qualified to interpret the instructional implications of evaluation results, who may be any one of the persons identified in parts 2 - 4 above.</li> <li>8. Other individuals who may be necessary to write an IEP for the child, as determined by the Administrator of Special Education.</li> <li>9. When one purpose of the Team meeting is to discuss transition services, with the consent of the parent(s) or student who has reached the age of majority, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.</li> <li>10. When one purpose of the Team meeting is to discuss placement, a person knowledgeable about placement options is present at the meeting.</li> <li>11. Members of the Team attend Team meetings unless: <ol style="list-style-type: none"> <li>a. the parent and district agree to use alternative means, such as a video conference or a conference call, for any Team meeting OR</li> <li>b. the district and the parent agree, in writing, that the attendance of the Team member is not necessary because the member's area of the curriculum or related services is not being modified or discussed OR</li> <li>c. the district and the parent agree, in writing, to excuse a required Team member's participation and the excused member provides written input into the development of the IEP to the parent and the IEP Team prior to the meeting.</li> </ol> </li> </ol>	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.02(21). Part 1 of this criterion is related to State Performance Plan Indicator 8. Parts 5, 10, are related	34 CFR 300.116(a), 300.321, 300.328. See also, in the IDEA 97 regulations, 34 CFR Part 300, Appendix A, to State

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
	to Performance Plan Indicators 13 and 14. (See <a href="https://www.doe.mass.edu/sped/spp/maspp.html">https://www.doe.mass.edu/sped/spp/maspp.html</a> .)	Question #22
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of records and staff interviews indicated that the district does not always ensure that all required IEP Team members are invited to or attend Team meetings. Specifically, the district does not always invite a regular education teacher if the student is or may be involved in a regular education program, or a representative of participating public agencies when a 688 referral has been submitted for the student and one purpose of the meeting is to discuss transition. When a required Team member does not attend the Team meeting, the district does not always document district and parent agreement to excuse the required Team member and ensure that the excused IEP Team member provides written input prior to the meeting. In addition, a parent or student acting on their own behalf is not always in attendance at Team meetings. See also SE 26.*

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>SE 9</b>	<b>Timeline for determination of eligibility</b> Within 45 school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, the school district determines whether the student is eligible for special education.	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.05(1); 28.06(2)(e)	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of records indicated that the district does not always convene a Team meeting to review the evaluation data, determine whether the student is eligible for special education, and, if required, develop an IEP and provide the parents with the proposed IEP and proposed placement within 45 school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation.*

CRITERION NUMBER	Legal Standard	
SE 12	<p><b>Frequency of re-evaluation</b></p> <ol style="list-style-type: none"> <li>1. When the student's needs warrant it or a parent or teacher requests it, the school district, with parental consent, conducts a full re-evaluation consistent with the requirements of federal law, provided that:               <ol style="list-style-type: none"> <li>a. a re-evaluation is conducted every 3 years unless the parent and district agree that it is unnecessary and</li> <li>b. a re-evaluation is conducted no more frequently than once a year unless the parent and district agree otherwise.</li> </ol> </li> <li>2. The district implements re-evaluation procedures in all cases where it is suspected that a student is no longer eligible for special education, except that no re-evaluation is required before the termination of eligibility because a student has graduated with a general high school diploma or exceeded the age of eligibility.</li> </ol>	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.04(3)	34 CFR 300.303; 300.305(e)
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of records indicated that the district does not always conduct a re-evaluation every three years; in such cases, the parent and district did not agree that the re-evaluation was unnecessary.*

CRITERION NUMBER	Legal Standard	
SE 13	<p><b>Progress Reports and content</b></p> <ol style="list-style-type: none"> <li>1. Parents receive reports on the student's progress toward reaching the goals set in the IEP at least as often as parents are informed of the progress of non-disabled students.</li> <li>2. Progress report information sent to parents includes written information on the student's progress toward the annual goals in the IEP.</li> <li>3. Where a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the school district provides the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals.</li> </ol>	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.07(3)	34 CFR 300.305(e)(3); 300.320(a)(3)
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of records indicated that progress reports sent to parents do not always include written*

information on the student's progress towards the annual goals in the IEP. Specifically, progress reports are sometimes blank for specific goals or do not always address the student's progress towards their IEP goals.

