

**Sharon Public Schools**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

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

**Tier Level** **2**

**Dates of Onsite Visit: 02/14/2022 to 02/15/2022**

**Date of Final Report:** **06/30/2022**



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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

**TIERED FOCUSED MONITORING REPORT**

**Sharon Public Schools**

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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

# **TIERED FOCUS MONITORING REPORT INTRODUCTION**

During the 2021-2022 school year, Sharon Public Schools participated in a Tiered Focused Monitoring Review (TFM) conducted by the Department’s Office of Public School Monitoring (PSM). The purpose of the Tiered Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on special education and civil rights.

Each school district, charter school, vocational school, and virtual school undergoes a Tiered Focused Monitoring Review every three years. The statewide Tiered Focused Monitoring cycle is posted at <<https://www.doe.mass.edu/psm/tfm/6yrcycle.html>>.

Regularly monitored standards are divided into two groups, known as Group A Universal Standards and Group B Universal Standards. Districts and schools are monitored on an alternate set of Universal Standards every three years.

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

The Department has also reserved a specific set of criteria, collectively known as Targeted Standards, employed if LEA or school level risk assessment data indicate there is a potential issue; the 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 the Every Student Succeeds Act (ESSA); 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.

**PSM Team:**

Depending upon the size of a school district and the number of special education programs to be reviewed, a team of one to four Department staff members conducts onsite activities over one to five days in a school district or charter school.

**Tier Level:**

The level of monitoring varies based on tier designation, aligning supports to the level of need and ensuring that districts and schools with greater needs receive appropriate supports to make sustained improvements.

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| Tier | Title | Description | Level of Risk |
| 1 | Self-Directed Improvement | Data points indicate no concern on compliance and student outcomes. | Meets requirements |
| 2 | Directed Improvement | No demonstrated risk in areas with close link to student outcomes. | Low |
| 3 | Corrective Action | Areas of concern include both compliance and student outcomes. | Moderate |
| 4 | Cross-unit Support and Corrective Action | Areas of concern have a profound effect on student outcomes and ongoing compliance. | High |

For the 2021-2022 school year, the tier assignments are based on:

* Five-year cohort graduation rate for students with disabilities
* Public School Monitoring compliance data from the previous review
* Problem Resolution System data, specifically findings of noncompliance
* Special education State Performance Plan/Annual Performance Reports (SPP/APR) compliance and Indicator data for Indicators 11, 12, and 13 (Group A only)
* Indicator 11: Child Find
* Indicator 12: Early Childhood Transition
* Indicator 13: Secondary Transition
* Special education SPP/APR performance Indicator data for Indicators 5 & 6
* Indicator 5: Education Environments (6-21)
* Indicator 6: Preschool Environments
* Significant Disproportionality data 2019-2020 & 2020-2021

Tiering adjustments may be made for districts engaged in work with the Department’s Statewide System of Support and have schools identified as requiring assistance and intervention. Tiering assignments may also be adjusted for schools and districts unable to remedy noncompliance within one year of the previous TFM review, as well as for charter schools requiring additional oversight based on conditions of their charter.

**Report: For Tier 1 & 2 Tiered Focused Monitoring Reviews**

Following the onsite visit, the PSM team holds an informal exit meeting to summarize the review for the superintendent or charter school leader. Within approximately 20 business days of the onsite visit, the chairperson forwards the TFM Feedback Summary that includes findings from the Tiered Focused Monitoring Review to the superintendent or charter school leader.

As part of the reporting process, all districts/charter schools in Tiers 1 and 2, 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 is due to the Department within 20 business days after the issuance of the Feedback Summary and is subject to the Department’s review and approval.

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. Department staff provide support and assistance to districts and charter schools on the development of a CIMP.

Once the CIMP is approved, it is issued as the Final Report.

Department staff also provide ongoing technical assistance as the school or district is implementing the approved CIMP or CAP. **School districts and charter schools must demonstrate effective resolution of noncompliance identified by the Department as soon as possible but in no case later than one year from the issuance of the Department’s Feedback Summary.**

For more information regarding the TFM Review Process, including district and parent resources, please visit < <https://www.doe.mass.edu/psm/tfm/default.html>>.

# **TIERED FOCUSED MONITORING FINAL REPORT**

**Sharon Public Schools**

The Massachusetts Department of Elementary and Secondary Education conducted a Tiered Focused Monitoring Review in Sharon Public Schools during the week of February 14, 2022, to evaluate the implementation of Group B Universal Standards in the program areas of special education, civil rights, and other related general education requirements. The team appreciated the opportunity to interview staff and parents, to observe classroom facilities, and to review the programs underway in the district.

