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| DESE Logo  **Tiered Focused Monitoring Report**  **Continuous Improvement and Monitoring Plan**  **for Group A Universal Standards**  **District: Hopedale Public Schools**  **Onsite Date: December 4, 2018**  **Tier Level: 1**  State Seal of Massachusetts |
| Jeffrey C. Riley  Commissioner of Elementary and Secondary Education |

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| During the 2018-2019 school year, Hopedale 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). * 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 Hopedale 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.   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. * Interview of a parent advisory council (PAC) representative and other telephone interviews, as requested, by other parents or members of the general public. |

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| **Report: For Tier 1 & 2 Tiered Focused Monitoring Reviews**  Following the onsite visit, the onsite team holds an informal exit meeting to summarize its comments for the superintendent. Within approximately 20 business days of the onsite visit, the onsite chairperson forwards to the superintendent the findings from the Tiered Focused Monitoring Review. All districts 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 are expected to incorporate the CIMP actions into their district and school improvement plans, including their professional development plans. |

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| **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. |
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| **Implemented** | The requirement is substantially met in all important aspects. |
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| **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. |
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| **Partially Implemented** | The requirement, in one or several important aspects, is not entirely met. |
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| **Not Implemented** | The requirement is totally or substantially not met. |
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| **Not Applicable** | The requirement does not apply to the school district or charter school. |

**Hopedale Public Schools**

**SUMMARY OF COMPLIANCE CRITERIA INCLUDED IN THIS REPORT**

**RECEIVING A COMMENDABLE RATING**

**FROM THE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

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| **Special Education** |
| SE 43 |

**SE 43** - Behavioral interventions:

Document review and interviews indicated that the district has made concerted efforts at the middle and secondary levels to reduce suspensions and increase student support for students with and without disabilities. District administration has created two student support programs within the Hopedale Junior/Senior High School that, through the use of positive behavioral interventions and supports, address student behavior that may otherwise impede a student's academic growth and opportunities for academic advancement.

The Junior/Senior High School Vaping Diversionary Program is a voluntary positive behavioral intervention and support program offered to special education and general education students who are in the process of being disciplined for violating the student code of conduct for vaping on campus. Students work with the assistant principal and other specific faculty members to become educated on the risks and dangers associated with vaping and/or juuling, including missed opportunities for educational success, missed special education services, and the impact of their behavior on others. The program offers an alternative to the mandatory three-day out of school suspension, as vaping is categorized as "drug(s) and paraphernalia" in the Parent/Student Handbook. At the conclusion of the program, a certificate of completion is awarded to the participating student and parent(s) and the student's record does not reflect an out of school suspension. Unexpectedly, during the fall of 2018, parents whose students had not been disciplined for violating the code of conduct requested to participate in the program; these students and parents were welcomed as participants in the program.

The Bridge Program is an intensive school-based transition program available to any student who is experiencing significant emotional distress on a daily basis. The program is 8-12 weeks and provides families, teachers, and outside therapeutic providers an opportunity to socially and emotionally support identified students, and prepares the students for academic re-entry at Hopedale Junior/Senior High School. The program focuses on the four S's: Services, Staffing, Students, and Space. Bridge has an enrollment capacity of six students and reserves two spaces for tier one priority populations. Bridge students receive a customized care plan that addresses academic support, clinical support, family support, and care coordination.

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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|  | **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 40, SE 41, SE 42,  SE 43, SE 48, SE 49, | CR 13, CR 14, CR 18 |
| **PARTIALLY**  **IMPLEMENTED** | SE 39 |  |
| **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 <http://www.doe.mass.edu/psm/resources/default.html>.

**SUMMARY OF INDICATOR DATA REVIEW**

As part of the self-assessment process for districts 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 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 results of the Department’s analysis regarding these Indicators are as follows:

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

| **Improvement Area 1** |
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| **Criteria:** SE 39 - Procedures used to provide services to eligible students enrolled in private schools at private expense |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Document review and interviews indicated that the district's procedures for the provision of services to eligible students enrolled in private schools at private expense do not include:  1) the child find process for students suspected of having a disability and how parents, teachers, and private school officials will be informed about the process; 2) what the determination of proportionate share funds is and the calculation on which that determination is based, including the underlying data; 3) how the consultation process will occur during the school year between the district, private school representatives, and parents; 4) how, where, and by whom special education and related services will be provided to eligible private school students with disabilities using proportionate share funds, including types of services, how funds will be apportioned if federal funds are insufficient to serve all eligible students, and how and when decisions about proportionate share services will be made; and 5) how the district will notify private school officials, in writing, if the district does not agree with the view of the private school offices about the provision of services or specific types of services.  Additionally, the district's procedures do not include the requirement to obtain written affirmation that is signed by representatives of participating private schools documenting that meaningful consultation has occurred. |
| **LEA Outcome:** The procedures used to provide services to eligible students enrolled in private schools at private expense and/or home schooled will be rewritten to include:  1) the child find process for students suspected of having a disability and how parents, teachers, and private school officials will be informed about the process;  2) explanation of what the determination of proportionate share funds is and the calculation on which that determination is based, including the underlying data;  3) how the consultation process will occur during the school year between the district, private school representatives, and parents;  4) how, where, and by whom special education and related services will be provided to eligible private school students with disabilities using proportionate share funds, including types of services, how funds will be apportioned if federal funds are insufficient to serve all eligible students, and how and when decisions about proportionate share services will be made; and  5) how the district will notify private school officials, in writing, if the district does not agree with the view of the private school offices about the provision of services or specific types of services.  Additionally, the district's procedures will include the requirement to obtain written affirmation that is signed by representatives of participating private schools documenting that meaningful consultation has occurred. |
| **Action Plan:** By 5/8/2019, the Pupil Personnel Services (PPS) Director will provide the Department of Elementary and Secondary Education with the new procedures for all required elements pertaining to provision of services to eligible students enrolled in private schools at parental expense and home schooled.  By 6/15/2019, The PPS Director will train special education Team chairpersons and building leaders on the new procedures for provision of services to students enrolled in private schools at private expense and home schooled and will provide an agenda, signatures of attendance, and training materials.  By 11/4/2019, the PPS Director will provide the Department with copies of written affirmations and child find to demonstrate use and compliance of the new procedures. |
| **Success Metric:** The PPS Director shall implement the following action steps in order to correct procedures and ensure compliance for SE 39:  1) The PPS Director will rewrite procedures used to provide services to eligible students enrolled in private schools at private expense and/or home schooled. These procedures will include all components of proportionate share requirements outlined in the Department's Special Education Administrative Advisory SPED 2018-1. This will include a description of child find activities, methods of evaluation and determination of disability, communication and documentation of such consultation with private schools or home schooled families, and development of services plans for provision of any necessary services. These procedures will be updated to meet regulations.  2) Upon completion of the updated procedures, the PPS Director will then train building-based special education Team chairpersons and building-based leaders on the updated system. The Team chairpersons will then train all special education teachers.  3) The PPS Director will document that training was completed through the provision of an agenda, signed attendance sheets, and training materials. |
| **Measurement Mechanism:** Annually, the PPS Director will ensure the process is followed and updated as mandated by any regulation changes. The PPS Director will monitor staff changeover to ensure training is provided and systems continue to be in place for continued compliance. |
| **Completion Timeframe:** 11/04/2019 |
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