

**Revere Public Schools**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

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

**Tier Level** **2**

**Dates of Onsite Visit:** **January 31, 2022 - February 1, 2022**

**Date of Final Report:** **July 8, 2022**



Jeffrey C. Riley

Commissioner of Elementary and Secondary Education

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

**TIERED FOCUSED MONITORING REPORT**

**Revere Public Schools**

[TIERED FOCUS MONITORING REPORT INTRODUCTION 3](#_Toc108165624)

[TIERED FOCUSED MONITORING FINAL REPORT 6](#_Toc108165625)

[DEFINITION OF COMPLIANCE RATINGS 7](#_Toc108165626)

[SUMMARY OF COMPLIANCE CRITERIA RATINGS 8](#_Toc108165627)

[SUMMARY OF INDICATOR DATA REVIEW 9](#_Toc108165628)

[CONTINUOUS IMPROVEMENT AND MONITORING PLAN 10](#_Toc108165629)

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

# **TIERED FOCUS MONITORING REPORT INTRODUCTION**

During the 2021-2022 school year, Revere Public Schools participated in a Tiered Focused Monitoring Review (TFM) conducted by the Department’s Office of Public School Monitoring (PSM). The purpose of the Tiered Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on special education and civil rights.

Each school district, charter school, vocational school, and virtual school undergoes a Tiered Focused Monitoring Review every three years. The statewide Tiered Focused Monitoring cycle is posted at <<https://www.doe.mass.edu/psm/tfm/6yrcycle.html>>.

Regularly monitored standards are divided into two groups, known as Group A Universal Standards and Group B Universal Standards. Districts and schools are monitored on an alternate set of Universal Standards every three years.

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

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.

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 the Every Student Succeeds Act (ESSA); 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.

**PSM Team:**

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

**Tier Level:**

The level of monitoring varies based on tier designation, aligning supports to the level of need and ensuring that districts and schools with greater needs receive appropriate supports to make sustained improvements.

|  |  |  |  |
| --- | --- | --- | --- |
| Tier | Title | Description | Level of Risk |
| 1 | Self-Directed Improvement | Data points indicate no concern on compliance and student outcomes. | Meets requirements |
| 2 | Directed Improvement | No demonstrated risk in areas with close link to student outcomes. | Low |
| 3 | Corrective Action | Areas of concern include both compliance and student outcomes. | Moderate |
| 4 | Cross-unit Support and Corrective Action | Areas of concern have a profound effect on student outcomes and ongoing compliance. | High |

For the 2021-2022 school year, the tier assignments are based on:

* Five-year cohort graduation rate for students with disabilities
* Public School Monitoring compliance data from the previous review
* Problem Resolution System data, specifically findings of noncompliance
* Special education State Performance Plan/Annual Performance Reports (SPP/APR) compliance Indicator data for Indicators 11, 12, and 13 (Group A only)
* Indicator 11: Child Find
* Indicator 12: Early Childhood Transition
* Indicator 13: Secondary Transition
* Special education SPP/APR performance Indicator data for Indicators 5 & 6
* Indicator 5: Education Environments (6-21)
* Indicator 6: Preschool Environments
* Significant Disproportionality data 2019-2020 & 2020-2021

Tiering adjustments may be made for districts engaged in work with the Department’s Statewide System of Support and have schools identified as requiring assistance and intervention. Tiering assignments may also be adjusted for schools and districts unable to remedy noncompliance within one year of the previous TFM review, as well as for charter schools requiring additional oversight based on conditions of their charter.

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

Following the onsite visit, the PSM team holds an informal exit meeting to summarize the review for the superintendent or charter school leader. Within approximately 20 business days of the onsite visit, the chairperson forwards the TFM Feedback Summary that includes findings from the Tiered Focused Monitoring Review to the superintendent or charter school leader.

As part of the reporting process, all districts/charter schools in Tiers 1 and 2, 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 is due to the Department within 20 business days after the issuance of the Feedback Summary and is subject to the Department’s review and approval.

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. Department staff provide support and assistance to districts and charter schools on the development of a CIMP.