In preparing this report, the team reviewed extensive written documentation regarding the operation of the district's programs, together with information gathered by means of the following Department program review methods:

**Self-Assessment Phase:**

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

**On-site Verification Phase (dependent upon Group B Universal Standards):**

* Interviews of administrative, instructional, and support staff consistent with those criteria selected for onsite verification.
* Interviews of parent advisory council (PAC) representatives and other telephone interviews, as requested by other parents or members of the general public.
* Review of additional documents for special education and civil rights.
* Surveys of parents of students in special education: Parents of students in special education were sent a survey that solicited information regarding their experiences with the district’s implementation of special education programs, related services, and procedural requirements.
* Observations of classrooms and other facilities: The onsite team visited a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

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| The Tiered Focused Monitoring Report includes those criteria that were found by the team to be implemented in a “Commendable” manner, as well as criteria receiving a rating of "Partially Implemented," "Not Implemented," and “Implementation in Progress.” (Refer to the “Definition of Compliance Ratings” section of the report.) The Tiered Focused Monitoring Reports do not include criteria receiving a rating of “Implemented” or “Not Applicable.” This will allow the district/school and the Department to focus their efforts on those areas requiring corrective action. Districts are expected to incorporate the corrective actions into their district and school improvement plans, including their professional development plans. |
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# **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; 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. |

**Sharon 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 55, SE 56 | CR 3, CR 7, CR 7C, CR 8, CR 12A, CR 20, CR 21, CR 22, CR 23 |
| **PARTIALLY**  **IMPLEMENTED** | None | CR 7A, CR 7B, CR 10A, CR 10B,  CR 10C, CR 16, CR 17A, CR 24,  CR 25 |
| **NOT**  **IMPLEMENTED** | None |  |
| **NOT**  **APPLICABLE** | None |  |

The full list of criteria and information regarding the requirements can be found in Appendix B of the Tiered Focused Monitoring Toolkit available at < <https://www.doe.mass.edu/psm/resources/tfm-toolkit.docx>>.

