

**East Bridgewater Public Schools**

**Tiered Focused Monitoring Report**

**For** **Group B Universal Standards**

**Tier Level** **2**

**Date of Onsite Visit:** **March 9, 2020**

**Date of Final Report:** **August 3, 2020**



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Commissioner of Elementary and Secondary Education

During the 2019-2020 school year, East Bridgewater 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 East Bridgewater Public Schools included:

Self-Assessment Phase:

* District reviewed special education and civil rights documentation for required elements including document uploads.
* Upon completion of this internal review, the district’s self-assessment was submitted to the Department for review.

On-site Verification Phase:

* 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.
* Surveys of parents: Parents of students in third, seventh, and eleventh grades were sent a survey to solicit information regarding their experiences with the district’s implementation of civil rights equity and access requirements.
* Interviews of staff consistent with those criteria selected for onsite verification.
* Interview of a parent advisory council (PAC) representative.
* Observations of classrooms and other facilities: The onsite team visited a sample of classrooms and school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

**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 or charter school leader. Within approximately 20 business days of the onsite visit, the onsite chairperson forwards to the superintendent or charter school leader the findings from the Tiered Focused Monitoring Review. All districts/charter schools 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 and charter schools are expected to incorporate the CIMP actions into their district and school improvement plans, including their professional development plans.

# **DEFINITION OF COMPLIANCE RATINGS**

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| **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. |
| **Not Applicable** | The requirement does not apply to the school district or charter school. |

**East Bridgewater Public Schools**

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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|  | **Universal Standards**  **Special Education** | **Universal Standards**  **Civil Rights and Other General Education Requirements** |
| **IMPLEMENTED** | SE 15, SE 32, SE 35, SE 36, SE 50, SE 51, SE 52, SE 52A, SE 54, SE 56 | CR 3, CR 7, CR 7A, CR 7B, CR 7C,  CR 12A, CR 16,  CR 17A, CR 20,  CR 21, CR 22,  CR 24 |
| **PARTIALLY**  **IMPLEMENTED** | SE 55 | CR 10A, CR 10B, CR 10C, CR 23,  CR 25 |
| **NOT IMPLEMENTED** |  |  |

The review instruments, that include the regulatory requirements specific to the special education and civil rights criteria referenced in the table above, can be found at <http://www.doe.mass.edu/psm/resources>.

