

**Carver Public Schools**

**Tiered Focused Monitoring Report**

**For** **Group A Universal Standards**

**Tier Level** **1**

**Dates of Review:** **March 1-4, 2021**

**Date of Final Report: May 20, 2021**



Jeffrey C. Riley

Commissioner of Elementary and Secondary Education

During the 2020-2021 school year, Carver 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.

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); and
* 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 Carver Public Schools included:

Self-Assessment Phase:

* District reviewed special education and civil rights documentation for required elements including document uploads.
* District reviewed a sample of special education student records selected across grade levels, disability categories and levels of need.
* Upon completion of these two internal reviews, the district’s self-assessment was submitted to the Department for review.

Verification Phase:

* Review of student records for special education: The Department selected 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 review team conducted this review, using standard Department procedures, to determine whether procedural and programmatic requirements are being met.
* Review of additional documents for special education and 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 five staff members consistent with those criteria selected for verification.
* Interview of one special education parent advisory council (SEPAC) representative.

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

Following the review, the review team holds an informal exit meeting to summarize its comments for the superintendent or charter school leader. Within approximately 20 business days of the review, the 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.

**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 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:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Compliant** | **Non-Compliant** | **Not Applicable** |
| **Indicator 11 – Initial**  **Evaluation Timelines** | X |  |  |
| **Indicator 12 – Early**  **Childhood Transition** | X |  |  |
| **Indicator 13 –**  **Secondary Transition** | X |  |  |

# **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 beginning to implement the new requirements in such a way that the review 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. |

**Carver Public Schools**

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Universal Standards**  **Special Education** | **Universal Standards**  **Civil Rights and Other General Education Requirements** | **Targeted Standards** |
| **IMPLEMENTED** | SE 1, SE 2, SE 3,  SE 3A, SE 7, SE 8, SE 9, SE 9A, SE 10, SE 11, SE 12, SE 14, SE 17, SE 18A,  SE 19, SE 22, SE 25, SE 26, SE 29, SE 34, SE 35, SE 37, SE 39, SE 40, SE 41, SE 42, SE 43, SE 48, SE 49 | CR 13, CR 14, CR 18 | SE 44, SE 45, SE 46, SE 47 |
| **PARTIALLY**  **IMPLEMENTED** | SE 6, SE 13, SE 20 |  | SE 51 |
| **NOT APPLICABLE** | SE 38 |  |  |

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** |
| --- |
| **Criterion:** SE 6 - Determination of transition services |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of student records and staff interviews indicated that beginning no later than when the student is 14 years old, the Team discusses the student's transition needs annually. However, the IEP Vision Statement and Transition Planning Form do not always include complete, appropriate and measurable postsecondary goals that address training, education, employment, and, where appropriate, independent living skills. |
| **LEA Outcome:** Carver Public Schools will ensure that Transition Planning Forms and IEPs for students ages 14 and older consistently contain complete, appropriate and measurable post-secondary goals that address education, training, employment, student interests and, where appropriate, independent living skills. |
| **Action Plan:** By September 10, 2021, the district will review and revise its transition planning procedures to ensure that the IEP Vision Statement and Transition Planning Form always include complete, appropriate and measurable postsecondary goals that address training, education, employment, student interests and, where appropriate, independent living skills.  By September 10, 2021, the district will provide training for applicable special education liaisons on writing appropriate and measurable postsecondary goals and including them in the IEP Vision Statement and Transition Planning Form. Examples of postsecondary goals and a criteria checklist will be developed and provided to all appropriate staff.  By October 12, 2021, for the three (3) students identified by the Department, the district will reconvene IEP Teams to discuss transition planning. Each student's IEP Vision Statement and Transition Planning Form will be updated so that they include complete, appropriate and measurable post-secondary goals.  By December 17, 2021, the district will conduct a review of at least ten (10) student records to ensure that the IEPs and Transition Planning Forms for students 14 years and older include appropriate and measurable post-secondary goals that are updated on an annual basis. For any records found out of compliance, the district will conduct a root cause analysis and implement appropriate corrective actions. |
| **Success Metric:** By December 17, 2021 and beyond, the district will ensure 100% of the IEPs and Transition Planning Forms for students 14 years and older include appropriate and measurable post-secondary goals that are updated on an annual basis. The post-secondary goals for these students will be reflected in the IEP Vision Statement and tied to measurable annual goals within the IEP.  **Evidence:**   * Revised transition planning procedures * Examples of postsecondary goals and criteria checklist * Agendas, training materials and attendance sheets * Notice of Proposed School District Action (N1), meeting invitation (N3), signed attendance sheet (N3A), updated TPF and IEP (or IEP Amendment) for each identified student * Results of the record review * Root cause analysis and corrective action taken for any non-compliance found in the record review |
| **Measurement Mechanism:** The Department Chairperson and the Director of Special Education will be responsible for implementing an internal monitoring system that ensures current and future compliance. This monitoring system will include reviews of at least five (5) student records per semester and annual dissemination of district procedures, checklists and examples to relevant staff. For any records found out of compliance, the district will conduct a root cause analysis and implement appropriate corrective action, including additional support and training for staff. New special education liaisons will be provided with training, examples of appropriate postsecondary goals and a criteria checklist. |
| **Completion Timeframe:** 12/17/2021 |
|  |

