

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Public School Monitoring

TIERED FOCUSED MONITORING REVIEW

CORRECTIVE ACTION PLAN

Charter School or District: Fall River

TFM Onsite Year: 2020-2021

Program Area: Special Education

All corrective action must be fully implemented and all noncompliance corrected as soon as possible and no later than one year from the issuance of the Coordinated Program Review Final Report dated 09/17/2021.

Mandatory One-Year Compliance Date: 09/17/2022

Summary of Required Corrective Action Plans in this Report

Criterion	Criterion Title	TFM Rating
SE 8	IEP Team composition and attendance	Partially Implemented
SE 9	Timeline for determination of eligibility	Partially Implemented
SE 12	Frequency of re-evaluation	Partially Implemented
SE 13	Progress Reports and content	Partially Implemented
SE 14	Review and revision of IEPs	Partially Implemented
SE 22	IEP implementation and availability	Partially Implemented
SE 25	Parental consent	Partially Implemented
SE 26	Parent participation in meetings	Partially Implemented
CR 18	Responsibilities of the school principal	Partially Implemented

TIERED FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

Criterion & Topic: SE 8 IEP Team composition and attendance	TFM Rating: Partially Implemented
Department TFM 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.	
Description of Corrective Action: FRPS OSE will provide professional development (PD) that reviews the state and federal regulations on IEP team composition, noting essential attendees with a specific focus on inviting general education teachers and outside agencies for students whose 688 referrals have been filed. The PD will also focus on documentation (excusals and written summaries of student performance provided for review) of when essential team members are unable to attend. This professional development will be provided directly to all Team Chairs and recorded and distributed to Special Education teachers and assigned special education supervisors will ensure their review.	
Title/Role(s) of Responsible Persons: Assistant Superintendent of Special Education	Expected Date of Completion: 06/15/2022
Evidence of Completion of the Corrective Action: Materials for upload: Professional development sign in sheets, copy of professional development materials, copy of record review results	
Description of Internal Monitoring Procedures: FRPS OSE will also review 10 student records to ensure full teams are present or documented excusals have been completed.	
CORRECTIVE ACTION PLAN APPROVAL SECTION	
Criterion: SE 8 IEP Team composition and attendance	Corrective Action Plan Status: Approved Status Date: 11/22/2021 Correction Status: Not Corrected
Basis for Decision:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): By January 28, 2022, the district will submit a description of internal monitoring procedures that include frequency of internal student record reviews and staff training to ensure ongoing compliance. The district will also submit evidence that all Team Chairpersons have participated in professional development on regulations regarding IEP Team composition and requirements for member excusals. By April 8, 2022, the district will submit the results of an internal review of ten student records from across all grade levels. For any identified non-compliance, the district will submit a root cause analysis and a description of appropriate corrective actions.	
Progress Report Due Date(s): 01/28/2022	

04/08/2022

FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

Criterion & Topic: SE 9 Timeline for determination of eligibility	TFM Rating: Partially Implemented
Department TFM 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.	
Description of Corrective Action: FRPS OSE will develop a side by side evaluation timeline calendar (incorporating all holidays, PD days etc), so that team chairs will be able to accurately hold meetings within required timelines. FRPS OSE will provide professional development (PD) that reviews the state and federal regulations on eligibility timelines for all Team Chairs. This PD will also include how and where to document if timelines are not met (including reasons for delay and any next steps).	
Title/Role(s) of Responsible Persons: Assistant Superintendent of Special Education	Expected Date of Completion: 06/15/2022
Evidence of Completion of the Corrective Action: Evaluation timeline calendar, professional development sign in sheets, copy of professional development materials, copy of record review results	
Description of Internal Monitoring Procedures: FRPS OSE will review 10 student records who have gone through either an initial or reevaluation during the 2021-2022 school year to ensure compliance for eligibility timelines.	
CORRECTIVE ACTION PLAN APPROVAL SECTION	
Criterion: SE 9 Timeline for determination of eligibility	Corrective Action Plan Status: Approved Status Date: 11/22/2021 Correction Status: Not Corrected
Basis for Decision:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): By January 28, 2022, the district will submit procedures and an internal tracking system developed to ensure compliance with eligibility timelines. The district will submit evidence that all Team Chairpersons have participated in professional development on state eligibility timeline regulations; district practices for tracking eligibility timelines; instructions on how to maintain and update the internal tracking system; and frequency of tracking system reviews. By April 8, 2022, the district will submit an updated timeline tracking spreadsheet and the results of a review of ten student records across all grade levels to ensure compliance. For any identified non-compliance, the district will submit a root cause analysis and a description of appropriate corrective actions.	
Progress Report Due Date(s): 01/28/2022 04/08/2022	

FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

Criterion & Topic: SE 12 Frequency of re-evaluation	TFM Rating: Partially Implemented
Department TFM 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.	
Description of Corrective Action: FRPS OSE will provide professional development (PD) that reviews the state and federal regulations on the frequency of re-evaluation to all team chairs. FRPS OSE will also initiate and complete re-evaluations for the two students identified during the record review whose reevaluation dates had past with no evidence of correspondence or attempts to obtain consent for reevaluation.	
Title/Role(s) of Responsible Persons: Assistant Superintendent of Special Education.	Expected Date of Completion: 06/15/2022
Evidence of Completion of the Corrective Action: Professional Development sign in sheets, Evidence on initiated and completed evaluations, Copy of professional development materials, copy of record review results	
Description of Internal Monitoring Procedures: FRPS OSE will review 10 student records who have gone through a reevaluation during the 2021-2022 school year to ensure compliance for frequency of reevaluation (every 3 years and no more than once a year).	
CORRECTIVE ACTION PLAN APPROVAL SECTION	
Criterion: SE 12 Frequency of re-evaluation	Corrective Action Plan Status: Approved Status Date: 11/22/2021 Correction Status: Not Corrected
Basis for Decision:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): <p>By January 28, 2022, the district will submit procedures and an internal tracking system developed to ensure compliance with re-evaluation frequency. The district will also submit evidence that all Team Chairpersons have participated in professional development on state and federal re-evaluation regulations; district timelines for the provision of re-evaluation consent forms; district practices for tracking re-evaluation due dates; instructions on how to maintain and update the internal tracking system; and frequency of tracking system reviews.</p> <p>By January 28, 2022, the district will submit evidence that it has completed re-evaluations for the two students identified in the Department record review. Evidence will include attendance sheets, updated IEPs, and Notices of Proposed School District Action (N1), or documentation indicating the parent and district agreed a re-evaluation was not necessary.</p> <p>By April 8, 2022, the district will submit an updated copy of the tracking spreadsheet and the results of a review of ten student records across all grade levels to ensure compliance with re-evaluation frequency. For any identified non-compliance, the district will submit a root cause analysis and a description of appropriate corrective actions. For any students identified by the district as not having a re-evaluation as required, the district will submit evidence of initiating a re-evaluation or documentation of an agreement between the district and parent that a re-evaluation is unnecessary.</p>	

Progress Report Due Date(s):

