

**Barnstable Public Schools**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

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

**Tier Level** **2**

**Dates of Onsite Visit:** **January 26-27, 2021**

**Date of Final Report:** **03/10/2021**



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Commissioner of Elementary and Secondary Education

During the 2020-2021 school year, Barnstable 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/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 the district or charter school 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.
* Interviews of staff consistent with those criteria selected for onsite verification.
* Interviews of parent advisory council (PAC) representative.
* Review of classrooms and other facilities: The chairperson reviewed floor plans and interviewed staff to confirm the locations 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. |

Barnstable

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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| --- | --- | --- | --- |
|  | **Universal Standards**  **Special Education** | **Universal Standards**  **Civil Rights and Other General Education Requirements** | **Targeted Standards** |
| **IMPLEMENTED** | SE 32, SE 36, SE 50, SE 51, SE 52, SE 52A, SE 54, SE 55, SE 56 | CR 3, CR 7, CR 7A, CR 7B, CR 7C,  CR 8, CR 10A,  CR 10B, CR 10C, CR 12A, CR 16,  CR 17A, CR 20,  CR 21, CR 22,  CR 23, CR 24,  CR 25 | SE 35 |
| **PARTIALLY**  **IMPLEMENTED** | SE 15 |  |  |

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 [www.doe.mass.edu/psm/resources/default.html](http://www.doe.mass.edu/psm/resources/default.html).

| **Improvement Area** **1** |
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| **Criterion:** SE 15 - Outreach by the School District (Student Find) |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Document review and staff interviews indicated that although the district conducts child find activities for preschool children and children enrolled in private and homeschool settings, the district does not consistently conduct child find activities to identify students in need of special education through annual or more frequent outreach with professionals in the community, clinical and health care agencies, and agencies serving migrant and/or homeless persons. |
| **LEA Outcome:** The district will develop a child find process to identify and evaluate students who may need services from birth through age 21. In addition to the current preschool outreach, the district will ensure annual or more frequent outreach and ongoing contact with professionals in the community, clinical and health care agencies, and agencies serving migrant and/or homeless persons. |
| **Action Plan:** By May 6, 2021, the district will update the child find process to include outreach and ongoing contact with professionals in the community, clinical and health care agencies, and agencies serving migrant and/or homeless persons. The district will submit evidence of the updated process to the Department.  By August 4, 2021, the district will submit evidence of outreach through local media campaigns, publicly posted notices, and direct child find notices to identified professionals in the community, clinical and health care agencies, and agencies serving migrant and/or homeless persons. |
| **Success Metric:** The district will conduct annual or more frequent outreach and continuous liaison with groups from which promotion or transfer of students in need of special education may be expected, or which would include students in need of special education. These groups include:  - Professionals in the community;  - Private nursery schools;  - Day care facilities;  - Group homes;  - Parent organizations;  - Clinical/health care agencies;  - Early intervention programs;  - Private/parochial schools; and  - Agencies serving migrant and/or homeless persons pursuant to the McKinney-Vento Education Act for Homeless Students.    The district will document any students identified through the child find process and submit copies of the district's child find notice(s), evidence of local media campaigns/public postings and a list of organizations receiving the notices as evidence. |
| **Measurement Mechanism:** The district will conduct ongoing outreach through child find activities at the beginning, middle and end of every school year. The Administrator of Special Education will review and update the outreach process annually. |
| **Completion Timeframe:** 08/04/2021 |
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