

**Hopedale Public Schools**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

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

**Tier Level** **1**

**Date of Onsite Visit:** **January 19, 2022**

 **Date of Final Report:** **June 6, 2022**



Jeffrey C. Riley

Commissioner of Elementary and Secondary Education

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

**TIERED FOCUSED MONITORING REPORT**

**Hopedale Public Schools**

[TIERED FOCUS MONITORING REPORT INTRODUCTION 3](#_Toc105423785)

[TIERED FOCUSED MONITORING FINAL REPORT 6](#_Toc105423786)

[DEFINITION OF COMPLIANCE RATINGS 7](#_Toc105423787)

[SUMMARY OF COMPLIANCE CRITERIA RATINGS 8](#_Toc105423788)

[CONTINUOUS IMPROVEMENT AND MONITORING PLAN 9](#_Toc105423789)

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

# **TIERED FOCUS MONITORING REPORT INTRODUCTION**

During the 2021-2022 school year, Hopedale 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.

|  |  |  |  |
| --- | --- | --- | --- |
| 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 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**

 **Hopedale Public Schools**

The Massachusetts Department of Elementary and Secondary Education conducted a Tiered Focused Monitoring Review in Hopedale Public Schools during the week of January 19, 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:**

* Interviews of administrative and instructional staff consistent with those criteria selected for onsite verification.
* Interview of a parent advisory council (PAC) representative.
* 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.

|  |
| --- |
| 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. |
|  |

# **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; 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. |

**Hopedale Public Schools**

# **SUMMARY OF COMPLIANCE CRITERIA RATINGS**

|  |  |  |
| --- | --- | --- |
|  | **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 54, SE 55, SE 56 | CR 3, CR 7, CR 7A, CR 7B, CR 7C, CR 8, CR 10C, CR 12A, CR 16, CR 17A, CR 20, CR 21, CR 22, CR 23, CR 24, CR 25 |
| **PARTIALLY****IMPLEMENTED** |  | CR 10A, CR 10B |
| **NOT** **IMPLEMENTED** | None |  |
| **NOT** **APPLICABLE** | SE 52A |  |

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**  |
| --- |
| **Improvement Area** **1** |
| **Criterion:** CR 10A - Student handbooks and codes of conduct |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of documents and staff interviews indicated that the code of conduct in the Memorial Elementary School Handbook does not include the required content under M.G.L. c. 71, section 37H ¾, assuring due process in student disciplinary proceedings. In addition, the handbook does not include complete procedures for the suspension of students with disabilities, students on 504 Accommodation Plans, and students not yet determined eligible for special education. |
| **LEA Outcome:** The district will ensure that the Memorial Elementary School Handbook includes the required content under M.G.L. c. 71, section 37H ¾, assuring due process in student disciplinary proceedings. In addition, the district will ensure that the elementary handbook includes the complete procedures for the suspension of students with disabilities, students on 504 Accommodation Plans, and students not yet determined eligible for special education. |
| **Action Plan:** By September 30, 2022, the district will update the Memorial Elementary School Handbook to include: * The required content under M.G.L. c. 71, section 37H ¾, assuring due process in student disciplinary proceedings; and
* Procedures for the discipline of students with disabilities, students on 504 Accommodation Plans, and for students not yet determined eligible.

By September 30, 2022, the district will notify all staff of the changes to the handbook and disseminate it to the Memorial Elementary School community. |
| **Success Metric:** By September 2022 and beyond, the district will ensure that the Memorial Elementary School Handbook contains all required elements, including appropriate discipline procedures. Evidence: * Link to updated handbook
* Notification to school community
 |
| **Measurement Mechanism:** The school building handbook subcommittees and administration will annually review school handbooks for compliance. |
| **Completion Timeframe:** 09/30/2022 |
|  |

| **Improvement Area 2** |
| --- |
| **Criterion:** CR 10B - Bullying Intervention and Prevention |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of documents and staff interviews indicated that the district's Bullying Prevention and Intervention Plan (Plan) does not include a statement indicating that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics. Furthermore, the Plan does not outline the specific steps the district will take to create a safe and supportive environment for more vulnerable student populations. A review of documents also indicated that the Memorial Elementary School Handbook does not include a member of the school staff in the definitions of bullying and aggressor. |
| **LEA Outcome:** The district will ensure that the Bullying Prevention and Intervention Plan (Plan) includes a statement indicating that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics. The district will also ensure the Plan includes specific steps to create a safe and supportive environment for more vulnerable student populations. In addition, the district will ensure that the definitions of bullying and aggressor in the Memorial Elementary School Handbook are updated to include a member of the school staff.  |
| **Action Plan:** By September 30, 2022, the district will update the Plan to include a statement regarding more vulnerable student populations and the specific steps the district will take to create a safe and supportive environment for these students. By September 30, 2022, the school committee will approve the revised Plan. By September 30, 2022, the district will update the definitions of bullying and aggressor in the Memorial Elementary School Handbook so that they include a member of the school staff. All staff will be notified of the changes to the handbook, and it will be disseminated to the Memorial Elementary School community. By November 30, 2022, the district will train all staff on the revisions made to the district's Plan. |
| **Success Metric:** By December 2022 and beyond, the district will ensure that the Bullying Prevention and Intervention Plan includes required content. All handbooks will contain relevant sections of the Plan relating to the duties of faculty and staff and relevant sections addressing the bullying of students by a school staff member. Evidence: * Link to the revised Plan
* School committee agenda and minutes indicating approval of the revised Plan
* Link to Memorial Elementary School Handbook
* Notification to school community
* Agenda and signed attendance sheets
 |
| **Measurement Mechanism:** Annually, the Civil Rights Coordinator will review the Bullying Prevention and Intervention Plan and the school handbooks to ensure they are compliant with requirements under M.G.L. c. 71, s. 37O. |
| **Completion Timeframe:** 11/30/2022 |
|  |