01/28/2022

04/08/2022

FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

Criterion & Topic: SE 13 Progress Reports and content	TFM Rating: Partially Implemented
Department TFM 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.	
Description of Corrective Action: FRPS OSE will provide professional development (PD) that reviews the state and federal regulations on Progress reporting for all Team Chairs and Special Education teachers within the district. This professional development will be provided directly to all Team Chairs and recorded and distributed to Special Education teachers and assigned special education supervisors will ensure their review. Special Education Supervisors will also facilitate PD on best practices in progress report writing and data collection and monitoring progress of IEP Goals and objectives for all special education teachers.	
Title/Role(s) of Responsible Persons: Assistant Superintendent of Special Education	Expected Date of Completion: 06/15/2022
Evidence of Completion of the Corrective Action: Professional Development sign in sheets, copy of professional development materials, copy of record review results	
Description of Internal Monitoring Procedures: FRPS OSE will review 10 student records for progress reports that have been completed after the district's 2nd grading term.	
CORRECTIVE ACTION PLAN APPROVAL SECTION	
Criterion: SE 13 Progress Reports and content	Corrective Action Plan Status: Approved Status Date: 11/22/2021 Correction Status: Not Corrected
Basis for Decision:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): By January 28, 2022, the district will submit a description of internal monitoring procedures that include frequency of student record reviews and staff training to ensure ongoing compliance. The district will also submit evidence that all relevant staff have participated in professional development on progress reporting regulations, progress reporting best practices, and district internal monitoring procedures. By April 8, 2022, the district will submit the results of an internal review of ten student records across all grade levels to ensure compliance with progress reporting requirements. For any identified non-compliance, the district will submit a root cause analysis and a description of appropriate corrective actions.	
Progress Report Due Date(s): 01/28/2022 04/08/2022	

TIERED FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

Criterion & Topic: SE 14 Review and revision of IEPs	TFM Rating: Partially Implemented
Department TFM 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.	
Description of Corrective Action: FRPS OSE will provide professional development (PD) that reviews the state and federal regulations on holding annual reviews of IEP's to review the IEP and students progress toward goals and objectives. This training will also include how and where to document if timelines are not met (including reasons for delay and any next steps).	
Title/Role(s) of Responsible Persons: Assistant Superintendent of Special Education	Expected Date of Completion: 06/15/2022
Evidence of Completion of the Corrective Action: Professional Development sign in sheets, copy of professional development materials, copy of record review results.	
Description of Internal Monitoring Procedures: FRPS OSE will review 10 students' records who are due for annual reviews to ensure their meeting has been held and a review of meeting notes to ensure progress was reviewed and a new IEP was issued as a result of the meeting.	
CORRECTIVE ACTION PLAN APPROVAL SECTION	
Criterion: SE 14 Review and revision of IEPs	Corrective Action Plan Status: Approved Status Date: 11/22/2021 Correction Status: Not Corrected
Basis for Decision:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): By January 28, 2022, the district will submit a copy of internal monitoring procedures and a tracking system developed to ensure IEPs and student progress are reviewed annually. The district will also submit evidence that all relevant staff have participated in professional development on regulations regarding annual review of IEPs and review of student progress toward IEP goals. The professional development will also address district practices for tracking annual review due dates; instructions on how to maintain and update the internal tracking system; and a timeline for internal reviews of the tracking system. By April 8, 2022, the district will submit an updated copy of the spreadsheet for tracking annual review due dates and the results of an internal review of ten student records across all grade levels to ensure compliance. For any identified non-compliance, the district will submit a root cause analysis and a description of appropriate corrective actions. For any students whose annual IEP reviews are overdue, the district will submit evidence that they have initiated Team meetings.	
Progress Report Due Date(s): 01/28/2022 04/08/2022	

FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

Criterion & Topic: SE 22 IEP implementation and availability	Rating: Partially Implemented
Department FMR 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.	
Description of Corrective Action: FRPS OSE will provide professional development (PD) that reviews the state and federal regulations on ensuring students have IEP's in place to start the school year. This professional development will be provided directly to all Team Chairs and recorded and distributed to Special Education teachers and assigned special education supervisors will ensure their review.	
Title/Role(s) of Responsible Persons: Assistant Superintendent of Special Education	Expected Date of Completion: 06/15/2022
Evidence of Completion of the Corrective Action: Professional Development sign in sheets, Copy of professional development materials, copy of record review results, district compliance plan.	
Description of Internal Monitoring Procedures: FRPS OSE will review 10 students' records to ensure three students have IEPs in place for the 21-22 school year.	
CORRECTIVE ACTION PLAN APPROVAL SECTION	
Criterion: SE 22 IEP implementation and availability	Corrective Action Plan Status: Approved Status Date: 11/22/2021 Correction Status: Not Corrected
Basis for Decision:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): By January 28, 2022, the district will submit procedures and a description of an internal tracking system developed to ensure current IEPs are in effect for every eligible student at the beginning of the school year. The district will also submit evidence that all relevant staff have participated in professional development on regulations regarding IEP availability and the internal monitoring procedures. By April 8, 2022, the district will submit an updated copy of the spreadsheet for tracking IEP implementation and availability. For any IEPs that have not been accepted or are set to expire prior to the start of the 2022-2023 school year, the district will submit a description of the steps it is taking to ensure an IEP is in place by the start of the school year.	
Progress Report Due Date(s): 01/28/2022 04/08/2022	

FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

Criterion & Topic: SE 25 Parental consent	FMR Rating: Partially Implemented
Department FMR 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.	
Description of Corrective Action: FRPS OSE will provide professional development (PD) that reviews the state and federal regulations on obtaining written consent from parents and students. The PD will also review the process for documenting attempts and what will need to be kept in the students special education folder. This professional development will be provided directly to all Team Chairs and Clerks and recorded and distributed to Special Education teachers and assigned special education supervisors will ensure their review. For the three students identified by the record review. FRPS will obtain responses for students' IEPs/Placement forms and documentation of multiple efforts if consent has not yet been obtained. The district will maintain a Google spreadsheet divided by individual schools and maintained by assigned Clerks and Team Chairs tracking attempts to obtain consent, noting dates, means, and specific item for consent (IEP, Evaluation Consent, etc.).	
Title/Role(s) of Responsible Persons: Assistant Superintendent of Special Education	Expected Date of Completion: 06/15/2022
Evidence of Completion of the Corrective Action: Professional Development sign in sheets, Copy of professional development materials, copy of record review results, individual student/parent consent documentation, Google tracking sheet	
Description of Internal Monitoring Procedures: FRPS OSE will review 10 students' records to ensure proper attempts have been made to obtain consent and the proper documentation is in the student file.	
CORRECTIVE ACTION PLAN APPROVAL SECTION	
Criterion: SE 25 Parental consent	Corrective Action Plan Status: Approved Status Date: 11/22/2021 Correction Status: Not Corrected
Basis for Decision:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): By January 28, 2022, the district will submit procedures and an internal tracking system developed to ensure compliance with obtaining parental consent. The district will also submit evidence that all Team Chairpersons have participated in professional development on state and federal regulations for obtaining written consent from parents and students; district practices for documenting attempts to obtain consent in student files; instructions on how to maintain and update the internal tracking spreadsheet; and a timeline for internal reviews of the tracking sheet. Five student records were identified during the Department's record review as lacking consent and documentation of multiple efforts to obtain consent. On August 25, 2021, the district submitted evidence that it obtained parental consent for one student; documented multiple attempts to obtain consent for a second student; and that two of the	

students graduated. By January 28, 2022, the district will submit evidence of parental consent or documentation of multiple attempts to obtain consent for the remaining student identified during the record review.

By April 8, 2022, the district will submit an updated consent tracking spreadsheet and the results of a review of ten student records across all grade levels to ensure compliance. For any identified non-compliance, the district will submit a root cause analysis and a description of appropriate corrective actions.

Progress Report Due Date(s):

