

**Hampshire Regional School District**

**Tiered Focused Monitoring Report**

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

**Tier Level** **1**

**Dates of Onsite Visit:** **March 22-23, 2023**

**Date of Final Report: October 13, 2023**

**Department of Elementary and Secondary Education Onsite Team Members:**

**Sandra Hanig, Chairperson**

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Jeffrey C. Riley

Commissioner of Elementary and Secondary Education

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

**TIERED FOCUSED MONITORING REPORT**

**Hampshire Regional School District**

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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

# **TIERED FOCUSED MONITORING REPORT INTRODUCTION**

During the 2022-2023 school year, Hampshire Regional School District 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 September 20, 2022.

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 |
| 1 | Self-Directed Improvement | Data points indicate no concern on compliance and student outcomes. |
| 2 | Directed Improvement | No demonstrated risk in areas with close link to student outcomes. |
| 3 | Corrective Action | Areas of concern include both compliance and student outcomes. |
| 4 | Cross-unit Support and Corrective Action | Areas of concern have a profound effect on student outcomes and ongoing compliance. |

For the 2022-2023 school year, the tier assignments are based on:

* Annual drop-out rate for students with disabilities
* 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 SPP/APR compliance Indicator data for Indicators 4B, 9 & 10
	+ Indicator 4B: Significant discrepancy by race or ethnicity in removal of students with

 IEPs greater than 10 days

* + Indicator 9: Overall disproportionate representation of racial and ethnic groups identified

 as eligible for special education

* + Indicator 10: Disproportionate representation of racial and ethnic groups within specific

 disability categories

* Special education SPP/APR performance Indicator data for Indicators 5 & 6
	+ Indicator 5: Education Environments (6-21)
	+ Indicator 6: Preschool Environments
* Significant Disproportionality data 2021-2022 & 2022-2023

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 and 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. **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 Hampshire Regional School District**

The Massachusetts Department of Elementary and Secondary Education conducted a Tiered Focused Monitoring Review in Hampshire Regional School District during the week of March 20, 2023, 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 staff consistent with those criteria selected for onsite verification.
* Interview of 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.

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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.) Tiered Focused Monitoring Reports do not include criteria receiving a rating of “Implemented” or “Not Applicable.” This will allow the district 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. |

**Hampshire 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 54, SE 55, SE 56 | CR 7, CR 7A, CR 7B, CR 7C, CR 8, CR 12A, CR 16, CR 20, CR 21, CR 22, CR 23 |
| **PARTIALLY****IMPLEMENTED** |  | CR 3, CR 10A, CR 10B, CR 10C, CR 17A, CR 24, CR 25 |
| **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** |
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| **Improvement Area** **1** |
| **Criterion:** CR 3 - Access to a full range of education programs |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Analysis of data and staff interviews indicated that not all students at Hampshire Regional Middle and High School have equal access to the full range of general education programs. Specifically, data demonstrated the following: * Approximately 45.8% of eligible special education students are served in full inclusion settings, a rate lower than the state rate of approximately 67.2%.
* Approximately 39.3% of eligible special education students are in partial inclusion placements, a rate higher than the state rate of approximately 13%.
 |
| **LEA Outcome:** Hampshire Regional Middle and High School will ensure that all students have equal access to the full range of general education programs. IEP Teams will consistently consider the least restrictive environment for students with disabilities and ensure that appropriate supports and interventions are available in general education programs to support increased participation of eligible students in full inclusion settings. |
| **Action Plan:** By October 31, 2023, Hampshire Regional School District will form a district-wide inclusion team, including district administrators, general education teachers, and special education teachers in order to conduct a root cause analysis of special education placements across the middle and high school, with particular focus on inclusion rates. Evidence will include the names and roles of the team members.By December 31, 2023, Hampshire Regional School District will submit the results of a root-cause analysis conducted by the inclusion team, along with a corresponding action and progress monitoring plan. The action plan will outline steps the team will take to increase full inclusion placements and ensure that appropriate supports and interventions are available in general education programs. Subsequent progress reports will be based on the root cause analysis and steps set forth in the action and progress monitoring plan. |
| **Success Metric:** By the 2023-2024 school year and beyond, the district will identify the root cause(s) of low inclusion rates and implement action steps to resolve the low rates of inclusion. The district will conduct ongoing progress monitoring of inclusion rates and ensure that appropriate supports and interventions are available in general education programs.Evidence: * List of the names and titles of the members of the district-wide inclusion team
* Data analysis results
* Root cause analysis and prioritization
* Action plan to increase inclusion rates, while providing appropriate supports
* Documentation of ongoing progress monitoring
 |
| **Measurement Mechanism:** Each fall and spring, the principals and Director of Pupil Services will review the district's special education placement data to ensure continued progress in addressing the overall inclusion rates. Additionally, the district will provide ongoing professional development to all relevant staff on least restrictive environment (LRE) requirements and strategies for ensuring appropriate support and services in full inclusion settings. Other initiatives will be implemented based on the root cause analysis, action plan, and results from ongoing progress monitoring. |
| **Completion Timeframe:** 12/31/2023 |
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| **Improvement Area 2** |
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| **Criterion:** CR 10A - Student handbooks and codes of conduct |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Document review and interviews indicated that the Hampshire Regional School Districts' handbooks and/or codes of conduct do not contain all required discipline procedures. Specifically, the Southampton, Westhampton, and Williamsburg Elementary School codes of conduct do not include the procedures for students not yet determined eligible for special education. The Chesterfield-Goshen Elementary School district code of conduct does not contain any discipline procedures addressing due process for students in general and special education. Furthermore, the procedures for the discipline of students with disabilities in the Williamsburg and Westhampton codes of conduct do not include the following requirements when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days:* The district will convene within ten days to review all relevant information in the student's file and determine if the
* behavior was a direct result of the district's failure to implement the IEP;
* The suspension may go forward if the behavior is not a manifestation of the student's disability;
* During suspension, the district must still offer services to enable the student to continue to participate in the general
* education curriculum; and
* The student may be placed in an interim alternative educational setting up to 45 school days for weapons or illegal drugs or on authority of a hearing officer.

