

**Sandwich Public Schools**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

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

**Tier Level** **2**

**Dates of Onsite Visit:** **April 6-8, 2022**

**Date of Final Report: August 5, 2022**



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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

**TIERED FOCUSED MONITORING REPORT**

**Sandwich Public Schools**

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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

# **TIERED FOCUSED MONITORING REPORT INTRODUCTION**

During the 2021-2022 school year, Sandwich 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.

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| 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**

**for Sandwich Public Schools**

The Massachusetts Department of Elementary and Secondary Education conducted a Tiered Focused Monitoring Review in Sandwich Public Schools during the week of April 4, 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, instructional, and support 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 solicits 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.

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| 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. |
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# **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; 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. |

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

The full list of criteria and information regarding the requirements for each 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 7C - Early release of high school seniors |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation and interviews indicated that the last day for seniors is more than 12 days before the regular scheduled closing date of the high school. |
| **LEA Outcome:** Sandwich Public Schools will ensure that the last day for high school seniors is no more than 12 school days before the regular scheduled closing date of the high school, as required by 603 CMR 27.05. |
| **Action Plan:** By September 19, 2022, the district will submit the revised relevant school policy and obtain school committee approval of the 2022-2023 school calendar.  By September 19, 2022, the district will submit evidence of dissemination of the 2022-2023 school year calendar to the school community and post the calendar on the school website. |
| **Success Metric:** By the start of the 2022-2023 school year and beyond, the district will ensure that the last academic school day for the senior class is no more than 12 school days before the regular scheduled closing date of the school, as required by 603 CMR 27.05.  Evidence:   * 2022-2023 school calendar * Updated policy * School committee minutes documenting approval of the calendar * Notification to members of the school community * Link to posting on school website |
| **Measurement Mechanism:** The Superintendent will annually present the school committee with a proposed school calendar that ensures the senior class is released no more than 12 school days before the regular closing date of the high school. |
| **Completion Timeframe:** 09/19/2022 |
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| **Improvement Area 2** |
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| **Criterion:** CR 10C - Student Discipline |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation and interviews indicated that the district has not developed a School-wide Education Service Plan to ensure that students who are expelled or on long-term suspension have the opportunity to receive educational services and make academic progress. |
| **LEA Outcome:** Sandwich Public Schools will develop a School-wide Education Service Plan that formalizes district-wide procedures to ensure that individual educational services are made available to students who are either expelled or suspended for more than 10 consecutive days. All building principals and their designees will be trained in the use of this document. |
| **Action Plan:** By September 19, 2022, the district will submit the School-wide Education Service Plan.  By November 30, 2022, the district will submit evidence that all building principals and their designees (i.e., assistant principals) have received training on the School-wide Education Service Plan. |
| **Success Metric:** By December 2022 and beyond, the district will develop and implement a School-wide Education Service Plan.  Evidence:   * School-wide Education Service Plan * Attendance sheets, agendas, and training materials |
| **Measurement Mechanism:** The Director of Pupil Services will ensure that the district's School-wide Education Service Plan procedures are reviewed, updated periodically, and consistently implemented. In addition, the Director of Pupil Services will also ensure that procedures are in place to provide training to new building-based administrators hired after the initial training has occurred. |
| **Completion Timeframe:** 11/30/2022 |
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| **Improvement Area 3** |
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| **Criterion:** CR 16 - Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation and interviews indicated that the district does not currently send annual notice to former students who have not yet earned their competency determination to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs. |
| **LEA Outcome:** Sandwich Public Schools will always send annual notice to students who have left school without earning their competency determination to inform them of the availability of publicly funded post-high school academic support programs. The Director of Guidance, with support of the principal of the Junior/Senior High School, will determine an annual recurring due date on which the letters are sent. |
| **Action Plan:** By September 19, 2022, the district will submit outreach procedures for students who have left school a without earning their competency determination and develop an internal monitoring system to ensure implementation. The district will also provide a sample annual notice that includes all required information.  By November 30, 2022, the district will submit evidence of training for staff responsible for implementing outreach procedures.  By January 9, 2023, the district will submit the results of internal monitoring. The district will conduct a root cause analysis and implement appropriate corrective actions for any identified noncompliance. |