CRITERION NUMBER		
	Legal Standard	
SE 14	<p><b>Review and revision of IEPs</b></p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. The IEP Team reviews and revises the IEP to address any lack of expected progress towards the annual goals and in the general curriculum.</li> <li>3. <u>Amendments to the IEP.</u> In between annual IEP meetings the district and parent may agree to make changes to a student's IEP, documented in writing, without convening a meeting of the Team. Upon request, a parent is provided with a revised copy of the IEP with the amendments incorporated.</li> </ol>	
	State Requirements	Federal Requirements
	603 CMR 28.04(3)	34 CFR 300.324(a)(4), (6) and (b)
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of records and staff interviews indicated that the district does not always hold an IEP Team meeting to review the IEP and the progress of each eligible student at least annually.*

CRITERION NUMBER		
	Legal Standard	
SE 22	<p><b>IEP implementation and availability</b></p> <ol style="list-style-type: none"> <li>1. Where the IEP of the student in need of special education has been accepted in whole or in part by that student's parent, the school district provides the mutually agreed upon services without delay.</li> <li>2. At the beginning of each school year, the district has an IEP in effect for each eligible student within its jurisdiction.</li> <li>3. Each teacher and provider described in the IEP is informed of his or her specific responsibilities related to the implementation of the student's IEP and the specific accommodations, modifications, and supports that must be provided for the student under it.</li> <li>4. The school district does not delay implementation of the IEP due to lack of classroom space or personnel, provides as many of the services on the accepted IEP as possible and immediately informs parents in writing of any delayed services, reasons for delay, actions that the school district is taking to address the lack of space or personnel and offers alternative methods to meet the goals on the accepted IEP. Upon agreement of the parents, the school district implements</li> </ol>	

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
	alternative methods immediately until the lack of space or personnel issues are resolved.	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.05(7)(b); 28.06(2)(d)(2)	34 CFR 300.323
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of records and staff interviews indicated that, at the beginning of the school year, the district does not always have an IEP in effect for each eligible student.*

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>SE 25</b>	<p><b>Parental consent</b></p> <ol style="list-style-type: none"> <li>1. The school district obtains written parental consent before conducting an initial evaluation and before making an initial placement of a student in a special education program. Written parental consent is obtained before conducting a reevaluation and before placing a student in a special education placement subsequent to the initial placement in special education.</li> <li>2. The school district obtains consent before initiating extended evaluation services.</li> <li>3. The school district obtains consent to the services proposed on a student's IEP before providing such services.</li> <li>4. A parent is informed that consent may be revoked at any time. Except for initial evaluation and initial placement, consent may not be required as condition of any benefit to the student.</li> <li>5. When the participation or consent of the parent is required and the parent fails or refuses to participate, the attempts to secure the consent of the parent are implemented through multiple attempts using a variety of methods which are documented by the district. Such efforts may include letters, written notices sent by certified mail, electronic mail (e-mail), telephone calls, or, if appropriate, TTY communications to the home, and home visits at such time as the parent is likely to be home. Efforts may include seeking assistance from a community service agency to secure parental participation.</li> <li>6. If, subsequent to initial evaluation and initial placement and after following the procedures required by the regulations, the school district is unable to obtain parental consent to a re-evaluation or to placement in a special education program subsequent to the initial placement, the school district considers with the parent whether such action will result in the denial of a free appropriate public education to the student. If, after consideration, the school district determines that the parent's failure or refusal to consent will result in a denial of a free appropriate public education to the student, it seeks resolution of the</li> </ol>	

CRITERION NUMBER		
	<b>Legal Standard</b>	
	<p>dispute through the Bureau of Special Education Appeals (BSEA).</p> <p>7. If the parent has given consent for special education services and then, at any time following, revokes his/her consent to the student's special education services in writing, the district is obligated to discontinue all special education services and may not use mediation or request a due process hearing to obtain agreement or a ruling requiring the continuation of services, consistent with federal regulation. If a parent revokes consent in writing, the district must act promptly to provide written notice to the parent/guardian of the district's proposal to discontinue services based on the revocation of consent, as well as information on how the parent can obtain a copy of his/her right to procedural safeguards. The district must provide the notice a reasonable time before the district intends to discontinue the services.</p>	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.07(1) This criterion is related to State Performance Plan Indicator 8. (See <a href="https://www.doe.mass.edu/sped/spp/maspp.html/">https://www.doe.mass.edu/sped/spp/maspp.html/.</a> )	34 CFR 300.300
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of records and staff interviews indicated that when parents or students acting on their own behalf fail or refuse to consent to the proposed IEP, the district does not always make multiple attempts to obtain consent using a variety of methods which are documented by the district.*