The procedures for the discipline of students with disabilities in the Southampton code of conduct do not include the following requirements:* The district will convene within ten days to review all relevant information in the student's file and determine if the behavior was a direct result of the district's failure to implement the IEP;
* The suspension may go forward if the behavior is not a manifestation of the student's disability;
* The district must still offer services to enable the student to continue to participate in the general education curriculum;
* If the Team determines that the student's behavior is a manifestation of their disability, the district will complete a functional behavioral assessment and behavioral intervention plan if it has not already done so; if a behavioral intervention plan is already in place, the Team will review and modify, as necessary, to address the behavior; and
* No later than the date of the decision to take disciplinary action, the school provides the parent with the written notice of procedural safeguards.

The procedures for due process in disciplinary hearings in the Westhampton, Williamsburg, and Southampton codes of conduct do not include the following requirements:* Procedures for principal's short and long-term suspension hearings;
* Procedures for in-school suspension; and
* Procedures for superintendent's hearing.

The procedures for the discipline of students with disabilities in the Hampshire Regional Middle and High School handbooks do not include the following requirements:* No later than taking disciplinary action, the school provides the parent with the written notice of procedural safeguards; and
* Procedures for students with Section 504 Accommodation Plans.
 |
| **LEA Outcome:** All Hampshire Regional School District handbooks and/or codes of conduct will contain the required due process procedures for students with and without disabilities. |
| **Action Plan:** By October 31, 2023, the district will submit proposed updates to all student handbooks and codes of conduct prior to presenting to the school committee for approval.By December 31, 2023, the district will submit evidence of school committee approval of all updated student handbooks and codes of conduct. The school community, including families and staff, will be notified of the changes and all handbooks will be posted on the district's websites. |
| **Success Metric:** By December 2023 and beyond, all student handbooks and codes of conduct will be updated to include all required elements relating to discipline.Evidence will include:* Draft updates to handbooks and codes of conduct
* School committee agenda and minutes indicating approval of handbooks
* Notification to staff and families
* Links to finalized handbooks on school websites
 |
| **Measurement Mechanism:** Each summer district administrators and building principals will meet to review and update handbooks and codes of conduct, as necessary. Updated handbooks and codes of conduct will be submitted to the school committee for approval and disseminated to the school community. |
| **Completion Timeframe:** 12/31/2023 |
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| **Improvement Area 3** |
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| **Criterion:** CR 10B - Bullying Intervention and Prevention |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Document review and interviews indicated that the Hampshire Regional School District developed a Bullying Prevention and Intervention Plan (Plan), however, it is not updated biennially and does not include a statement that the individual districts recognize certain students may be more vulnerable to bullying or harassment 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. Document review also indicated that the Plan is not published on the Chesterfield-Goshen or Williamsburg websites.In addition, document review indicated that the Hampshire Regional Middle and High School handbooks do not include a member of the school staff in the definitions of bullying and aggressor. |
| **LEA Outcome:** The Hampshire Regional School District will update their Bullying Prevention and Intervention Plan (Plan) biennially and ensure that it includes a statement recognizing that certain students may be more vulnerable to bullying or harassment 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 publish the Plan on the Chesterfield-Goshen and Williamsburg websites.In addition, the Hampshire Regional Middle and High School handbooks will include a member of the school staff in the definitions of bullying and aggressor. |
| **Action Plan:** By October 31, 2023, the district will revise and submit the updated Plan. The Plan will include a statement regarding vulnerable students and a process for biennial updates, including when reviews will occur and those responsible for updating. By December 31, 2023, the district will notify the school community of the updates and post the updated Plan on all school websites, including Chesterfield-Goshen and Williamsburg. The district will also train all staff on the updated Plan. Evidence will include the training agenda, attendance, and materials. |
| **Success Metric:** By December 2023 and beyond, the district's updated Plan that contains all required components will be reviewed biennially and posted on every school's website. In addition, all staff will receive annual training on the Plan. Evidence:* Updated Plan
* Links to websites
* Notification to school community
* Training agenda, attendance sheets, and materials
 |
