

**Salem Academy Charter School**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

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

**Tier Level** **1**

**Dates of Onsite Visit:** **March 17-19, 2021**

**Date of Final Report:** **June 30, 2021**



Jeffrey C. Riley

Commissioner of Elementary and Secondary Education

During the 2020-2021 school year, Salem Academy Charter 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/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 Salem Academy Charter School included:

Self-Assessment Phase:

* The charter school reviewed special education and civil rights documentation for required elements including document uploads.
* The charter school 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 charter school’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 charter school 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 charter school’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.
* Observations of classrooms and other facilities: The onsite team visited a sample 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**

|  |  |
| --- | --- |
| **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. |

**Salem Academy Charter School**

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Universal Standards** **Special Education** | **Universal Standards** **Civil Rights and Other General Education Requirements** | **Targeted Standards** |
| **IMPLEMENTED** | SE 15, SE 32, SE 35, SE 36, SE 50, SE 51, SE 52, SE 52A, SE 54, SE 55 | CR 3, CR 7, CR 7A, CR 7B, CR 7C, CR 8, CR 10A, CR 10B, CR 10C, CR 12A, CR 16, CR 20, CR 21, CR 22, CR 23, CR 24, CR 25 | SE 44, SE 45, SE 46, SE 47 |
| **PARTIALLY****IMPLEMENTED** | SE 56 | CR 17A |  |
| **NOT IMPLEMENTED** |  |  |  |
| **NOT APPLICABLE** |  |  |  |

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 56 - Special education programs and services are evaluated |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of documents and administrative interviews indicated that although the charter school routinely examines individual students' special education outcomes, the school does not regularly evaluate its special education programs and services. |
| **LEA Outcome:** Salem Academy will ensure its special education programs and services are regularly evaluated. Examples of programming and services for evaluation will include: - Educational opportunities and practices - Student services- Learning environments (LRE) - Staff qualifications and expertise- Staff collaboration- School/family/community partnerships As part of its SY 21-22 special education programming and services evaluation, a written report will be produced that includes data collection results, analysis, and recommendations for improvement. The report will be shared with the school leadership team, the Salem Academy Board of Directors, and the Special Education Parent Advisory Council. Subsequent progress reports will present evidence of progress in identified areas for improvement. The charter school will also develop and disseminate plans for ongoing program evaluation. |
| **Action Plan:** By August 13, 2021, Salem Academy will submit a comprehensive timeline and methodology for data collection and analysis related to all Special Education programming and services, as well as a plan for documenting and sharing findings.By February 4, 2022, Salem Academy will submit the observational, survey, student performance, and other data collected according to the established plan and timeline.By February 4, 2022, Salem Academy will submit evidence of data analysis, along with a summary of any initial areas identified for program improvement.By March 11, 2022, Salem Academy will submit the program evaluation report that includes specific recommendations for program improvement and plans for ongoing program evaluation, along with evidence of disseminating the report or findings to stakeholders. |
| **Success Metric:** By March 2022, Salem Academy will have evaluated its special education programming and services and communicated its findings and plans for program improvement to stakeholders. Evidence: - Timeline and methodology for data collection and analysis - Plan for documenting and sharing findings- Detailed checklist and tracker of program evaluation action steps- Observational, survey, student performance, and other data collected- Data analysis- Summary of any initial areas identified for program improvement- Program evaluation report - Meeting agendas or notes, and other communication demonstrating the dissemination of the report- Plan for conducting ongoing program evaluation |
| **Measurement Mechanism:** Continuing after the completion deadline:- Every year, special education leadership will establish a detailed plan for data collection related to program evaluation and improvement. Data will be collected and tracked continuously. - Every other year, special education leadership will produce a program evaluation report. |
| **Completion Timeframe:** 03/11/2022 |
|  |

| **Improvement Area 2** |
| --- |
| **Criterion:** CR 17A - Use of physical restraint on any student enrolled in a publicly-funded education program |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of documents and administrative interviews indicated that the charter school has identified program staff who are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. However, document review also indicated that five of the six individuals identified as school-wide resource staff do not have current in-depth training. |
| **LEA Outcome:** Salem Academy will ensure program staff who are identified and authorized to serve as a school-wide resource to assist with the proper administration of physical restraint maintain current in-depth training. |
| **Action Plan:** By August 13, 2021, Salem Academy will submit registration confirmation of the five or more identified school-wide resource staff members enrolled in an in-depth restraint training course. By October 8, 2021, Salem Academy will submit certificates demonstrating the five or more school-wide resource staff members have completed in-depth restraint training before the beginning of the 2021-22 school year. By October 8, 2021, Salem Academy will submit evidence of training all Salem Academy staff (within the first month of school) on restraint prevention and behavior support policy and requirements when restraint is used. By October 8, 2021, Salem Academy will submit evidence that the names of program staff authorized to serve as a school-wide resource to assist with the proper administration of physical restraint were disseminated to all Salem Academy staff. |
| **Success Metric:** By October 2021, five or more Salem Academy program staff will be identified and authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Such staff will have completed in-depth training on the use of physical restraint and will maintain current in-depth training.Evidence:- Registration confirmation of in-depth restraint training- Certificates of in-depth restraint training completion - Signed training attendance sheet and materials- Evidence of dissemination to Salem Academy staff of the names of all trained individuals authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. |
| **Measurement Mechanism:** Continuing after the completion deadline:-At the end of each school year, the Dean of Students will review the list of staff authorized to serve as a school-wide resource with in-depth restraint training to see if named staff are returning the next school year and willing/capable of serving in this role. The Dean of Students will maintain five currently in-depth trained and authorized program staff to serve as a school-wide resource. -Prior to the first day of school, the Dean of Students will coordinate refresher training and complete as required in-depth restraint training to maintain school-wide resource program staff certification. -Annually, within the first month of school, all staff will be trained on restraint prevention and behavior support policy and requirements when restraint is used.-Annually, the names of all trained individuals authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint will be disseminated to Salem Academy staff. |
| **Completion Timeframe:** 10/08/2021 |
|  |