| **CONTINUOUS IMPROVEMENT AND MONITORING PLAN** |
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| **Improvement Area** **1** |
| **Criterion:** CR 7A - School year schedules |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Document review indicated that the district-wide 2021-2022 school year schedule includes only 182 school days, rather than the required minimum of 185. |
| **LEA Outcome:** Sharon Public Schools will ensure that the 2022-2023 school calendar and all subsequent school calendars include at least 185 days for students in grades 1-12 at each elementary and secondary school in the district. The district will ensure that these schools are in operation for at least 180 days a year. |
| **Action Plan:** By September 27, 2022, Sharon Public Schools will submit the school committee-approved 2022-2023 school calendar that contains at least 185 school days.  By September 27, 2022, Sharon Public Schools will submit updated procedures for developing and obtaining approval for the school calendar and share the updated procedures with appropriate district staff and school committee members. |
| **Success Metric:** By the start of the 2022-2023 school year and beyond, Sharon Public Schools will ensure that school calendars include at least 185 school days and are approved by the school committee.  Evidence:   * Copy of 2022-2023 Sharon Public Schools school calendar * School committee meeting minutes indicating approval * Procedures for developing and obtaining approval for the school calendar |
| **Measurement Mechanism:** Each spring, the Assistant Superintendent will secure school committee approval for the school calendar containing at least 185 school days and will post the calendar on the district website. The district will also ensure that schools are in operation for at least 180 days a year. |
| **Completion Timeframe:** 09/27/2022 |
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| **Improvement Area 2** |
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| **Criterion:** CR 7B - Structured learning time |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Document review and staff interviews indicated that the district does not require all students to take physical education, as required by M.G.L. c. 71, s. 3. Specifically, physical education is not currently required for 11th and 12th grade students. |
| **LEA Outcome:** Sharon Public Schools will ensure physical education is required of all students, including students in grades 11 and 12. |
| **Action Plan:** By September 27, 2022, Sharon Public Schools will submit a revised Program of Studies that states physical education is required of all students.  By September 27, 2022, Sharon Public Schools will provide training to all high school guidance counselors on the yearly physical education requirement. The training will also address how to track and credit students who participate in athletics or physical activities that occur outside of school.  By January 27, 2023, Sharon Public Schools will submit a summary report of students in grades 11 and 12 indicating which students have fulfilled the physical education requirement or are currently enrolled in a physical education course. The district will also submit evidence of tracking for any student fulfilling the requirement through athletics or other physical activities that occur outside of school. For those students not on track to fulfill the requirement, the district will indicate its plan to ensure these students meet the requirement before the end of the school year. |
| **Success Metric:** By January 2023 and beyond, Sharon Public Schools will ensure that all students are on track to fulfill the physical education requirement.  Evidence:   * Revised Program of Studies * Agendas, training materials, and attendance sheets * Summary report or spreadsheet indicating completion or enrollment in a physical education or wellness course * Tracking of students fulfilling requirement outside of school * Summary report or spreadsheet indicating students who are not on track to fulfill the requirement * District plan to ensure all students meet requirement before the end of the school year |
| **Measurement Mechanism:** On an annual basis, the district will review the Program of Studies to ensure physical education is listed as a requirement for all students.  Each fall, the district will conduct training for high school guidance staff on the physical education requirement and the process for tracking student participation in athletics or other physical activities that occur outside of school.  Each semester, the guidance department will also monitor course completion to ensure all students have met the physical education requirement. |
| **Completion Timeframe:** 01/27/2023 |
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| **Improvement Area 3** |
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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 disciplinary procedures for students with disabilities as contained in the parent and student handbooks, do not consistently address the procedural requirements applied to students not yet determined eligible for special education. Although the high school and elementary handbooks address some requirements applied to students not yet determined eligible, they do not address the requirement to conduct an expedited evaluation to determine eligibility. The middle school handbook does not include any procedural requirements applied to students not yet determined eligible |
| **LEA Outcome:** Sharon Public Schools will ensure that all student and parent handbooks contain disciplinary procedures for students with disabilities that include the procedural requirements applied to students not yet determined eligible for special education. |
| **Action Plan:** By September 27, 2022, Sharon Public Schools will submit updated student and parent handbooks containing disciplinary procedures for students with disabilities that include all procedural requirements applied to students not yet determined eligible for special education. The updated handbooks will be disseminated to the school community.  By October 28, 2022, Sharon Public Schools will provide training to appropriate staff on the updated discipline procedures. |
| **Success Metric:** By September 2022 and beyond, all student and parent handbooks will contain disciplinary procedures for students with disabilities that consistently address the requirements applied to students not yet determined eligible for special education.    Evidence:   * Links to updated student and parent handbooks * Evidence of dissemination to school community * Agendas, training materials, and attendance sheets |
| **Measurement Mechanism:** Each summer the Director of Student Services will review student and parent handbooks to ensure that all contain disciplinary procedures for students with disabilities that address the procedural requirements applied to students not yet determined eligible for special education prior to posting on the district’s website. |
| **Completion Timeframe:** 09/27/2022 |
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| **Improvement Area 4** |
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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 and staff interviews indicated that the district's school handbooks do not make clear that a member of the school staff may be named the "aggressor" in a bullying report. |
