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| DESE Logo  **Tiered Focused Monitoring Report**  **Continuous Improvement and Monitoring Plan**  **for Group B Universal Standards**  **School: Boston Renaissance Charter Public School**  **Onsite Dates: November 27 & 28, 2018**  **Tier Level: 1**  State Seal of Massachusetts |
| Jeffrey C. Riley  Commissioner of Elementary and Secondary Education |

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| During the 2018-2019 school year, Boston Renaissance Charter Public 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 Boston Renaissance Charter Public 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 or 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. * 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. |

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| **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. |

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| **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. |
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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. |
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| **Not Applicable** | The requirement does not apply to the school district or charter school. |

**Boston Renaissance Charter Public School**

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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

The review instruments, that include the regulatory requirements specific to the special education and civil rights criteria referenced in the above table, can be found at <http://www.doe.mass.edu/psm/resources/default.html>.

| **Improvement Area** **1** |
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| **Criterion:** SE 32 - Parent advisory council for special education |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and staff and parent interviews indicated that the charter school has not established a parent advisory council (PAC) on special education or sought a waiver from the Department to meet this requirement in an alternative manner. Document review and staff interviews indicated that the charter school conducts at least one workshop annually on the rights of students and their parents and guardians under the state and federal special education laws. |
| **LEA Outcome:** Boston Renaissance Charter Public School will support the formation and establishment of a parent advisory council (PAC) on special education. |
| **Action Plan:** By April 26, 2019, Boston Renaissance will ensure PAC leaders are elected and introduced/announced to the larger school community.  By June 28, 2019, Boston Renaissance will support spring 2019 PAC meetings:    3/20/19- Orientation and education of what the PAC is  4/9/19- Basic rights in special education  5/9/19- 10 traits of effective parents in special education  6/12/19- Preventing bullying of children with disabilities  By June 28, 2019, Boston Renaissance will work with PAC officers to survey PAC members. The data will be used to improve the Unified Student Services department.  By October 25, 2019, the Director of Unified Student Services will review the status of the PAC to ensure the council is viable and fulfilling its advisory functions. |
| **Success Metric:** The charter school will have established a PAC with monthly meetings, thus providing a way for parents to advise the charter school on special education programming.  Evidence:  \* Names of newly elected officers  \* Agendas, materials and attendance sheets from monthly meetings  \* Increased attendance at meetings  \* Regular meetings with school officials  \* Examples of the PAC advising the charter school on matters that pertain to the education and safety of students with disabilities  \* Examples of the PAC's participation in the planning, development, and evaluation of the charter school’s special education program |
| **Measurement Mechanism:** Continuing after the completion deadline:  \* The Director of Unified Student Services will meet regularly with the PAC to ensure that the council is viable and fulfilling its advisory functions.  \* The PAC members will regularly provide feedback to the charter school on its special education programming.  \* The PAC will meet the needs of parents of students with disabilities in the charter school by offering educational forums and ensuring ongoing communication with school officials. |
| **Completion Timeframe:** 10/25/2019 |
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| **Improvement Area 2** |
| **Criterion:** SE 55 - Special education facilities and classrooms |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Staff interviews, facility observations, and a review of student schedules indicated that individual and small group speech and language services are administered by three providers simultaneously in a partitioned instructional space, creating auditory distractions. |
| **LEA Outcome:** Speech and language services will be provided in spaces without auditory distractions in order to fully implement each child's IEP. |
| **Action Plan:** The charter school met with an architect on 1/24/19 to map out the classroom, ensuring the construction adheres to building and fire codes.  By October 25, 2019, the charter school will oversee the construction of a 10-foot permanent wall to divide the speech and language classroom into two distinct instructional spaces. This work will take place over the 2019 summer vacation. |