| **Improvement Area 2** |
| --- |
| **Criterion:** SE 13 - Progress Reports and content |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of student records indicated that progress report information does not always include written information on the student's progress towards the annual goals in the IEP, and parents do not always receive reports on the student's progress towards reaching the goals set in the IEP at least as often as parents are informed of the progress of non-disabled students. |
| **LEA Outcome:** Carver Public Schools will ensure that progress report information always includes written information on the student's progress towards the annual goals in the IEP, and parents will consistently receive reports on the student's progress towards reaching the goals set in the IEP at least as often as parents are informed of the progress of non-disabled students. |
| **Action Plan:** By September 10, 2021, the district will review and revise its progress reporting procedures to ensure that all parents receive reports that include written information on the student’s progress towards reaching the goals set in the IEP at least as often as parents are informed of the progress of non-disabled students. The district will provide training to all special education liaisons on the revised procedures.  By December 17, 2021, the district will review at least ten (10) student records across all levels to ensure compliance. For any records found out of compliance, the district will conduct a root cause analysis and implement appropriate corrective actions. |
| **Success Metric:** By December 17, 2021 and beyond, 100% of progress reports will include written information on the student's progress towards the annual goals in the IEP, and parents will always receive reports on the student's progress towards reaching the goals set in the IEP at least as often as parents are informed of the progress of non-disabled students.  **Evidence:**   * Revised progress reporting procedures * Agendas, training materials and attendance sheets * Results of the record review * Root cause analysis and corrective action taken for any non-compliance found in the record review |
| **Measurement Mechanism:** The Director of Special Education will be responsible for implementing an internal monitoring system that ensures current and future compliance. This monitoring system will include reviews of at least five (5) student records per semester and annual dissemination of district procedures. For any records found out of compliance, the district will conduct a root cause analysis and implement appropriate corrective action, including additional support and training for staff. New special education liaisons will be provided with training on the revised progress reporting procedures. |
| **Completion Timeframe:** 12/17/2021 |
|  |

| **Improvement Area 3** |
| --- |
| **Criterion:** SE 20 - Least restrictive program selected |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of student records and staff interviews indicated that the district does not consistently state why removal from the general education classroom is considered critical to the student's program and the basis for its conclusion that education in the least restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |
| **LEA Outcome:** Carver Public Schools will ensure that for all students who receive special education services outside of the general education classroom, the Team states in the IEP why the removal is considered critical to the student's program and the basis for its conclusion that education in the least restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |
| **Action Plan:** By September 10, 2021, the district will provide training to relevant special education liaisons on how to write complete and accurate Nonparticipation Justification statements that consistently state why removal from the general education classroom in considered critical to the student’s program. Model language will also be provided.  By December 17, 2021, the Director of Special Education will conduct a review of ten (10) student records across all levels to ensure compliance. For any records found out of compliance, the district will conduct a root cause analysis and implement appropriate corrective actions. |
| **Success Metric:** By December 17, 2021 and beyond, 100% of IEPs for students removed from the general education classroom will include Nonparticipation Justification statements that state why the removal is considered critical to the student's program and the basis for the Team’s conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily.  **Evidence:**   * Agendas, training materials and attendance sheets * Results of the record review * Root cause analysis and corrective action taken for any non-compliance found in the record review |
| **Measurement Mechanism:** The Director of Special Education will be responsible for implementing an internal monitoring system that ensures current and future compliance. This monitoring system will include reviews of at least five (5) student records per semester. For any records found out of compliance, the district will conduct a root cause analysis and implement appropriate corrective action, including additional support and training for staff. New special education liaisons will be provided with training and model Nonparticipation Justification statement language. |
| **Completion Timeframe:** 12/17/2021 |
|  |

| **Improvement Area 4** |
| --- |
| **Criterion:** SE 51 - Appropriate special education teacher licensure |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of documents and interviews indicated that one special education program is currently staffed by an individual who designs and provides direct special education services, but is not appropriately licensed. |
| **LEA Outcome:** Carver Public Schools will ensure that all special education staff who design and provide direct special education services are appropriately qualified and licensed. |
| **Action Plan:** By June 29, 2021, the district will develop an internal monitoring process to ensure that all special education teachers are appropriately licensed. The process will include periodic review of teacher licensure status.  By June 29, 2021, the special education teacher identified by the Department will receive communication from the Superintendent notifying them that their qualifications and licensure must match their current teaching position in the district.  September 10, 2021, the district will confirm that the special education teacher identified by the Department has an approved waiver or is appropriately licensed. |
| **Success Metric:** By September 10, 2021 and beyond, all returning and newly hired special education teachers will be appropriately licensed or have an approved waiver.  **Evidence:**   * Internal monitoring process for periodic review of licensure status * Notification to identified teacher * Valid license or approved waiver for the identified teacher |
| **Measurement Mechanism:** At the beginning of each school year, the district will ensure that returning and newly hired special education teachers are appropriately licensed or have an approved waiver. The Superintendent will keep on file the current license status for all special education teachers and conduct periodic reviews to ensure compliance. |
| **Completion Timeframe:** 09/10/2021 |
|  |