

**Freetown-Lakeville Regional School District**

**Tiered Focused Monitoring Report**

**For** **Group B Universal Standards**

**Tier Level** **2**

**Date of Onsite Visit:** **January 22, 2020**

**Date of Final Report:** **December 22, 2020**



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Commissioner of Elementary and Secondary Education

During the 2019-2020 school year, Freetown-Lakeville Regional School District 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.

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
* IEP 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 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 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 1/Self-Directed Improvement: 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 Freetown-Lakeville Regional School District included:

Self-Assessment Phase:

* The district reviewed special education and civil rights documentation for required elements including document uploads.
* Upon completion of these two internal reviews, 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.

**Report: For Tier 1 & 2 Tiered Focused Monitoring Reviews**

Following the onsite visit, the onsite team holds an informal exit meeting to summarize its comments for the superintendent or charter school leader. Within approximately 20 business days of the onsite visit, the onsite chairperson forwards to the superintendent or charter school leader the findings from the Tiered Focused Monitoring Review. All districts/charter schools in Tiers 1 and 2, as part of the reporting process, then develop a Continuous Improvement and Monitoring Plan (CIMP) for any criteria receiving a rating of "Partially Implemented," "Not Implemented," and “Implementation in Progress.” The CIMP outlines an action plan, identifies the success metric, describes the measurement mechanism and provides a completion timeframe to bring those areas into compliance with the controlling statute or regulation. Districts and charter schools are expected to incorporate the CIMP actions into their district and school improvement plans, including their professional development plans.

# **DEFINITION OF COMPLIANCE RATINGS**

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| **Commendable** | Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation. |
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| **Implemented** | The requirement is substantially met in all important aspects. |
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| **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 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. |
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| **Partially Implemented** | The requirement, in one or several important aspects, is not entirely met. |
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| **Not Implemented** | The requirement is totally or substantially not met. |
| **Not Applicable**  | The requirement does not apply to the school district or charter school. |

**Freetown-Lakeville Regional School District**

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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|  | **Universal Standards** **Special Education** | **Universal Standards** **Civil Rights and Other General Education Requirements** |
| **IMPLEMENTED** | SE 15, SE 32, SE 35, SE 36, SE 50, SE 51, SE 52, SE 52A, SE 55 | CR 7, CR 7A, CR 7B, CR 7C, CR 10A, CR 10C, CR 16, CR 20, CR 21, CR 22, CR 23, CR 24, CR 25 |
| **PARTIALLY****IMPLEMENTED** | SE 54, SE 56 | CR 3, CR 10B, CR 12A, CR 17A |
| **NOT** **IMPLEMENTED** |  |  |

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](http://www.doe.mass.edu/psm/resources/default.html).

