



Norwood Public Schools

Tiered Focused Monitoring Report

Continuous Improvement and Monitoring Plan

**For Group A Universal Standards
Tier Level 2**

Date of Onsite Visit: April 28, 2022

Date of Final Report: July 12, 2022



Jeffrey C. Riley
Commissioner of Elementary and Secondary Education

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

Norwood Public Schools

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

During the 2021-2022 school year, Norwood 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 Norwood Public Schools

The Massachusetts Department of Elementary and Secondary Education conducted a Tiered Focused Monitoring Review in Norwood Public Schools during the week of April 25, 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 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 Phase:

- Interviews of staff consistent with those criteria selected for onsite verification.
- Interview of a parent advisory council (PAC) representative.
- 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.

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

DEFINITION OF COMPLIANCE RATINGS

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.

Norwood 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 9, SE 10, SE 11, SE 12, SE 13, SE 14, SE 17, SE 18A, SE 19, SE 20, 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
PARTIALLY IMPLEMENTED	SE 7, SE 8, SE 9A	
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 addressing the non-compliance identified in the Indicator 13 data submission has been completed by the district and reviewed by the Department. No further action is required at this time.

CONTINUOUS IMPROVEMENT AND MONITORING PLAN

Improvement Area 1
<p>Criterion: SE 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority</p>
<p>Rating: Partially Implemented</p>
<p>Description of Current Issue: A review of student records and staff interviews indicated that at least one year prior to the student reaching age 18, the district does not always inform the student and parent/guardian of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday. Additionally, the district does not always obtain consent from students with sole or shared decision-making authority to continue their special education program.</p>
<p>LEA Outcome: At least one year prior to the student reaching age 18, the district will inform the student and parents/guardians of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday. The district will always obtain consent from the student with sole or shared decision-making authority to continue their special education program.</p>
<p>Action Plan: By September 30, 2022, the district will submit the procedures to ensure that students and parents are informed regarding the transfer of parental rights and consent at the age of majority. The updated procedures will also describe the district's internal monitoring system based on current students' date of birth to maintain compliance.</p> <p>By September 30, 2022, the district will submit evidence of training for all relevant high school staff on the updated procedures and the internal monitoring system.</p> <p>By September 30, 2022, the district will submit evidence that transfer of rights information was provided and consent obtained for the two students identified by the Department.</p> <p>By January 31, 2023, the district will submit the results of a review of five records of students who turned 17 during the school year and five records of students who turned 18 during the school year to ensure that students and parent/guardians are informed regarding the transfer of rights and student consent is obtained as required. For any records found out of compliance, the district will conduct a root cause analysis and implement appropriate corrective actions.</p>
<p>Success Metric: By January 2023 and beyond, at least one year prior to a student reaching the age of 18, the district will always inform the student and parents of the rights that will transfer from the parents to the student upon the student's 18th birthday. The district will obtain consent from all students with decision-making authority to continue their special education program.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Updated procedures regarding the transfer of rights and consent at the age of majority • Agendas, training materials, and attendance sheets • Description of internal monitoring system • Notices and consent • Results of internal record review • Root cause analysis and corrective actions, if necessary

CONTINUOUS IMPROVEMENT AND MONITORING PLAN

Improvement Area 1

Measurement Mechanism: The Director of Special Education will conduct a quarterly review of student records to ensure that students and their parents are informed of the rights that will transfer from the parent to the student upon the student's 18th birthday and that consent is obtained from students with sole or shared decision-making rights. For any noncompliance identified, the district will conduct a root cause analysis and implement appropriate corrective action.

Completion Timeframe: 01/31/2023

Improvement Area 2**Criterion:** SE 8 - IEP Team composition and attendance**Rating:** Partially Implemented**Description of Current Issue:** A review of student records and staff interviews indicated that when a Team member does not attend the Team meeting, the district does not always follow the required procedures, including the following:

- Documenting, in writing, that the district and the parent agree the attendance of the Team member is not necessary because the member's area of the curriculum or related services is not being modified or discussed; or
- Documenting, in writing, the district and the parent agree to excuse a required Team member's participation and the excused member provides written input into the development of the IEP to the parent and the IEP Team prior to the meeting.

