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| **Tiered Focused Monitoring Report for Group A Universal Standards Special Education and Civil Rights District: Hingham Public Schools****Onsite Dates: February 28 – March 1, 2019****Tier Level: 1**Title: State Seal of Massachusetts |
| Jeffrey C. RileyCommissioner of Elementary and Secondary Education |

During the 2018-2019 school year, Hingham 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 Hingham 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.
* Interviews of parent advisory council (PAC) representatives and other telephone interviews, as requested, by other parents or members of the general public.

# 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.

# SUMMARY OF INDICATOR DATA REVIEW

As part of the self-assessment process for districts or charter schools 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 or charter school 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 Office of Special Education Programs (OSEP) requires correction of noncompliance within one year of the finding.

The results of the Department’s analysis regarding these Indicators are as follows:

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|  | **Compliant** | **Non-Compliant** |
| **Indicator 11 – Initial Evaluation Timelines** | X |  |
| **Indicator 12 – Early Childhood Transition** |  | X |
| **Indicator 13 – Secondary Transition** | X |  |

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

**Hingham 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 1, SE 2, SE 3,SE 3A, SE 6, SE 7,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 43,SE 48, SE 49 | CR 13, CR 14,CR 18 |
| **PARTIALLY IMPLEMENTED** | SE 8, SE 39, SE 42 |  |
| **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 [www.doe.mass.edu/psm/resources/default.html.](http://www.doe.mass.edu/psm/resources/default.html)

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| **Improvement Area 1** |
| **Criterion:** SE 8 - IEP Team composition and attendance |
| **Rating:** Partially Implemented |
| **Description of Current Issue:** A review of student records indicated that when the guidance counselor is invited to the IEP Team meeting but does not attend, the district and the parent do not consistently agree, in writing, that the attendance of the Team member is not necessary because the member's area of the curriculum or related services is not being modified or discussed. |
| **LEA Outcome:** An attendance sheet with all invited Team members will be provided to the parents prior to the Team meeting. Should the guidance counselor (or any other member) not attend the meeting, parents will be asked to excuse the Team member in writing. If the parents do not agree to excuse the participant(s), then the meeting will be rescheduled for when all Team members can be present. |
| **Action Plan:** By September 30, 2019, all special education faculty will be trained on the requirement to obtain written excusal from parents for required Team members who do not attend IEP Team meetings.By September 30, 2019, the district’s procedural manual will be updated to include the need to reschedule a meeting if a parent does not excuse a Team member from participating.By December 6, 2019, the district will implement internal monitoring after the training to determine whether absent required Team members were excused in writing by the parent. |
| **Success Metric:** By December 2019, 100% of Hingham Public Schools' Team meetings will have all required Team members in attendance or the district and the parent will agree, in writing, that the attendance of the Team member is not necessary because the member's area of the curriculum or related services is not being modified or discussed.Evidence:* Agendas, training materials, and attendance sheets from trainings
* Procedures
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| **Measurement Mechanism:** Two times annually, the Director of Student Services will review at least five student records to ensure that when a required Team member is unable to attend the meeting, the member’s attendance was excused in writing. |
| **Completion Timeframe:** 09/30/2019 |

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| **Improvement Area 2** |
| **Criterion:** SE 39 - Procedures used to provide services to eligible students enrolled in private schools at private expense |
| **Rating:** Partially Implemented |
| **Description of Current Issue:** A review of documents and an interview indicated that the district does not provide ongoing timely and meaningful consultation with private school representatives and representatives of parents of parentally-placed private school children with disabilities. |
| **LEA Outcome:** The district will offer three meetings per year in order to engage in timely and meaningful consultation with private school representatives regarding the child find process, what the determination of proportionate share funds is, and how the consultation process will occur. |
| **Action Plan:** By September 30, 2019, the district will institute a practice in which all private schools in the town of Hingham will be invited to ongoing consultation meetings to discuss child find and proportionate share.By September 30, 2019, the first consultation will be held. By December 30, 2019, the second consultation will be held. By March 1, 2019, the third consultation will be held. |
| **Success Metric:** At each consultation meeting, private schools will be provided with written information regarding child find and proportionate share. Each representative will be asked to sign in and provide written affirmation that the consultation occurred. |
| **surement Mechanism:** Documentation regarding the schools that are invited to the meeting and a list of schools who did and did not attend a consultation meeting will be monitored annually. |
| **Completion Timeframe:** 03/01/2020 |

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| **Improvement Area 3** |
| **Criterion:** SE 42 - Programs for young children three and four years of age |
| **Rating:** Partially Implemented |
| **Description of Current Issue:** A review of documents indicated that the district has four integrated preschool classes that do not comply with the following grouping size requirements:* 20 students with 1 teacher and 1 aide and no more than 5 students with disabilities; and
* 15 students with 1 teacher and 1 aide and no more than 7 students with disabilities.
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| **LEA Outcome:** The district will ensure that each integrated preschool classroom is in compliance with the regulation of 20 students with 1 teacher and 1 aide and no more than 5 students with disabilities; and 15 students with 1 teacher and 1 aide and no more than 7 students with disabilities. |
| **Action Plan:** The district will ensure that each integrated preschool classroom complies with instructional grouping size requirements before the beginning of the 2019-2020 school year.By September 30, 2019, the district will establish written procedures for promptly notifying the Director of Student Services of any changes to preschool enrollment to ensure compliance with instructional grouping size requirements.By September 30, 2019, the district will train the appropriate staff members on the new procedures. |
| **Success Metric:** All integrated preschool classrooms will be in compliance with regulatory instructional grouping size requirements. |
| **Measurement Mechanism:** On a regular basis, or when there is a change in preschool enrollment, the Director of Student Services will ensure that integrated preschool classrooms comply with instructional grouping size requirements. |
| **Completion Timeframe:** 09/30/2019 |