Once the CIMP is approved, it is issued as the Final Report.

Department staff also provide ongoing technical assistance as the school or district is implementing the approved CIMP or CAP. **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 Feedback Summary.**

For more information regarding the TFM Review Process, including district and parent resources, please visit < <https://www.doe.mass.edu/psm/tfm/default.html>>.

# **TIERED FOCUSED MONITORING FINAL REPORT**

**Revere Public Schools**

The Massachusetts Department of Elementary and Secondary Education conducted a Tiered Focused Monitoring Review in Revere Public Schools during the week of January 31, 2022, 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.

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:

**Self-Assessment Phase:**

* District review of special education and civil rights documentation for required elements including document uploads.
* District review of a sample of special education student records selected across grade levels, disability categories, and levels of need.
* District review of student records related to the Indicator Data Collection for Indicators 11, 12, and 13.
* Upon completion of the self-assessment, the district submitted the data to the Department for review.

**On-site Verification Plan (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 additional documents for special education and civil rights.
* Surveys of parents of students in special education: Parents of students in special education were sent a survey that solicited information regarding their experiences with the district’s implementation of special education programs, related services, and procedural requirements.
* 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 onsite team conducted this review, using standard Department procedures, to determine whether procedural and programmatic requirements have been met.
* Observations of classrooms and other facilities.

|  |
| --- |
| 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 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**

|  |  |
| --- | --- |
| **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; 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. |
|  | |
| **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. |

**Revere Public Schools**

# **SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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

The full list of criteria and information regarding the requirements can be found in Appendix B of the Tiered Focused Monitoring Toolkit available at < <https://www.doe.mass.edu/psm/resources/tfm-toolkit.docx>>.

# **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 PSM team reviewed the results of Indicator data submissions for Indicators 11, 12, and 13. The Indicator review is completed prior to the onsite visit and helps inform the scope of the onsite review. 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 |  |  |

All corrective action for the non-compliance identified for Indicator 11 and Indicator 12 was completed by the district and reviewed by the Department. No further action is required.

| **CONTINUOUS IMPROVEMENT AND MONITORING PLAN** |
| --- |
| **Improvement Area** **1** |
| **Criterion:** SE 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of student records and staff interviews indicated that the district does not consistently inform students and parents, at least one year prior to the student reaching age 18, of the rights that will transfer from the parent to the student upon the student's 18th birthday. Record review and staff interviews also indicated that upon the student reaching age 18, the district does not consistently obtain consent from the adult student with sole or shared decision-making authority to continue his or her special education program. |
| **LEA Outcome:** Revere Public Schools will ensure students and parents are informed, at least one year prior to the student reaching age 18, of the rights that will transfer from the parent to the student upon the student's 18th birthday.  Revere Public Schools will ensure consent is always obtained from any adult student with sole or shared decision-making authority to continue his or her special education program. |
| **Action Plan:** By September 23, 2022, Revere Public Schools will revise written procedures for informing students and parents of the age of majority and for obtaining consent from adult students with sole or shared decision-making authority. The procedures will include an internal tracking and monitoring system to ensure future compliance and administrative oversight.  By September 23, 2022, for the two students identified by the Department, Revere Public Schools will submit evidence of each student’s choice regarding delegation of decision-making authority and consent to continue their special education program, when appropriate.  By October 26, 2022, Revere Public Schools will submit evidence of training for special education staff, including Team chairpersons, special education teachers, and building administrators on the procedures for informing students and parents of the age of majority and obtaining consent from adult students with sole or shared decision-making authority.  By January 26, 2023, Revere Public Schools will implement the internal monitoring process and submit the results to determine if age of majority procedures were followed and appropriate consent was received from adult students. The district will conduct a root cause analysis and determine appropriate corrective action for any identified non-compliance. |
| **Success Metric:** By the end of January 2023 and beyond, Revere Public Schools will ensure that 100% of students and parents are informed, at least one year prior to the student reaching age 18, of the rights that will transfer from the parent to the student upon the student's 18th birthday. Revere Public Schools will also ensure that 100% of adult students with sole or shared decision-making authority provide consent to continue their special education program.  Evidence:   * Age of Majority and consent procedures * Internal monitoring procedures, with tracker * Written confirmation of decision-making delegation * Signature pages for IEP * Agendas, training materials, and attendance sheets * Results of internal monitoring, root cause analysis, and corrective action steps, as appropriate |
| **Measurement Mechanism:** Continuing after the completion deadline, the Directors of Student Services will conduct quarterly reviews to determine if the district informed the parent and student, at least one year prior to the student's 18th birthday, of the rights that will transfer from the parent to the student upon the student's 18th birthday. The Directors of Student Service will also determine whether consent was obtained from adult students with sole or shared decision-making authority to continue their special education program. If non-compliance is identified, the district will conduct a root cause analysis and determine appropriate corrective action, including additional training. |
| **Completion Timeframe:** 01/26/2023 |
|  |