01/28/2022

04/08/2022

FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

Criterion & Topic: SE 26 Parent participation in meetings	FMR Rating: Partially Implemented
Department FMR 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.	
Description of Corrective Action: FRPS OSE will provide professional development (PD) that reviews the state and federal regulations on parent and students acting on their own behalf participation in team meetings, including scheduling, means of parent engagement, when and how to proceed without parent participation.	
Title/Role(s) of Responsible Persons: Assistant Superintendent of Special Education.	Expected Date of Completion: 06/15/2022
Evidence of Completion of the Corrective Action: Professional Development sign in sheets, Copy of professional development materials, copy of record review results.	
Description of Internal Monitoring Procedures: FRPS OSE will review 10 students' records to ensure proper parent and students acting on their own behalf participation in team meetings.	
CORRECTIVE ACTION PLAN APPROVAL SECTION	
Criterion: SE 26 Parent participation in meetings	Corrective Action Plan Status: Approved Status Date: 11/22/2021 Correction Status: Not Corrected
Basis for Decision:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): <p>By January 28, 2022, the district will submit a description of internal monitoring procedures that include frequency of student record review and staff training to ensure ongoing compliance. The district will also submit evidence that all relevant staff have participated in professional development regarding state and federal regulations on Team meeting participation for parents and students acting on their own behalf. The professional development will address scheduling Team meetings; means of parent engagement; making and documenting multiple efforts to facilitate participation; and district monitoring procedures.</p> <p>Two student records were identified during the Department's record review as lacking parent participation and documented attempts to facilitate participation. On August 25, 2021, the district submitted evidence that one of these students graduated. By January 28, 2022, the district will submit evidence of parent participation or attempts to facilitate participation for the remaining student identified in the record review.</p> <p>By April 8, 2022, the district will submit the results of an internal review of ten student records. For any identified non-compliance, the district will submit a root cause analysis and a description of appropriate corrective actions.</p>	
Progress Report Due Date(s): 01/28/2022	

04/08/2022

FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

Criterion & Topic: CR 18 Responsibilities of the school principal	FMR Rating: Partially Implemented
Department FMR Findings: <p>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.</p>	
Description of Corrective Action: <p>The district curriculum accommodation plan (DCAP) was revised last June and includes systematic reading instruction and intervention for general education students in grades 9-12. The new DCAP has been posted on the FRPS website and reviewed by all schools leaders and their staff.</p> <p>Professional Development for staff teaching grades 9-12 will be provided on implement general education reading instruction and interventions for grades 9-12. The DCAP in its entirety will be reviewed.</p>	
Title/Role(s) of Responsible Persons: Assistant Superintendents of Special Education and of Curriculum and Instruction.	Expected Date of Completion: 06/15/2022
Evidence of Completion of the Corrective Action: Professional Development sign in sheets, Copy of professional development materials, Revised DCAP, Schedules for reading instruction. and intervention.	
Description of Internal Monitoring Procedures: This professional development will be provided by 2/4/2022 to all staff who services students in grades 9-12 including a full review of the DCAP.	
CORRECTIVE ACTION PLAN APPROVAL SECTION	
Criterion: CR 18 Responsibilities of the school principal	Corrective Action Plan Status: Approved Status Date: 11/22/2021 Correction Status: Not Corrected
Basis for Decision:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): <p>By January 28, 2022, the district will submit procedures for conducting a periodic review of the DCAP and the intervention services available to general education students to ensure that all efforts have been made to meet the diverse needs of all learners in the general education program. Durfee High School administration will review diagnostic data to identify students for additional support and identify the lowest performing 25% of students for targeted tracking and intervention, as set out in the school Sustained Improvement Plan for 2021-2022.</p> <p>By April 8, 2022, the district will submit evidence that all relevant staff have participated in professional development on the revised district curriculum accommodation plan (DCAP) and on implementing general education reading instruction and interventions for grades 9-12. The district will also submit evidence of direct</p>	

and systematic reading intervention and instruction for general education students in grades 9-12, including the students in the lowest performing 25% who were identified for Tier II and Tier III literacy supports.

By December 23, 2022, the district will submit evidence of an internal review of the intervention services provided to general education students to ensure that all efforts have been made to meet the needs of diverse learners in the general education program. The district will review benchmark data for students receiving reading interventions at the high school level to determine the impact of interventions. The district will also submit any findings and proposed changes based on the internal review.

Progress Report Due Date(s):

01/28/2022

04/08/2022

12/23/2022