

**South Shore Charter Public School**

**Tiered Focused Monitoring Report**

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

**Tier Level** **2**

**Date of Onsite Visit:** **February 9, 2021**

**Date of Final Report:** **April 8, 2021**



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Commissioner of Elementary and Secondary Education

During the 2020-2021 school year, South Shore Charter Public School 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 South Shore Charter Public School included:

Self-Assessment Phase:

* School reviewed special education and civil rights documentation for required elements including document uploads.
* Upon completion of this internal review, the school’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 school’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.
* 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. |

**South Shore Charter Public School**

**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 35, 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 |
| **PARTIALLY**  **IMPLEMENTED** |  |  |
| **NOT IMPLEMENTED** | SE 32 |  |

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** |
| --- |
| **Criterion:** SE 32 - Parent advisory council for special education |
| **Rating:** Not Implemented |
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| **Description of Current Issue:** A review of documentation and staff interviews indicated that the charter school has not established a functioning parent advisory council (PAC) that advises on matters pertaining to the education and safety of students with disabilities, meets regularly with school officials to participate in the planning, development, and evaluation of the charter school's special education programs, and conducts, in cooperation with the charter school, at least one workshop annually on the rights of students and their parents and guardians under the state and federal special education laws. |
| **LEA Outcome:** South Shore Charter Public School (SSCPS) will work with parents to re-establish a working special education parent advisory council (SEPAC) to advise the school on matters pertaining to the education and safety of students with disabilities and meet regularly to participate in the planning, development, and evaluation of the special education programs. The SEPAC will also host an annual workshop on the rights of students and their parents/guardians. |
| **Action Plan:** By June 2, 2021, through continued work by the Director of Learning Services, two parent volunteers, and the parents' association, SSCPS will hold a SEPAC meeting to re-establish the communication lines between the parents and the school. The meeting will re-introduce the parents to the SEPAC's purpose and work to get commitments from parents to volunteer to help run the SEPAC.  By August 31, 2021, the charter school will establish a yearly schedule for SEPAC meetings, including the date for the annual workshop on the rights of students and their parents and guardians. The charter school will also ensure SEPAC opportunities for advising the school on matters pertaining to the education and safety of students with disabilities and participating in the planning, development, and evaluation of the school's special education programs.  By November 29, 2021, the charter school will host at least two SEPAC meetings for the 2021-2022 school year, including the rights workshop. The school will submit a description of how the SEPAC has advised the school on matters that pertain to the education and safety of students with disabilities and engaged with school officials in the planning, development, and evaluation of the school's special education programs. |
| **Success Metric:** To demonstrate success and the establishment of a SEPAC, the following will be provided as evidence:  - Names and titles of elected officers  - Attendance sheets  - Meeting agendas and minutes  - Documented efforts to recruit members of the SEPAC  - Description of how the council is fulfilling its advisory functions. |
| **Measurement Mechanism:** Annually, the Director of Learning Services will meet with SEPAC officers after each meeting to review attendance and discuss plans and progress to ensure the council is viable and fulfilling its advisory functions. |
| **Completion Timeframe:** 11/29/2021 |
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