

**Hampden-Wilbraham Regional School District**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

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

**Tier Level** **2**

**Dates of Onsite Visit:** **February 5 and 17, 2021**

**Date of Final Report:** **05/27/2021**



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Commissioner of Elementary and Secondary Education

During the 2020-2021 school year, Hampden-Wilbraham Regional School District 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 the Hampden-Wilbraham Regional School District included:

Self-Assessment Phase:

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

On-site Verification Phase:

* 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.
* 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**

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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. |

**Hampden-Wilbraham Regional School District**

**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 7A,  CR 7B, CR 7C, CR 8,  CR 10A, CR 10B,  CR 12A, CR 16, CR 20, CR 21, CR 22, CR 23,  CR 24, CR 25 |
| **PARTIALLY IMPLEMENTED** |  | CR 10C, 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** |
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| **Criterion:** CR 10C - Student Discipline |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Document review and interviews indicated that the district has not developed a School-Wide Education Service Plan that describes educational services the district will make available to students who are suspended or expelled for more than 10 days to ensure they have the opportunity to make academic progress during the suspension or expulsion that is consistent with the academic standards of all students. |
| **LEA Outcome:** Students who are suspended or expelled for more than 10 days have the opportunity to make academic progress during the suspension or expulsion that is consistent with the academic standards of all students. |
| **Action Plan:** By 09/02/2021, the district will create a District-Wide Education Service Plan to include specific information about how students who are suspended for more than 10 days will be given opportunities to make academic progress during their suspension.  By 09/02/2021, the district will review the District-Wide Education Service Plan with all school administrators. |
| **Success Metric:** For any student who is suspended for more than 10 days, the district will provide the student and the parent a list of alternative education services. Upon selection of an alternative educational service by the student and the parent or guardian of the student, the school or district shall facilitate and verify enrollment in the service.  Evidence:  \* District-Wide Education Service Plan  \* Documentation of meeting with principals to ensure understanding of this plan |
| **Measurement Mechanism:** All suspensions of 10 days or more will be reviewed at the time of the suspension by the Director of Curriculum and Professional Development and the Central Office Administration Team to ensure continued compliance.  All students suspended for more than 10 days will be provided with the District-Wide Education Service Plan. |
| **Completion Timeframe:** 09/02/2021 |
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| **Improvement Area 2** |
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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:** Document review and interviews indicated that the district does not have procedures to investigate complaints about the use of restraint or time-out, or procedures to periodically review the use of restraint data and documentation of the district's use of restraint. In addition, although the school committee policy states that prone restraint is prohibited unless permitted pursuant to 603 CMR 46.03(1)(b), restraint procedures in the student handbook do not indicate that the use of prone restraint is prohibited. |
| **LEA Outcome:** The district has procedures to investigate complaints about the use of restraint or time-out and has building-based teams led by principals to periodically review the use of restraint data and documentation of the district's use of restraint.  The restraint procedure in the student handbook will be consistent with school committee policy which prohibits prone restraint. |
| **Action Plan:** By 07/02/2021, the district will distribute and review the current procedures to investigate complaints about the use of restraint or time-out.  By 07/02/2021, the district will provide a schedule of meetings to be held to review restraint data.  By 09/02/2021, the student handbook will be consistent with the school committee policy to indicate that prone restraint is prohibited |
| **Success Metric:** All staff will be aware of the procedures to investigate complaints about the use of restraint or time out.  Building-based meetings will be held to review restraint data, with results submitted to Central Office Team.  Student handbook information on prone restraint will be updated.  Evidence:  \* Email evidence of distribution of restraint and complaint procedures and sign-in sheet for review with School Administrators  \* Schedule of building-based meetings to review restraint data  \* The revised student handbook |
| **Measurement Mechanism:** The Central Office Team will review the Restraint Review reports submitted by principals on a monthly basis.  The Director of Curriculum and Professional Development will review the contents of the Student Handbook annually in collaboration with school administrators, school committee members, and Central Office Team. |
| **Completion Timeframe:** 09/02/2021 |
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