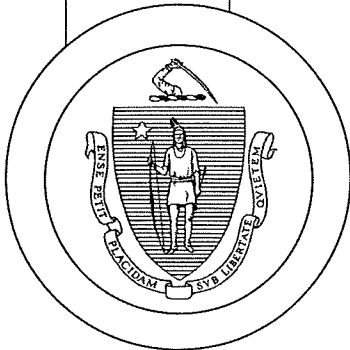




MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

**Tiered Focused Monitoring Report
for Group A Universal Standards
Special Education and Civil Rights
Manchester Essex Regional School District
Onsite Dates: January 22-23, 2019
Tier Level: I**



Jeffrey C. Riley
Commissioner of Elementary and Secondary Education

During the 2018-2019 school year, Manchester Essex Regional School District participated in a Tiered Focused Monitoring Review conducted by the Department's Office of Public School Monitoring. The purpose of the Tiered Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on special education and civil rights. **The Department is pleased to report that the district was found to be in compliance with all criteria reviewed; no corrective action is required at this time.**

School districts and charter schools are reviewed every three years through Tiered Focused Monitoring. This review process emphasizes elements most tied to student outcomes, and alternates the focus of each review on either Group A Universal Standards or Group B Universal Standards.

Group A Universal Standards address:

- Student identification
- IEP development
- Programming and support services
- Equal opportunity

Group B Universal Standards address:

- Licensure and professional development
- Parent/student/community engagement
- Facilities and classroom observations
- Oversight
- Time and learning
- Equal access

In addition, the Department has reserved a specific set of criteria, collectively known as Targeted Standards, employed when LEA or school-level risk assessment data indicate that there is a potential issue. Identified Targeted Standards are assessed in addition to the Universal Standards.

Universal Standards and Targeted Standards are aligned with the following regulations:

Special Education (SE)

- selected requirements from the federal Individuals with Disabilities Education Act (IDEA-2004); the federal regulations promulgated under that Act at 34 CFR Part 300; M.G.L. c. 71B, and the Massachusetts Board of Education's Special Education regulations (603 CMR 28.00), as amended effective March 1, 2007.

Civil Rights Methods of Administration and Other General Education Requirements (CR)

- selected federal civil rights requirements, including requirements under Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, together with selected state requirements under M.G.L. c. 76, Section 5 as amended by Chapter 199 of the Acts of 2011 and M.G.L. c. 269 §§ 17 through 19.
- selected requirements from the Massachusetts Board of Education's Physical Restraint regulations (603 CMR 46.00).
- selected requirements from the Massachusetts Board of Education's Student Learning Time regulations (603 CMR 27.00).

- various requirements under other federal and state laws.

Tiered Focused Monitoring allows for differentiated monitoring based on a district/charter school's level of need; the Tiers are defined as follows:

LEAs in Tiers 1 and 2 have been determined to have no or low risk:

- Tier 1/Self-Directed Improvement: Data points indicate no concern on compliance and performance outcomes – meets requirements.
- Tier 2/Directed Improvement: Risk assessment data indicate low risk in areas associated with 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 the district 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.

On-site 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 onsite 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 or civil rights.
- Surveys of parents of students with disabilities: Parents of students with disabilities were sent a survey to solicit information regarding their experiences with the district's implementation of special education programs, related services, and procedural requirements.
- Interviews of staff consistent with those criteria selected for onsite verification.
- Interviews of parent advisory council (PAC) representatives and other telephone interviews, as requested by parents or members of the general public.

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 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.

Manchester Essex Regional School District

SUMMARY OF COMPLIANCE CRITERIA RATINGS

	Special Education	Civil Rights and Other General Education Requirements
IMPLEMENTED	SE 1, SE 2, SE 3, SE 3A, SE 6, SE 7, SE 8, SE 9, SE 9A, 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 37, SE 38, SE 39, SE 40, SE 41, SE 42, SE 43, SE 48, SE 49	CR 13, CR 14, CR 18
PARTIALLY IMPLEMENTED		
NOT IMPLEMENTED		

The review instruments, that include the regulatory requirements specific to the special education and civil rights criteria referenced in the above table, can be found at www.doe.mass.edu/pqa/review/cpr/default.html.

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 onsite 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	<input checked="" type="checkbox"/>		
Indicator 12 – Early Childhood Transition	<input checked="" type="checkbox"/>		
Indicator 13 – Secondary Transition		<input checked="" type="checkbox"/>	



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

Jeffrey C. Riley
Commissioner

February 5, 2019

Allison Collins, Director of Student Services
Manchester Essex Regional Schools
36 Lincoln Street
Manchester-by-the-Sea, MA 01944



Re: Special Education State Performance Plan/Annual Performance Report Indicator 13: Secondary Transition

Dear Director Collins:

I am writing to notify you that your district has corrected all identified noncompliance with Indicator 13: Secondary Transition. In the spring of 2018, your district reported data for the Massachusetts Special Education State Performance Plan/Annual Performance Report (SPP/APR) for Indicator 13: Secondary Transition. Based on your district's data, the Department issued a finding of noncompliance on June 15, 2018, and your district was directed to implement corrective action to address the root causes of the noncompliance.

The Department received the district's Proposed Transition Action Plan in which you indicated that a training was held on June 12, 2018 for the high school Team chairperson and special education staff to ensure that, with the consent of the parent or adult student, adult human service agency representatives are invited to IEP Team meetings when the student is likely to require continuing services.

In order to demonstrate that this activity was successful in addressing the identified noncompliance, your district completed a review of an additional three (3) student records. The Department reviewed the data set submitted on December 7, 2018 and determined that this data demonstrates 100% compliance with the requirements described in Indicator 13. This is satisfactory evidence of correction of identified noncompliance and no further activity is required at this time.

If you have any questions, please contact Joan Brinckerhoff at 781-338-3715 or jbrinckerhoff@doe.mass.edu.

Sincerely,

Vani Rastogi-Kelly, Director
Office of Public School Monitoring

cc: Joan Brinckerhoff, Ph.D., Tiered Focused Monitoring Chairperson