| **Improvement Area** **1** |
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| **Criterion:** SE 55 - Special education facilities and classrooms |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Observations indicated that the location of the three substantially separate classrooms at the Gordon W. Mitchell School is separate from general education classrooms and does not maximize the inclusion of eligible students into the life of the school. The three classrooms are clustered together in a hallway that contains only these three classrooms and an art classroom; additionally, fourth and fifth grade students in these classes are not on the same floor as their same-age general education peers.  Observations also indicated that, at the East Bridgewater Junior Senior High School, students can only access an English learner (EL) classroom by walking through the Speech and Language space or a second EL classroom, thereby causing visual and auditory distraction. |
| **LEA Outcome:** The district will work with the Gordon W. Mitchell School administration to reconfigure classroom locations in order to maximize the inclusion of students receiving special education services into the life of the school. |
| **Action Plan:**  By 09/08/2020:  -The Director of Special Education will meet with the principals of the Gordon W. Mitchell and the East Bridgewater Junior/Senior High School to review and approve a plan for locations of substantially separate and English Learner classrooms in order to maximize the inclusion of students receiving services into the life of the school and minimize auditory and visual distractions.  -The district will reconfigure the locations of the identified classrooms to maximize the inclusion of special education students into the life of the school and minimize auditory and visual distractions.  By 02/23/2021:  -The Department of Elementary and Secondary Education will conduct a site visit to verify the locations of the substantially separate classrooms at the Gordon W. Mitchell School and the English Learner classroom at the East Bridgewater Junior/Senior High School. |
| **Success Metric:** The substantially separate classrooms at the Gordon W. Mitchell School will be positioned in order to maximize the inclusion of students receiving special education services into the life of the school.  The following evidence will be submitted to the Department:  By 9/8/2020: Floor plan showing locations of substantially separate classrooms at Gordon W. Mitchell  By 9/8/2020: Floor plan showing the location of English Learners classroom at Junior/Senior High School  By 2/23/2021: Department of Elementary and Secondary Education onsite visit verification |
| **Measurement Mechanism:** Each year, the Special Education Administrator and principals will review the locations of substantially separate classrooms in each building of the district to ensure that they maximize the inclusion of special education students into the life of the school.  Each year, building principals will review classrooms to ensure that all classes, including English Language Learner classrooms, minimize auditory and visual distractions. |
| **Completion Timeframe:** 02/23/2021 |
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| **Improvement Area 2** |
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| **Criterion:** CR 10A - Student handbooks and codes of conduct |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and staff interviews indicated that the East Bridgewater Junior Senior High School Handbook contains a code of conduct that does not assure due process in disciplinary proceedings. Specifically, the handbook states that a second or third violation of the no-smoking policy will result in the assignment of a one day out of school suspension without first providing the opportunity for a hearing, as required by 603 CMR 53.06(1). Additionally, the Handbook harassment policy is missing the protected category of gender identity. |
| **LEA Outcome:** All Student Handbooks and Codes of Conduct will assure due process in disciplinary proceedings. All Handbook harassment policies will include the protected category of gender identity. |
| **Action Plan:**  By 9/8/2020:  -Principal will revise the Code of Conduct in the East Bridgewater Junior Senior High School Student Handbook to meet all requirements of 603 CMR 53.06(1), including updating the no-smoking and harassment policies.  -The revised Student Handbook(s) will be presented to the East Bridgewater School Committee for approval.  By 11/25/2020:  -The revised and approved Student Handbooks will be posted on the district and school websites and will be provided to students and parents. Translated versions of the handbook(s) will also be available to students and parents whose primary language is not English.  -All staff will receive training on the updated discipline and harassment policies and procedures. |
| **Success Metric:** The revised Student Handbook(s) will be posted on district and individual school websites, disseminated to students and parents, and staff will be trained on the updated policies and procedures.  The following evidence will be submitted to the Department:  By 9/8/2020: revised Student Handbook(s)  By 11/25/2020: agendas and sign-in sheets for staff training and link to English and translated versions posted on website(s) |
| **Measurement Mechanism:** Annually, the Superintendent and/or their designee will review Student Handbook(s) and Code(s) of Conduct to ensure that policies and procedures align with laws and regulations and that the implementation of disciplinary proceedings also meet all requirements of the laws and regulations. |
| **Completion Timeframe:** 11/25/2020 |
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| **Improvement Area 3** |
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| **Criterion:** CR 10B - Bullying Intervention and Prevention |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents indicated that the handbooks for the East Bridgewater Junior Senior High School and the Gordon W. Mitchell School do not contain relevant sections of the Bullying Prevention and Intervention Plan addressing the bullying of students by a school staff member. |
| **LEA Outcome:** All Student Handbooks will include relevant sections of the Bullying Prevention and Intervention Plan addressing the bullying of students by a school staff member. The school handbooks will make clear that a member of the school staff may be named the aggressor or perpetrator in a bullying report. |
| **Action Plan:**  By 9/8/2020:  -Principals will update Student Handbooks to include relevant sections of the Bullying Prevention and Intervention Plan addressing the bullying of students by a school staff member.  -The revised Student Handbooks will be presented to the School Committee for approval.  By 11/25/2020:  -All staff members will receive training on the updated Bullying Prevention and Intervention Plan.  -The revised Student Handbooks will be posted on the district and school websites and will be provided to students and parents. Translated versions of the handbook(s) will also be available to students and parents whose primary language is not English. |