| **Success Metric:** By January 2023 and beyond, the district will ensure procedures for outreach to students who left without earning their competency determination are implemented.  Evidence:   * Outreach procedures * Annual notice * Attendance sheets, agendas, training materials * Internal monitoring system * Results of internal monitoring review, and corrective action steps, as appropriate |
| **Measurement Mechanism:** The Director of Pupil Services will implement the internal monitoring system to ensure that annual notice is sent to students who leave school without earning their competency determination. The district will also ensure that training is provided to staff responsible for implementing outreach procedures. |
| **Completion Timeframe:** 01/09/2023 |
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| **Improvement Area 4** |
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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:** A review of documentation and administrative interviews indicated that the district does not have written restraint prevention and behavior support procedures that are consistent with 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention. Specifically, the district has not developed written procedures that include methods for preventing student violence, self-injurious behavior, and suicide; methods for engaging parents and youth in discussions about restraint prevention and use; a description and explanation of the program's alternatives to physical restraint; methods of physical restraint in emergency circumstances; and procedures for receiving and investigating complaints relating to physical restraints. |
| **LEA Outcome:** Sandwich Public Schools’ written physical restraint prevention and behavior support procedures will include methods for preventing student violence, self-injurious behavior, and suicide; methods for engaging parents and youth in discussions about restraint prevention and use; a description and explanation of the program's alternatives to physical restraint; methods of physical restraint in emergency circumstances; and procedures for receiving and investigating complaints relating to physical restraints. All staff will be trained annually on physical restraint prevention, behavioral supports, and reporting requirements. |
| **Action Plan:** By September 19, 2022, the district will submit the revised physical restraint and behavior support procedures that include all required elements.  By November 30, 2022, the district will submit evidence that all staff have received training on the revised physical restraint prevention and behavior support procedures. Additionally, the district will submit evidence of dissemination of the revised procedures to members of the school community. |
| **Success Metric:** By December 2022 and beyond, the district's restraint prevention and behavior support procedures will be consistent with 603 CMR 46.00. Additionally, all district staff will be trained annually on the physical restraint prevention and behavior support procedures.  Evidence:   * Revised restraint prevention and behavior support procedures * Evidence of dissemination to the school community * Attendance sheets, agendas, and training materials |
| **Measurement Mechanism:** The Director of Pupil Services will ensure that the restraint prevention and behavior support procedures are reviewed and updated annually for consistency with the current regulations. The Director of Pupil Services will also ensure that all mandated training materials are updated, and all staff are trained annually on the most current restraint regulations. |
| **Completion Timeframe:** 11/30/2022 |
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| **Improvement Area 5** |
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| **Criterion:** CR 25 - Institutional self-evaluation |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation and staff interviews indicated that the district recently contracted with a vendor to conduct an institutional self-evaluation, however the district does not currently evaluate all aspects of its K-12 program annually to ensure that all students regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability or housing status have equal access to all programs, including athletics and other extracurricular activities. |
| **LEA Outcome:** Sandwich Public Schools will ensure the district evaluates all aspects of its K-12 program annually to ensure that all students regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability or housing status have equal access to all programs, including athletics and other extracurricular activities. |
| **Action Plan:** By September 19, 2022, the district will submit procedures for conducting the annual institutional self-evaluation. The procedures will include the scope of the evaluation, review activities, timeline, participants, and data sources and collection strategies.  By November 30, 2022, the district will submit evidence that relevant staff have received training on district institutional self-evaluation procedures.  By January 9, 2023, the district will submit the results of the institutional self-evaluation, a description of proposed changes, and specific action steps for implementation. |
| **Success Metric:** By January 2023 and beyond, Sandwich Public Schools will conduct an annual institutional self-evaluation to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all K-12 programs, including athletics and other extracurricular activities. Sandwich Public Schools will make such changes as are indicated by the evaluation.  Evidence:   * Self-evaluation procedures * Attendance sheets, agendas, and training materials * Results of institutional self-evaluation, conclusions reached, and action steps |
| **Measurement Mechanism:** The Assistant Superintendent will ensure that the institutional self-evaluation occurs annually. In addition, the Assistant Superintendent will ensure self-evaluation procedures are reviewed and updated annually for consistency. |
| **Completion Timeframe:** 01/09/2023 |
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