| **Success Metric:** The charter school will have completed construction resulting in two speech and language spaces before the start of the 2019-20 school year. |
| **Measurement Mechanism:** Construction completed before the start of school year 2019-20. |
| **Completion Timeframe:** 10/25/2019 |
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| **Improvement Area 3** |
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| **Criterion:** CR 10C - Student Discipline |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and staff interviews indicated that the procedures for student discipline do not address all required components. Specifically, the charter school has not developed procedures for education services to ensure academic progress for students on short- or long-term suspension or emergency removal (School-wide Education Service Plan). |
| **LEA Outcome:** The charter school will develop discipline procedures that include education services to ensure academic progress for students on short- or long-term suspension or emergency removal (School-wide Education Service Plan). |
| **Action Plan:** By June 28, 2019, Boston Renaissance will develop a School-wide Education Service Plan that outlines procedures for education services to ensure academic progress for students on short- or long-term suspension or emergency removal.  By June 28, 2019, Boston Renaissance will revise the parent handbook to include the School-wide Education Service Plan.  By June 28, 2019, Boston Renaissance will implement an internal monitoring plan to ensure that students on short- or long-term suspension or emergency removal achieve academic progress.  By October 25, 2019, Boston Renaissance will provide professional development training to upper and lower school directors, the mental health team, the student support team, and related service providers on the School-wide Education Service Plan, including procedures for offering and implementing education services for students on short- or long-term suspension or emergency removal. |
| **Success Metric:** The charter school will have created a School-wide Education Service Plan that includes education services for students on short- or long-term suspension or emergency removal.  The charter school will have planned and implemented professional development training to upper and lower school directors, the mental health team, the student support team, and related service providers on the School-wide Education Service Plan.  Evidence:  \* A School-wide Education Service Plan with procedures for education services and academic progress for students on short- or long-term suspension or emergency removal  \* Agendas, training materials and attendance sheets from trainings on the School-wide Education Service Plan  \* The revised parent handbook that includes the School-wide Education Service Plan  \* Results of an internal record review conducted after implementation of the School-wide Education Service Plan |
| **Measurement Mechanism:** Continuing after the completion deadline:  The Director of Unified Student Services will review a sample of five disciplinary files with short- or long-term suspension or emergency removals twice a year for evidence of educational services. |
| **Completion Timeframe:** 10/25/2019 |
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| **Improvement Area 4** |
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| **Criterion:** CR 25 - Institutional self-evaluation |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and staff interviews indicated that the charter school does not evaluate all aspects of its K-6 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:** Boston Renaissance will work with its school directors, curriculum facilitators, and intervention facilitator to evaluate its K-6 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 June 28, 2019, Boston Renaissance will consult with an external adviser to develop a tool to evaluate all aspects of its K-6 program.  By October 25, 2019, Boston Renaissance will evaluate K-6 programming. The charter school will make changes based on the findings.  By October 25, 2019, Boston Renaissance will report out the adjustments/improvements resulting from the evaluation to the Boston Renaissance community. |
| **Success Metric:** By the end of the 2018-19 school year, Boston Renaissance will have met with an external consultant to establish a plan and set goals for the evaluation. The charter school will have carried out its first evaluation cycle to inform practice. Thereafter, Boston Renaissance will continue with the annual evaluation of its K-6 programming.  Evidence:  \* Agendas and signed attendance sheets from meetings with the external consultant  \* An annual evaluation plan that incorporates feedback from all members of the community, including teachers, parents and students; includes a review of policies and procedures; and includes a review of student outcome data  \* A report that evaluates all aspects of Boston Renaissance's K-6 programming to ensure equal access for all students attending the school and creates a plan to make changes as per the report results for the 2019-20 school year |
| **Measurement Mechanism:** The Director of Unified Student Services and Head of School will review the planning leading up to the evaluation of K-6 programming and ensure the evaluation includes the process, adjustments/improvements, and reporting out to the Boston Renaissance community on an annual basis. |
| **Completion Timeframe:** 10/25/2019 |
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