| **Success Metric:** The revised Student Handbook(s) will be posted on the district and individual school website(s) and will be disseminated to students and parents.  The following evidence will be submitted to the Department:  By 9/8/2020: updated language about bullying by staff to be included in student handbooks  By 11/25/2020: agendas and sign-in sheets for staff training; links to the updated handbooks posted on the website, including translated versions |
| **Measurement Mechanism:** Annually, the Superintendent and/or their designee will review Student Handbook(s) to ensure that the Handbook(s) conform to the District's Bullying Prevention and Intervention Plan and current laws and regulations. |
| **Completion Timeframe:** 11/25/2020 |
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| **Improvement Area 4** |
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| **Criterion:** CR 10C - Student Discipline |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and interviews indicated that the district does not consistently provide the student and parent a written notice about the opportunity for a hearing before imposing a short-term or long-term suspension, as required by 603 CMR 53.06. |
| **LEA Outcome:** The district will ensure that all students and parents are provided written notice about the opportunity for a hearing before imposing a short-term or long-term suspension, as required by  603 CMR 53.06. |
| **Action Plan:**  By 9/8/2020:  -Principals will update all necessary student discipline notices and procedures to ensure students and parents are provided written notice about the opportunity for a hearing before the assignment of a short-term or long-term suspension, as required by 603 CMR 53.06.  -The district will conduct training for all central and building administrators on updated student discipline notices and procedures.  -The district will notify students and parents/guardians about updated student discipline notices and procedures. |
| **Success Metric:** Discipline notices, policies, and practices will be updated to ensure that all students and parents/guardians are provided written notice about the opportunity for a hearing before the imposing of a short-term or long-term suspension, as required by 603 CMR 53.06.  The following evidence will be submitted to the Department:  - Revised student discipline notices and procedures  - Agendas and sign-in sheets from a staff training on revised student discipline notices and procedures  - Notification to students and parents/guardians of revised student discipline notices and procedures |
| **Measurement Mechanism:** Annually, the Superintendent and/or their designee will review all discipline policies and notices to ensure that they are consistent with current laws and regulations. |
| **Completion Timeframe:** 09/08/2020 |
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| **Improvement Area 5** |
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| **Criterion:** CR 23 - Comparability of facilities |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Observations indicated that the two English learner (EL) classrooms at the East Bridgewater Junior Senior High School are not comparable to classrooms provided for other students in the district. Both rooms are windowless and small. Specifically, the size of one classroom did not adequately accommodate the teacher and one student observed working in it. The size of the other classroom, likewise, did not adequately accommodate the teacher and three students observed during a class; the students shared one small table for doing their schoolwork.  Furthermore, students can only access one of the EL classrooms by walking through the second EL classroom or by walking through the Speech and Language space, thereby causing visual and auditory distraction. |
| **LEA Outcome:** The district will ensure that the English learner classrooms at the East Bridgewater Junior/Senior High School are comparable to those provided for other students in the district and that they are free of visual and auditory distractions. |
| **Action Plan:**  By 9/8/2020:  -District and building administrators will meet to review and approve a plan for the locations of the English Learner classrooms at East Bridgewater Junior Senior High School in order to ensure that they are comparable to other district classrooms and minimize visual and auditory distractions.  -The district will reconfigure the locations of the English Learner classrooms.  By 2/23/2021:  -The Department will conduct a site visit to verify the comparability and physical aspects of the English Language Learner classrooms at the East Bridgewater Junior/Senior High School. |
| **Success Metric:** The English Learner classrooms at East Bridgewater Junior/Senior High School will be free of visual and auditory distractions and comparable to classrooms provided to other students in the district.  The following evidence will be submitted to the Department:  By 9/8/2020: Floor plan showing the locations of the English Learner classrooms at the East Bridgewater Junior/Senior High school  By 2/23/2021: Department of Elementary and Secondary Education will conduct an onsite visit  verification. |
| **Measurement Mechanism:** Annually, district administrator(s) and principals will review locations of English Learner classrooms in each district building to ensure they are comparable to other district classrooms and they minimize visual and auditory distractions. |
| **Completion Timeframe:** 02/23/2021 |
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| **Improvement Area 6** |
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| **Criterion:** CR 25 - Institutional self-evaluation |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and staff interviews indicated that the district does not evaluate all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. |
| **LEA Outcome:** The district will evaluate all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. |
| **Action Plan:**  By 9/8/2020, the district will develop surveys to be distributed to teaching staff and identified staff responsible for extracurricular activities, including all coaches, club advisors, as well as students and parents/guardians.  By 11/25/2020, the Director of Special Education will distribute the surveys to the appropriate school personnel, students and parents/guardians.  By 2/23/2021, the surveys will be reviewed. Information will be discussed at an administrative meeting and recommendations made based upon any identified concerns. |
| **Success Metric:** The administrative team will review the outcomes of the institutional self-evaluation and develop recommendations to be implemented based upon identified areas of concern.  The following evidence will be submitted to the Department:  By 9/8/2020: surveys for staff, students, and families  By 11/25/2020: assurance that surveys have been distributed  By 2/23/2021: a written narrative documenting outcomes of the self-evaluation and resulting recommendations and action items |
| **Measurement Mechanism:** The district will create and maintain a schedule with timelines to ensure that there is an annual evaluation of all aspects of its K-12 program to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. |
| **Completion Timeframe:** 02/23/2021 |
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