

**North Brookfield Public Schools**

**Tiered Focused Monitoring Report**

**For** **Group A Universal Standards**

**Tier Level** **2**

**Dates of Onsite Visit:** **February 26 & 27, 2020**

**Date of Final Report:** **December 11, 2020**



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Commissioner of Elementary and Secondary Education

During the 2019-2020 school year, North Brookfield 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 the district 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 and 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.
* Interview of a parent advisory council (PAC) representative.

**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. 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** | **Not Applicable** |
| **Indicator 11 – Initial**  **Evaluation Timelines** |  |  |  |
| **Indicator 12 – Early**  **Childhood Transition** |  |  |  |
| **Indicator 13 –**  **Secondary Transition** |  |  |  |

# **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. |

North Brookfield 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 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 35, SE 37, SE 38, SE 39, SE 40, SE 41, SE 42, SE 43, SE 48, SE 49 | CR 13, CR 14, CR 18 |
| **PARTIALLY**  **IMPLEMENTED** | SE 6, SE 8 |  |

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 6 - Determination of transition services |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of student records indicated that beginning no later than when the student is 14 years old, the IEP Team discusses the student's transition needs annually. However, the IEP and Transition Planning Form do not consistently include appropriate and measurable post-secondary goals that are updated on an annual basis. |
| **LEA Outcome:** The North Brookfield School District will ensure that the IEP and Transition Planning Forms for students 14 years and older always include appropriate and measurable post-secondary goals that are updated on an annual basis. The post-secondary goals for these students will be reflected in the IEP Vision Statement and tied to measurable annual goals within the IEP. |
| **Action Plan:** By December 15, 2020, the district will train appropriate staff on the procedures developed to ensure that the IEP and Transition Planning Forms for students 14 years and older always include appropriate and measurable post-secondary goals that are updated on an annual basis. The procedures will ensure that the post-secondary goals for these students are reflected in the IEP Vision Statement and tied to measurable annual goals within the IEP. Evidence will include procedures, training materials, agendas, and sign-in sheets.  By February 1, 2021, the district will ensure that issues of noncompliance for the students identified by the Department are corrected. Specifically, the district will reconvene the IEP Teams for the identified students to ensure that the IEP Vision Statement and Transition Planning Form include appropriate and measurable post-secondary goals that are updated on an annual basis. Evidence will include N1 letters sent to parents/guardians and copies of previous and current Transition Planning Forms and IEP Vision Statements.  By April 19, 2021, the district will implement an internal monitoring system to ensure that the IEP and Transition Planning Forms for students 14 years and older always include appropriate and measurable post-secondary goals that are updated on an annual basis. The post-secondary goals for these students will be reflected in the IEP Vision Statement and tied to measurable annual goals within the IEP. Evidence will include the results of an internal review of records. |
| **Success Metric:** By the end of the 2020-2021 school year and beyond, the district will ensure 100% of the IEPs and Transition Planning Forms for students 14 years and older consistently include appropriate and measurable post-secondary goals that are updated on an annual basis. The post-secondary goals for these students will be reflected in the IEP Vision Statement and tied to measurable annual goals within the IEP.  Evidence of success will include:  Procedures  Training materials, meeting agenda, and sign-in sheets  N1 letters to parents/guardians, previous and updated copies of Transition Planning Forms and IEP Vision statements  Results of an internal review of records demonstrating 100% compliance |
| **Measurement Mechanism:** The Director of Student Services will be responsible for implementing an internal monitoring system that ensures current and future compliance. This monitoring system will include monthly reviews of student records and annual dissemination of district protocols to relevant staff to support their efforts in meeting the requirements of transition planning for students 14 years and older. |
| **Completion Timeframe:** 04/19/2021 |
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| **Improvement Area 2** |
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| **Criterion:** SE 8 - IEP Team composition and attendance |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of student records indicated that not all members of the IEP Team consistently attend Team meetings. Specifically, when a student is involved in the general education program, a general education teacher is not always in attendance. Record review and interviews also indicated that the district does not always maintain written documentation of any agreement made with the parent to excuse the general education teacher. Furthermore, the district does not ensure that the excused teacher provides written input for the development of the IEP to the parent and the IEP Team prior to the meeting, as appropriate. |
| **LEA Outcome:** The North Brookfield School District will ensure that all required members of the IEP Team consistently attend Team meetings. Specifically, when a student is involved in the general education program, a general education teacher is in attendance unless there is written documentation of any agreement made with the parent(s) to excuse the general education teacher. Furthermore, the district will ensure that the excused teacher provides written input for the development of the IEP to the parent(s) and the IEP Team prior to the meeting, as appropriate. |
| **Action Plan:** By December 15, 2020, the district will train staff on procedures developed to ensure that all required members of the IEP Team consistently attend Team meetings. Specifically, when a student is involved in the general education program, a general education teacher is in attendance unless there is written documentation of any agreement made with the parent(s) to excuse the general education teacher. Furthermore, the district will ensure that the excused teacher provides written input for the development of the IEP to the parent(s) and the IEP Team prior to the meeting, as appropriate. Evidence will include procedures, training materials, agendas, and sign-in sheets.  By April 19, 2021, the district will implement an internal monitoring system to ensure that all required members of the IEP Team attend Team meetings. Specifically, when a student is involved in the general education program, a general education teacher is in attendance unless there is written documentation of any agreement made with the parent(s) to excuse the general education teacher. Furthermore, the district will ensure that the excused teacher provides written input for the development of the IEP to the parent(s) and the IEP Team prior to the meeting, as appropriate. Evidence will include the results of an internal review of records. |
| **Success Metric:** By the end of the 2020-2021 school year and beyond, the district will ensure that all required members of the IEP Team attend Team meetings. Specifically, when a student is involved in the general education program, a general education teacher is in attendance unless there is written documentation of any agreement made with the parent(s) to excuse the general education teacher. Furthermore, the district will ensure that the excused teacher provides written input for the development of the IEP to the parent(s) and the IEP Team prior to the meeting, as appropriate.  Evidence of success will include:  Procedures  Training materials, meeting agenda, and sign-in sheets  Results of an internal review of records demonstrating 100% compliance |
| **Measurement Mechanism:** The Director of Student Services will be responsible for implementing an internal monitoring system that ensures current and future compliance. This monitoring system will include monthly reviews of student records and annual dissemination of district protocols to relevant staff to support their efforts in meeting the requirements of IEP Team composition and attendance. |
| **Completion Timeframe:** 04/19/2021 |
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