| **Improvement Area 2** |
| --- |
| **Criterion:** SE 12 - Frequency of re-evaluation |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of student records indicated that re-evaluations are not consistently conducted every three years; in such cases, the parent and district did not agree that the re-evaluation was unnecessary. |
| **LEA Outcome:** Revere Public Schools will ensure that re-evaluations are always conducted every three years unless the parent and district agree the re-evaluation is unnecessary. |
| **Action Plan:** The district conducted a root cause analysis shortly after the Tiered Focused Monitoring onsite visit. The analysis indicated a backlog of testing since the COVID-19 pandemic, a limited number of school psychologists on staff to conduct assessments, and inefficient assignment distribution among the Evaluation Team Leaders. In response, the district enlisted contracted evaluation services and sought to increase staffing by adding three school psychologists during the SY 2021-22 and an Evaluation Team Leader for the SY 2022-23.  On May 25, 2022, the School Committee approved the district's fiscal year 2023 budget that includes an additional Evaluation Team Leader.  By September 23, 2022, Revere Public Schools will submit written procedures for conducting re-evaluations every three years, unless the parent and district agree the re-evaluation is unnecessary. The procedures will include an internal tracking and monitoring system to ensure future compliance and administrative oversight.  By October 26, 2022, Revere Public Schools will submit evidence of training for special education staff, including Team chairpersons, special education teachers, related service providers, and building administrators on the procedures for conducting re-evaluations and documenting agreement when a re-evaluation is unnecessary.  By January 26, 2023, Revere Public Schools will submit the results of an internal review of 15 records across all grade levels to determine if re-evaluations occurred every three years. The district will conduct a root cause analysis and determine appropriate corrective action for any identified non-compliance. |
| **Success Metric:** By January 2023 and beyond, the district will ensure that 100% of re-evaluations are conducted every three years unless the district and parents agree that such re-evaluation is unnecessary.  Evidence:   * Re-evaluation timeline procedures * Internal monitoring procedures, with tracker * Contracts demonstrating an increased capacity to conduct evaluations * Agendas, training materials, and attendance sheets * Results of record review, root cause analysis, and corrective action steps, as appropriate |
| **Measurement Mechanism:** Continuing after the completion deadline, the Directors of Student Services will conduct quarterly tracking reviews in each building to determine if re-evaluations occurred at least every three years. If non-compliance is identified, the district will conduct a root cause analysis and determine appropriate corrective action, including additional training. |
| **Completion Timeframe:** 01/26/2023 |
|  |

