Tiered Focus Monitoring (TFM) Report

TFM Group A

- Conducted by the Department of Elementary & Secondary Education's Office of Public School Monitoring (PSM)

- Monitored on an alternate set of Universal Standards every three years

- Covers Civil Rights, English Language Education, and Special Education

- Group A Universal Standards address: Student identification; IEP development; Programming and support services; Equal opportunity

- Combination of self assessment and internal record review (Jan - July 2022) and on-site visit (Nov 2022)

TFM Self Assessment

- Data collection and submission for Indicators 11, 12 and 13
- Student Record Review (15 records)
- Document Review
  - Ten Special Education Universal Standards*
  - Three Civil Rights Universal Standards

Indicator Data Collection

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- **Indicator 11** – Measures timelines for determining initial special education eligibility (79 records)

- **Indicator 12** – Transition for students aged 3 from Early Intervention (16 records)

- **Indicator 13** – Transition for students aged 14 and above (35 records)

Universal Standards (Group A)

Identification Process:
SE 1: Assessments appropriately selected and interpreted
SE 2: Required and optional assessments
SE 3: SLD
SE 3A: Special requirements for students on autism spectrum
SE 9: Timeline for determination of eligibility (Ind. 11)
SE 9A: Elements of eligibility
SE 10: End of school year evaluation
SE 11: IEE
SE 12: Re-evaluation
SE 19: Extended evaluation

IEP Development:
SE 6: Determination of transition services (Indicator 13)
SE 7: Transfer of parental rights
SE 8: IEP Team composition and attendance
SE 13: Progress Reports
SE 14: Review/revision IEPs
SE 18A: IEP development & content
SE 20: LRE
SE 25: Parent consent
SE 26: Parent participation
SE 29: Communications with parent in English and primary language of the home

Programming & Support Services:
SE 17: Initiation of services at age 3 and EI transition (Ind12)
SE 22: IEP Implementation and availability
SE 34: Continuum
SE 37: Procedures OOD placements
SE 38: SEIS
SE 39: Proportionate Share
SE 40: Instructional groupings
SE 41: Age span
SE 42: Programs young children 3–4 years of age
SE 43: Behavioral interventions
SE 48: FAPE
SE 49: Related Services

CR 13: Availability of information/academic counseling & general curricular
CR 14: Counseling & counseling materials
CR 18: Responsibilities of the school principal

Targeted Standards (Group A)

Special Education
SE 4: Reports of assessment results
SE 5: State/district assessments after each administration of tests
SE 16: Screening
SE 18B: Determination placement/provision IEP
SE 21: Ext Day/Year
SE 24: Notice (N1 content)
SE 25A & 25B: BSEA
SE 27: Content of Team meeting notice
SE 33: Involvement in general curriculum
SE 35: Assistive tech
SE 44: Proc. Recording suspensions
SE 45: Proc suspension up to and after 10 days
SE 46: Procedures for Suspension
SE 47: Proc not yet determined eligibility
SE 53: Use of paraprofessionals
SE 59: Transfer of records

Civil Rights
CR 6: Policy for pregnant students

CR 8: Accessibility of extracurricular activities

CR 9: Hiring/employment practices prospective employers

CR 10: Anti-hazing

CR 11A: Designation of coordinators; grievance procedures

CR 15: Nondiscriminatory administration of scholarships/prizes/awards

CR18A: Employment practice

CR 26A: Confidentiality and student records

If district/school data shows there is a potential issue, the related criteria can be added to the review. Data sources include, but aren't limited to Problem Resolution System (PRS) complaints and School Safety and Discipline Reports (SSDR).

Onsite Monitoring/Reporting

- Interviews of administrative, instructional, and support staff

- Interviews of parent advisory council (SEPAC) representatives and

  other telephone interviews as requested by other parents or

  members of the general public. (2 interviews requested/conducted)

- Review of student records for special education (reviewed 12 additional student records)

- Surveys of parents of students with disabilities: All parents of students with disabilities receive an electronic survey that solicits information regarding their experiences with the LEA's implementation of programmatic objectives and requirements. (207 surveys returned)

SY22 Dates

- **November 15, 2022** TFM Onsite Record Review

- **November 16, 2022** Time out rooms visited and Interviews

- **November 17, 2022** Interviews and Exit Meeting

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

Summary of Compliance Ratings

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The district was found to be in compliance with all criteria reviewed; no corrective action is required at this time.

Summary of Indicator Data Review

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

The district is currently in the corrective action stage for Indicator 11. In addition to updating procedures and providing additional training, the district will conduct an additional record review to ensure compliance. The results of the record review are due to the Department in March 2023.

APS Findings

Arlington Public Schools
Education That Empowers

For a full description of the Tiered Focus Monitoring (TFM) process and complete copies of the Final Report

Visit:

https://www.doe.mass.edu/psm/tfm/