| **Improvement Area** **1** |
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| **Criterion:** SE 54 - Professional development |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation and an administrator interview indicated that the district does not regularly provide professional development to both special education and general education staff in the following areas: state and federal special education requirements and related local special education policies and procedures; analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom of students with diverse learning styles; and methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. |
| **LEA Outcome:** The district will provide professional development to general education and special education teachers on state and federal special education requirements and local special education policies and procedures, analyzing and accommodating diverse learning styles of students with the objective of inclusion in the general curriculum to the maximum extent possible, and methods of collaboration among professional staff to accommodate diverse learning styles of students within the general education classroom. |
| **Action Plan:** By February 11, 2021, the district will submit evidence of the professional development provided to both general and special education teachers on state and federal special education requirements and local special education policies and procedures, analyzing and accommodating diverse learning styles of students, and methods of collaboration among professional staff to achieve the objective of inclusion in the general education classroom of students with diverse learning styles. Evidence will include the dated training agenda, evidence of materials, and signed attendance sheets. |
| **Success Metric:** The district will provide training to general education and special education teachers and maintain copies of training materials, professional development agenda and attendance records. |
| **Measurement Mechanism:** The district will ensure that all mandated trainings are provided annually to ensure ongoing compliance. |
| **Completion Timeframe:** 02/11/2021 |
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| **Improvement Area 2** |
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| **Criterion:** SE 56 - Special education programs and services are evaluated |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation and an administrator interview indicated that the district's special education programs and services are not regularly evaluated. The last evaluation conducted by the district was during the 2016-2017 school year. |
| **LEA Outcome:** All special education services and programs will be evaluated with the view of identifying strengths and areas of growth. |
| **Action Plan:** By February 11, 2021, the Special Education Director will conduct a walk-through of special education programs in the district.By March 15, 2021, the district will submit a copy of the survey(s) to Team chairpersons, special education teachers, and parents of students with disabilities to gather information on special education service delivery in the district.By May 20, 2021, the district will review the survey results, generate the Special Education Program Evaluation Report and develop an action plan to address any identified areas of need. The district will submit the Special Education Program Evaluation Report and the action plan to address any identified areas of need. |
| **Success Metric:** The district will conduct a special education program evaluation and involve various stakeholders in the process, generate a report, and utilize the results of the evaluation to create an action plan for addressing identified areas of need. |
| **Measurement Mechanism:** The district will implement the special education program evaluation as part of an annual practice, involve special education stakeholders in the process and implement action steps to improve special education programs in the district. |
| **Completion Timeframe:** 05/20/2021 |
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| **Improvement Area 3** |
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| **Criterion:** CR 3 - Access to a full range of education programs |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation indicated that School Committee policy JB - Equal Educational Opportunities, posted in the Policy Manual section of the district's website, does not include homelessness as a protected category in the non-discrimination policy statement. |
| **LEA Outcome:** The district will update the School Committee Policy on Equal Educational Opportunities posted on the district website to include homelessness, which the district treats as a protected class of students. |
| **Action Plan:** By February 11, 2021, the district will update the School Committee policy on Equal Educational Opportunities to include the protected category of homelessness and submit the link to the document posted on the district's website. |
| **Success Metric:** The district will ensure the non-discrimination policy statements posted in different places, including the district website, includes all the protected categories. |
| **Measurement Mechanism:** On an annual basis, the district will review policies and procedures, including non-discrimination policy statements, to ensure they are in compliance with the controlling statutes. |
| **Completion Timeframe:** 02/11/2021 |
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| **Improvement Area 4** |
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| **Criterion:** CR 10B - Bullying Intervention and Prevention |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation indicated that the Bullying Policy webpage accessed under the Parents & Community menu, the Bullying Prevention and Intervention Plan posted on the Apponequet Regional High School website, and the Bullying Prevention and Intervention Plan posted on the Freetown-Lakeville Middle School website do not include staff as a potential “aggressor” in the definition of bullying. |
| **LEA Outcome:** The district will update the Bullying Prevention and Intervention Plan posted on the different websites in the district, including Apponequet Regional High School and Freetown-Lakeville Middle Schools’ websites, to reflect the current bullying definition that includes staff as a potential aggressor. |
| **Action Plan:** By February 11, 2021, the district will update the Bullying Prevention and Intervention Plans to reflect the current definition of bullying, which include staff as a potential aggressor, and provide links to the document's posting on the different websites. |
| **Success Metric:** The Bullying Prevention and Intervention Plans posted on the different websites will have the correct definition of bullying, which include staff as a potential aggressor. |
| **Measurement Mechanism:** On an annual basis, the district will review policies and procedures posted on the different websites in the district to ensure consistency. |
| **Completion Timeframe:** 02/11/2021 |
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| **Improvement Area 5** |
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| **Criterion:** CR 12A - Annual and continuous notification concerning nondiscrimination and coordinators |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of the district's website indicated that a non-discrimination statement, which identifies the protected categories of race, color, national origin, sex, gender identity, disability, religion, and sexual orientation, is not included. |
| **LEA Outcome:** The website will be updated to include the district's non-discrimination policy statement. |
| **Action Plan:** By February 11, 2021, the district will submit a website link to demonstrate the posting of its non-discrimination policy statement.  |
| **Success Metric:** The district's website will include a non-discrimination policy statement that includes all of the protected categories. |
| **Measurement Mechanism:** The district will review policies and procedures posted on the different websites in the district annually to ensure the non-discrimination policy statement is included for ongoing compliance. |
| **Completion Timeframe:** 02/11/2021 |
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| **Improvement Area 6** |
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| **Criterion:** CR 17A - Use of physical restraint on any student enrolled in a publicly-funded education program |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation and interviews with administration indicated that School Committee policy JKAA - Physical Restraint of Students, posted on the district website, is inconsistent with 603 CMR 46.00. Specifically, the following sections do not conform with regulatory requirements: the policy requires reporting restraints to the Department that result in serious injuries, whereas all restraints resulting in any injury must be reported to the Department; it includes special circumstance waivers for parental consent to the use of physical restraint as part of the IEP; and allows the use of medication and mechanical restraint when authorized by a physician and allowed by the parent. |
| **LEA Outcome:** The district will revise the Physical Restraint Prevention and Behavior Support Policy and procedures to ensure conformity with the requirements of 603 CMR 46.00. |
| **Action Plan:** By February 11, 2021, the district will submit the revised Physical Restraint Prevention and Behavior Support policy and procedures to include all the required information. By March 15, 2021, the district will submit documentation that demonstrates the School Committee's review and approval of the revised Physical Restraint Prevention and Behavior Support policy and procedures.By May 20, 2021, the district will submit evidence of having trained all staff in the district on the new policy and procedures, including a dated agenda, training materials, and signed attendance sheets. By May 20, 2021, the district will provide the link to the updated policy and procedures on the district's website, demonstrating that the Physical Restraint Prevention and Behavior Support Plan was provided to the school district community. |
| **Success Metric:** The revised Physical Restraint Prevention and Behavior Support Policy will be consistent with the current regulations. The policy will be approved by the School Committee, staff will be trained and information on the revised policy will be disseminated to the school community. |
| **Measurement Mechanism:** The district will conduct periodic review of the physical restraint policy and procedures and other policies to ensure ongoing compliance with current state and federal regulations. |
| **Completion Timeframe:** 05/20/2021 |
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