| **LEA Outcome:** Sharon Public Schools will ensure that the district's school handbooks clearly indicate that a member of the school staff may be named the aggressor in a bullying report. |
| **Action Plan:** By September 27, 2022, Sharon Public Schools will submit updated school handbooks that indicate school staff may be named the aggressor in a bullying report. The updated handbooks will be disseminated to the school community.  By September 27, 2022, Sharon Public Schools will provide mandatory bullying prevention and intervention training to all staff, making clear that school staff may be named the aggressor in a bullying report. |
| **Success Metric:** By September 2022 and beyond, all bullying prevention and intervention policies, plans, and excerpts in student handbooks will clearly indicate that a staff member may be named the aggressor in a bullying report.  Evidence:   * Links to updated school handbooks * Evidence of dissemination to school community * Agendas, training materials, and attendance sheets |
| **Measurement Mechanism:** Each summer, the Assistant Superintendent will review all bullying prevention and intervention procedures, trainings, and forms to ensure all materials make clear that a member of the school staff may be named the aggressor in a bullying report. |
| **Completion Timeframe:** 01/27/2023 |
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| **Improvement Area 5** |
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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 staff interviews indicated that the principals of each school do not periodically review discipline data by selected student populations including, but not limited to, race, ethnicity, gender, socioeconomic status, English language learner status, and disability status. A periodic review of such data will allow principals to assess the impact of removals on selected student populations and determine whether it is necessary to modify disciplinary practices. |
| **LEA Outcome:** Sharon Public Schools will ensure that each school principal reviews discipline data by selected student populations including, but not limited to, race, ethnicity, gender, socioeconomic status, English language learner status, and disability status between two to four times a year. Upon each review, the principal will assess the impact of removals on selected student populations and determine whether it is necessary to modify disciplinary practices. |
| **Action Plan:** By September 27, 2022, Sharon Public Schools will submit a copy of the procedures and data analysis tools developed for principal review of disciplinary data.  By October 28, 2022, Sharon Public Schools will provide training to all principals on the district's procedures and tools for reviewing disciplinary data.  By January 27, 2023, Sharon Public Schools will submit evidence that principals internally communicate the results of the latest disciplinary data review with a narrative analysis and explanation of any changes made as a result of the review. |
| **Success Metric:** By January 2023 and beyond, Sharon Public School principals will conduct disciplinary reviews of selected student populations two to four times per year to determine the impact of removals on selected student populations and whether it is necessary to modify disciplinary practices.  Evidence:   * Data analysis procedures and tools * Agendas, training materials, and attendance sheets * Results of data analysis and corresponding modifications |
| **Measurement Mechanism:** The principal of each school will conduct disciplinary reviews of selected populations two to four times per year to determine the impact of removals and whether a modification of the discipline process is needed.  Each quarter, the Assistant Superintendent will review the disciplinary data analysis and identify any further need for modifications to disciplinary practices. |
| **Completion Timeframe:** 01/27/2023 |
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| **Improvement Area 6** |
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| **Criterion:** CR 16 - Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and staff interviews indicated that although the district has procedures and an outreach notice in place, the notice is sent to students and parents within five days from the student's fifteenth consecutive absence, not the tenth consecutive absence, as required.  A review of documents and staff interviews indicated that the district does not send written notice to former students who have not yet earned their competency determination and who have not transferred to another school to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs. |
| **LEA Outcome:** Sharon Public Schools will ensure that an outreach notice is sent to the student and parents within five days from the student's tenth consecutive absence.    In addition, Sharon Public Schools will send a written notice to former students who have not yet earned their competency determination and who have not transferred to another school to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs. This notice will be mailed to the student's last known address for two consecutive years. |
| **Action Plan:** By September 27, 2022, Sharon Public Schools will submit copies of both updated notices.  By October 28, 2022, Sharon Public Schools will train high school leadership on the procedures for written notices.  By October 28, 2022, Sharon Public Schools will implement an internal monitoring and tracking system to ensure written notices are sent as required.  By January 27, 2023, Sharon Public Schools will submit evidence of an internal review of applicable student records to ensure that the required notices were sent. The district will conduct a root cause analysis and implement appropriate corrective actions for any identified noncompliance. |
| **Success Metric:** By January 2022 and beyond, exit meeting notices will be sent within five days of the student's tenth consecutive absence.  In addition, notices will be sent to annually for two consecutive years to former students who have not yet earned their competency determination and who have not transferred to another school to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs.  Evidence:   * Templates for written notices * Agendas, training materials, and attendance sheets * Tracking and monitoring system * Results of record review, with root cause analysis and corrective action |
| **Measurement Mechanism:** On a monthly basis, guidance staff will review attendance data to ensure appropriate notifications have been sent to students and families regarding absences.  In August of each year, notification will be sent to former students who have not yet earned their competency determination and who have not transferred to another school to inform them of the availability of publicly funded post-high school academic support programs, and to encourage them to participate in those programs. This will be done for each student for two consecutive years.  At the beginning of each school year, the Assistant Superintendent will revise or modify the tracking system, as necessary. |
| **Completion Timeframe:** 09/27/2022 |
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| **Improvement Area 7** |