| **Improvement Area 3** |
| --- |
| **Criterion:** SE 20 - Least restrictive program selected |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of student records indicated that if a student is removed from the general education classroom at any time, the IEP Team does not consistently state in the IEP Nonparticipation Justification statement why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |
| **LEA Outcome:** Revere Public Schools will ensure when a student is removed from the general education classroom at any time, the IEP Team states why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |
| **Action Plan:** By September 23, 2022, Revere Public Schools will submit Nonparticipation Justification statement procedures. The procedures will include an internal tracking and monitoring system to ensure future compliance and administrative oversight.  By October 26, 2022, Revere Public Schools will submit evidence of training for special education staff, including Team chairpersons, special education teachers, related service providers, and administrators, on the writing of appropriate Nonparticipation Justification statements.  By January 26, 2023, Revere Public Schools will submit the results of an internal review of 15 records across all grade levels to determine whether the IEP Team states why removal from the general education classroom is considered critical and the basis for its conclusion. The district will conduct a root cause analysis and determine appropriate corrective action for any identified non-compliance. |
| **Success Metric:** By the end of January 2023 and beyond, IEP Teams will always state why removal from the general education classroom is considered critical to a student's program and the basis for its 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:   * Nonparticipation Justification statement procedures * Internal monitoring procedures * Agendas, training materials, and attendance sheets * Results of record review, root cause analysis, and corrective action steps, as appropriate |
| **Measurement Mechanism:** Continuing after the completion deadline, the Directors of Student Services will conduct quarterly record reviews at each level to determine if the IEP teams consistently state in the IEP Nonparticipation Justification statement why removal is considered critical to the student's program and the basis for its conclusion. If non-compliance is identified, the district will conduct a root cause analysis and determine appropriate corrective action, including additional training. |
| **Completion Timeframe:** 01/26/2023 |
|  |

| **Improvement Area 4** |
| --- |
| **Criterion:** SE 25 - Parental consent |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of student records and staff interviews indicated that when parental consent to the services proposed on a student's IEP is required, and the parent fails or refuses to consent, the district does not consistently make multiple attempts to secure consent using a variety of methods which are documented by the district. |
| **LEA Outcome:** Revere Public Schools will ensure that parental consent to the IEP is consistently obtained and that multiple attempts to secure consent using a variety of methods are always documented. |
| **Action Plan:** By September 23, 2022, for the three students identified by the Department, Revere Public Schools will submit a signed IEP or evidence of multiple attempts made to secure consent using a variety of methods.  By October 26, 2022, Revere Public Schools will submit evidence of training for special education staff, including Team chairpersons, special education teachers, administrators, and office personnel on the revised procedures for obtaining parental consent and documenting attempts to gain parental consent using a variety of methods.  By January 26, 2023, Revere Public Schools will submit the results of a review of 15 records across all levels to determine if consent is always obtained and attempts are properly documented. The district will conduct a root cause analysis and determine appropriate corrective action for any identified non-compliance. |
| **Success Metric:** By the end of January 2023 and beyond, the district will obtain consent and/or document attempts to gain parental consent using a variety of methods for all proposed IEPs.  Evidence:   * Signed IEPs for students identified by the Department * Parental consent procedures * Internal monitoring procedures, with tracker * Agendas, training materials, and attendance sheets * Results of record review, root cause analysis, and corrective action steps, as appropriate |
| **Measurement Mechanism:** Continuing after the completion deadline, the Directors of Student Services will conduct quarterly tracking system reviews at every level to ensure parental consent is provided and that attempts to secure parental consent have been documented. If non-compliance is identified, the district will conduct a root cause analysis and determine appropriate corrective action, including additional training. |
| **Completion Timeframe:** 01/26/2023 |
|  |