CRITERION NUMBER		
	<b>Legal Standard</b>	
<b>SE 26</b>	<p><b>Parent participation in meetings</b></p> <ol style="list-style-type: none"> <li>1. The district ensures that one or both parents of a student are members of any group that makes decisions on the educational placement of their student.</li> <li>2. The Administrator of Special Education notifies parent(s) in writing of any Team meeting early enough to ensure that they have an opportunity to attend.</li> <li>3. The district schedules the meeting at a mutually agreed upon time and place and documents such efforts.</li> <li>4. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls, or video conferencing.</li> <li>5. In cases where the district, after reasonable efforts, is unable to obtain the parents' participation in Team meeting discussions and decisions, the district conducts the Team meeting and documents its attempts to facilitate the parents' participation.</li> </ol>	

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.02(21)	34 CFR 300.322; 300.501
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of records and staff interviews indicated that when parents or students acting on their own behalf do not participate in IEP Team meetings, the district does not always document its attempts to facilitate participation.*

**CIVIL RIGHTS  
METHODS OF ADMINISTRATION (CR)  
AND  
OTHER RELATED GENERAL EDUCATION  
REQUIREMENTS**

**LEGAL STANDARDS,  
COMPLIANCE RATINGS AND  
FINDINGS**

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VI. FACULTY, STAFF AND ADMINISTRATION	
	<b>Legal Standard</b>	
<b>CR 18</b>	<p><b>Responsibilities of the school principal</b></p> <ol style="list-style-type: none"> <li>1. <u>Instructional support</u>. The principal in each of the district's schools promotes instructional practices responsive to student needs and ensures that adequate instructional support is available for students and teachers. Instructional support includes remedial instruction for students, consultative services for teachers, availability of reading instruction at the elementary level, appropriate services for linguistic minority students, and other services consistent with effective educational practices and the requirements of M.G.L. c. 71B, §2. The principal consults with the administrator of special education regarding accommodations and interventions for students. Such efforts and their results are documented and placed in the student record. Additionally, when an individual student is referred for an evaluation to determine eligibility for special education, the principal ensures that documentation on the use of instructional support services for the student is provided as part of the evaluation information reviewed by the Team when determining eligibility.</li> <li>2. <u>Curriculum Accommodation Plan</u>. The principal implements a curriculum accommodation plan <u>developed by the district's general education program</u> to ensure that all efforts have been made to meet the needs of diverse learners in the general education program. The plan assists the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the general education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning. The plan includes provisions encouraging teacher mentoring and collaboration and parental involvement. <i>(The plan may be part of a multi-year strategic plan.)</i></li> <li>3. <u>Coordination with special education</u>. The principal with the assistance of the administrator of special education coordinates the delivery and supervision of special education services within each school building.</li> <li>4. <u>Educational services in home or hospital</u>. Upon receipt of a physician's written order verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the principal arranges for provision of educational services in the home or hospital. Such services are provided with sufficient frequency to allow the student to continue his or her educational program, as long as such services do not interfere with the medical needs of the student. The principal coordinates such services with the Administrator for Special Education for eligible students. Such educational services are not considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP.</li> </ol>	
	M.G.L. c. 71, § 38Q ½; 603 CMR 28.03(3)	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of documents and staff interviews indicated that although the district has developed a curriculum accommodation plan, it does not ensure that all efforts are made to meet the needs of diverse learners in the general education program. Specifically, the plan does not include direct and systematic reading instruction and intervention for general education students in grades 9-12. Data shows that only 63% of ninth grade students are passing all courses, high school students overall have not met MCAS targets, and achievement scores of the lowest performing students have declined in all academic areas. The addition of direct and systematic reading instruction and intervention at the high school level may lead to improved MCAS achievement and growth, particularly for the lowest performing students, and a higher percentage of students passing all courses in grade nine.*

This Tiered Focused Monitoring Final Report is also available at:  
<https://www.doe.mass.edu/psm/tfm/reports/>.  
Profile information supplied by each charter school and school district, including information for  
individual schools within districts, is available at  
<http://profiles.doe.mass.edu/>.

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