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| **Criterion:** CR 17A - Use of physical restraint on any student enrolled in a publicly-funded education program |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents indicated that the district's written restraint prevention and behavior support procedures are not consistent with 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention. Specifically, the procedures do not include methods for preventing student violence, self-injurious behavior, and suicide; methods for engaging parents and youth in discussions about restraint prevention and use; or a description of the program's training requirements. |
| **LEA Outcome:** Sharon Public Schools will ensure that the district's written restraint prevention and behavior support procedures include methods for preventing student violence, self-injurious behavior, and suicide; methods for engaging parents and youth in discussions about restraint prevention and use; as well as a description of the program's training requirements. |
| **Action Plan:** By September 27, 2022, Sharon Public Schools will submit revised restraint prevention and behavior support procedures that include methods for preventing student violence, self-injurious behavior, and suicide; methods for engaging parents and youth in discussions about restraint prevention and use; as well as a description of the program's training requirements.  By October 28, 2022, Sharon Public Schools will train all staff on the revised procedures. |
| **Success Metric:** By October 2022 and beyond, Sharon Public Schools will ensure that the district's restraint prevention and behavior support procedures are consistent with regulations and that staff is provided with the mandatory training within the first 30 days of school.  Evidence:   * Revised procedures * Agendas, training materials, and attendance sheets. |
| **Measurement Mechanism:** At the beginning of every school year, the Assistant Superintendent will review the policy and procedures to ensure ongoing compliance. Furthermore, the district will provide mandatory training on the restraint prevention and behavior support policies and procedures. The training content will include methods for preventing student violence, self-injurious behavior, and suicide and methods for engaging parents and youth in discussions about restraint prevention and use. The Assistant Superintendent will document staff attendance at this training.  Twice a year, the Assistant Superintendent will schedule and document discussions to engage parents and youth in discussions regarding prevention of student violence, self-injurious behavior, and suicide, as well as restraint prevention and use. |
| **Completion Timeframe:** 01/27/2023 |
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| **Improvement Area 8** |
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| **Criterion:** CR 24 - Curriculum review |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and staff interviews indicated that the district does not ensure that individual teachers review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation. Furthermore, individual teachers do not always use appropriate activities, discussions, and/or supplementary materials to provide balance and context for any such stereotypes depicted in such materials. |
| **LEA Outcome:** Sharon Public Schools will ensure that individual teachers review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation. Additionally individual teachers will implement appropriate activities, discussions, and/or supplementary materials to provide balance and context for any such stereotypes depicted in such materials. |
| **Action Plan:** By September 27, 2022, Sharon Public Schools develop procedures and will select protocols and/or tools to ensure all individual teachers review all educational materials.  By October 28, 2022, Sharon Public Schools will provide training to all teachers on methods for evaluating all educational materials and providing balance and context when necessary.  By January 27, 2023, Sharon Public Schools will submit evidence of administrator walk-throughs and lesson plan reviews to ensure all teachers evaluate all educational materials and provide balance and context when necessary. For any teacher in need of additional support, the district will provide additional training and feedback. |
| **Success Metric:** By January 2023 and beyond, all individual teachers will review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation. Additionally, individual teachers will implement appropriate activities, discussions, and/or supplementary materials to provide balance and context for any such stereotypes depicted in such materials.]  Evidence:   * Tools/protocols used to evaluate educational materials * Agendas, training materials, and attendance sheets * Walk-through and lesson plan review checklist * Additional training or support |
| **Measurement Mechanism:** Each fall, Sharon Public Schools will provide training to all teachers on how to review all types of educational materials and provide balance and context to a lesson or discussion.  Each quarter, administrators will review individual teacher practices and provide effective feedback, additional support, and training, as required. |
| **Completion Timeframe:** 01/27/2023 |
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| **Improvement Area 9** |
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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 programs 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:** Sharon Public Schools will develop and implement a self-evaluation plan 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 September 27, 2022, Sharon Public Schools will submit the procedures and protocols for a self-evaluation, including responsible persons by role, data to be gathered, methods for gathering stakeholder input, and timelines.  By October 28, 2022, the Sharon Public Schools will provide training to appropriate staff on the procedures and protocols for conducting an annual self-evaluation.  By January 27, 2023, Sharon Public Schools will submit the completed self-evaluation including data analysis with any identified concerns, a root cause analysis, and an action plan to address the concerns. The district will share the results with the school committee. |
| **Success Metric:** By January 2023 and beyond, Sharon Public Schools will complete an annual data-based evaluation assessing equal access to all K-12 programs.  Evidence:   * Procedures and protocols * Agendas, training materials, and attendance sheets * Self-evaluation report with data analysis, identified concerns, root cause analysis, and action plan |
| **Measurement Mechanism:** The following steps will be completed to ensure an annual self-evaluation of all K-12 programs:   * At the beginning of each year, the Assistant Superintendent will review and update the protocol for completing the self-evaluation. * Each fall, all administrators will receive training on conducting the self-assessment. * Each quarter, the Assistant Superintendent will monitor data gathering and stakeholder input across all school buildings. * At the end of each year, the Assistant Superintendent will present the self-evaluation report and corresponding action plan to the school committee. |
| **Completion Timeframe:** 01/27/2023 |