| **Improvement Area 5** |
| --- |
| **Criterion:** SE 39 - Procedures used to provide services to eligible students enrolled in private schools at private expense |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of documents and staff interviews indicated that although the district consults with private school representatives and representatives of parents of parentally-placed private school children with disabilities each September, the district does not provide ongoing timely and meaningful consultations throughout the school year. Furthermore, the district does not consult with parents of eligible home-schooled students. |
| **LEA Outcome:** Revere Public Schools will ensure that the district consistently provides at least three ongoing timely and meaningful consultations with private school representatives, representatives of parents of parentally-placed private school children with disabilities, and parents of home-schooled students. Upon completion of consultations, the district will obtain written affirmation from representatives and parents. |
| **Action Plan:** By September 23, 2022, Revere Public Schools will submit procedures, in compliance with state and federal requirements, that include ongoing timely and meaningful consultations. The district will assign oversight responsibilities for carrying out the procedures to a special education coordinator. The procedures will include an internal tracking and monitoring system to ensure future compliance and administrative oversight.  By October 26, 2022, Revere Public Schools will provide evidence of consultation and written affirmation with private school representatives, representatives of parents of parentally-placed private school children with disabilities, and parents of homeschooled students. In addition, the district will submit a timeline for ongoing timely and meaningful consultations for the school year.  By January 26, 2023, Revere Public Schools will submit a review of its activities with private school representatives, representatives of parents of parentally-placed private school children with disabilities, and parents of home-schooled students to ensure that ongoing consultation is timely and meaningful and that written affirmation is obtained from participants. The district will email the Department at IDEAequitableservices@mass.gov if written affirmation is not obtained. Furthermore, the district will conduct a root cause analysis and determine appropriate corrective action for any identified non-compliance. |
| **Success Metric:** By the end January 2023 and beyond, the Special Education Coordinator for Revere Public Schools will consistently provide three ongoing timely and meaningful consultations with private school representatives, representatives of parents of parentally-placed private school children with disabilities, and parents of home-schooled students.  Evidence:   * Equitable Services procedures * Internal monitoring procedures * Timeline for consultations * Emails and invitations establishing consultation, along with signed written affirmations * Results of consultation review, root cause analysis, and corrective action steps, as appropriate |
| **Measurement Mechanism:** Continuing after the completion deadline, the Directors of Student Services will conduct yearly reviews to ensure that at least three consultations with private school representatives, representatives of parents of parentally-placed private school children with disabilities, and parents of home-schooled students are ongoing, timely, and meaningful. The review will also ensure that written affirmation is obtained from the appropriate representatives and/or parents. If non-compliance is identified, the district will conduct a root cause analysis and determine appropriate corrective action. |
| **Completion Timeframe:** 01/26/2023 |
|  |

| **Improvement Area 6** |
| --- |
| **Criterion:** CR 18 - Responsibilities of the school principal |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of documents and staff interviews indicated that although the district has developed a District Curriculum Accommodation Plan (DCAP), it is not consistently implemented to ensure that all efforts have been made to meet the needs of diverse learners in the general education program. Staff interviews indicated that while the district relies on building-based teams to identify and document appropriate interventions, this is not done consistently across the district. |
| **LEA Outcome:** Revere Public Schools will ensure that the District Curriculum Accommodation Plan (DCAP) and the Building-Based Support Team (BBST) interventions are consistently implemented and documented to verify that all efforts have been made to meet the needs of diverse learners in the general education program. |
| **Action Plan:** By October 26, 2022, Revere Public Schools will submit evidence of training for all staff, including Team chairpersons, general education teachers, special education teachers, related service providers, and building administrators, on how to identify specific student needs and implement and document interventions. Training will also address how progress monitoring is conducted to ensure that all efforts have been made to meet the needs of diverse learners in the general education program.  By January 26, 2023, Revere Public Schools will submit the results of a review of BBST referrals to determine if the DCAP and BBST interventions were consistently implemented. The review will also analyze student-level data to determine the effectiveness of such interventions. Evidence of the review will include a summary report along with sample classroom observations, teacher feedback, and additional action steps. If non-compliance or evidence of ineffective interventions and monitoring exists, the district will conduct a root cause analysis and determine appropriate follow-up, including additional support and training. |
| **Success Metric:** By the end of January 2023, the district will always implement and document DCAP and BBST interventions to ensure that all efforts have been made to meet the needs of diverse learners in the general education program.  Evidence:   * Intervention, documentation, and progress monitoring procedures * Internal monitoring procedures, with tracker * Agendas, training materials, and attendance sheets * Results of internal monitoring, root cause analysis, and corrective action steps, as appropriate * Sample walk-throughs and summaries of feedback sessions |
| **Measurement Mechanism:** Continuing after the completion deadline, the Directors of Student Services will conduct quarterly reviews at each level to examine if the DCAP and BBST interventions are consistently and effectively implemented in order to meet the needs of diverse learners in the general education program. The review will also determine whether appropriate progress monitoring is completed to determine the effectiveness of such interventions. If non-compliance is identified, the district will conduct a root cause analysis and determine appropriate corrective action, including additional training. |
| **Completion Timeframe:** 01/26/2023 |
|  |