LEA Outcome: The district will ensure that when a Team member does not attend the Team meeting, the district will always follow the required procedures, including the following:

- Documenting, in writing, that the district and the parent agree the attendance of the Team member is not necessary because the member's area of the curriculum or related services is not being modified or discussed; or
- Documenting, in writing, the district and the parent agree to excuse a required Team member's participation and the excused member provides written input into the development of the IEP to the parent and the IEP Team prior to the meeting.

Action Plan: By September 30, 2022, the district will submit evidence that procedures have been reviewed and any necessary revisions made to ensure that the school follows the required procedures when a Team member does not attend the Team meeting. The school will also submit a description of an internal monitoring system to maintain compliance.

By September 30, 2022, the district will submit evidence of training for all relevant personnel on the IEP attendance procedures.

By January 31, 2023, the district will submit the results of a record review of five IEP Team meetings that took place after September 30, 2022, to ensure the requirements of IEP Team meeting attendance were met. For any records found out of compliance, the district will conduct a root cause analysis and implement appropriate corrective actions.

Success Metric: By January 31, 2023, and beyond, the district will follow the appropriate excusal steps when a Team member does not attend the Team meeting.

Evidence:

- Revised procedures
- Description of internal monitoring system
- Training agendas, materials, and sign-in sheets
- Results of record review
- Root cause analysis and corrective actions, if necessary

Measurement Mechanism: The Director of Special Education will conduct a quarterly review of student records to ensure the requirements of IEP Team meeting attendance are met. For any

Improvement Area 2

noncompliance identified, the district will conduct a root cause analysis and implement appropriate corrective action.

Completion Timeframe: 01/31/2023

Improvement Area 3

Criterion: SE 9A - Elements of eligibility determination; general education accommodations and services for ineligible students

Rating: Partially Implemented

Description of Current Issue: A review of student records and staff interviews indicated that the proposed IEP and placement or written explanation of the finding of no eligibility is not consistently provided to the parent/guardian immediately following the development of the IEP.

LEA Outcome: The district will ensure that the Notice of Proposed School District Action (N1), IEP and placement, or Notice of School District Refusal to Act (N2), are provided to the parent/guardian immediately following the development of the IEP.

Action Plan: By September 30, 2022, the district will submit updated timeline procedures to ensure the parent/guardian is provided with the proposed IEP and placement or written explanation of the finding of no eligibility immediately following the development of the IEP. The district will also submit a description of an internal monitoring system to track this timeline.

By September 30, 2022, the district will submit evidence that all relevant personnel have been trained on the appropriate timelines for the provision of the IEP or written explanation of the finding of no eligibility.

By January 31, 2023, the district will submit the results of a review of five student records to determine if the proposed IEP and placement or written explanation of the finding of no eligibility was provided to the parent/guardian immediately following the development of the IEP. For any records found out of compliance, the district will conduct a root cause analysis and implement appropriate corrective actions.

Success Metric: By January 2023 and beyond, the district will ensure parents/guardians are provided with the proposed IEP and placement or written explanation of the finding of no eligibility immediately following the development of the IEP.

Evidence:

- Updated procedures
- Description of internal monitoring system
- Training agendas, materials, and sign-in sheets
- Results of record review
- Root cause analysis and corrective actions, if necessary

Measurement Mechanism: The Director of Special Education will conduct a quarterly review of student records to ensure that parents/guardians are provided with the proposed IEP and placement or written explanation of the finding of no eligibility immediately following the development of the IEP. For any noncompliance identified, the district will conduct a root cause analysis and implement appropriate corrective action.

Completion Timeframe: 01/31/2023