| **Measurement Mechanism:** Annually, the Civil Rights Coordinator will review the Bullying Prevention and Intervention Plan to ensure all required elements are included. The Plan will be provided to all families and staff, and staff will receive annual training on the Plan. Furthermore, the district will update the plan biennially. |
| **Completion Timeframe:** 12/31/2023 |
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| **Improvement Area 4** |
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| **Criterion:** CR 10C - Student Discipline |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Document review and interviews indicate that the Hampshire Regional School District, and the individual districts, have not developed a School-wide Education Service Plan. |
| **LEA Outcome:** The district will develop a School-wide Service Plan that describes the educational services that the district will make available to ensure students have the opportunity to make academic progress during a long-term suspension or expulsion. |
| **Action Plan:** By October 31, 2023, the district will submit School-wide Education Service Plans for each school. By December 31, 2023, the district will train appropriate staff on the School-wide Education Service Plan. |
| **Success Metric:** By December 2023 and beyond, the district will have a School-wide Education Service Plan in place for all schools.Evidence:* School-wide Education Service Plans
* Training agenda, attendance sheets, and materials
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| **Measurement Mechanism:** Training will occur yearly for all building principals and assistant principals on the plan. Principals and assistant principals will ensure the plans are implemented as necessary. |
| **Completion Timeframe:** 12/31/2023 |
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| **Improvement Area 5** |
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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 indicated that although the Chesterfield-Goshen, Southampton, Westhampton, and Williamsburg Elementary Schools have a restraint prevention and behavior support policy (JKAA), it does not include procedures for the following: * Methods for preventing student violence, self-injurious behavior, and suicide;
* Methods for engaging parents in discussions about restraint prevention and use;
* Description and explanation of the program's alternatives to physical restraint;
* Method of physical restraint in emergency situations;
* Statement prohibiting prone restraint unless permitted pursuant to 603 CMR 46.03(1)(b), seclusion, and the use of restraint inconsistent with 603 CMR 46.00;
* A procedure for making both oral and written notification to the parent;
* A procedure for receiving and investigating complaints about the use of restraint;
* A procedure for conducting periodic review of restraint data; and
* A procedure for the use of time-out.

In addition, the policy incorrectly states that parents may seek a waiver of their right to notification of a restraint either through the IEP process or for students who present with concerning behaviors.The restraint prevention and behavior support policy (JKAA-R) in the Hampshire Regional Middle and High School District Policy Manual does not include procedures for the following:* Methods for preventing student violence, self-injurious behavior, and suicide;
* Methods for engaging parents in discussions about restraint prevention and use;
* Description and explanation of the program's alternatives to physical restraint; and
* A procedure for receiving and investigating complaints about the use of restraint.

Document review also demonstrated that Chesterfield-Goshen staff identified as school-wide resources to assist in ensuring proper administration of physical restraint do not receive a refresher training in the administration of restraint at least annually. |
| **LEA Outcome:** Hampshire Regional Public School District's physical restraint policies and procedures will include all required elements, consistent with 603 CMR 46.00. Furthermore, Chesterfield-Goshen staff identified as school-wide resources to assist in ensuring proper administration of physical restraint will receive a refresher training in the administration of restraint at least annually. |
| **Action Plan:** By October 31, 2023, the district will submit all updated physical restraint policies and procedures. The updated policies and procedures will be disseminated to all staff and families. By October 31, 2023, the district will submit evidence of staff training on the updated physical restraint policies and procedures. By December 31, 2023, the district will provide in-depth training in the administration of restraint to the Chesterfield-Goshen staff identified as school-wide resources to assist in ensuring proper administration of physical restraint. Evidence will include the names of staff, training dates, and materials. |
| **Success Metric:** By December 2023 and beyond, all district physical restraint policies and procedures will contain all required sections. Furthermore, all staff who have been identified as school-wide resources will receive appropriate in-depth training. Evidence: * Updated policies and procedures
* Notification to the school community
* Training agenda, attendance sheets, and materials for district-wide training
* Training agenda, attendance sheet, and materials for Chesterfield-Goshen in-depth training
 |
| **Measurement Mechanism:** Annually, central office administration and the Civil Rights Coordinator will review the physical restraint policies and procedures and make any necessary updates. At the beginning of each school year, the principal will identify staff who serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will receive in-depth training in the use of physical restraint. In addition, each principal will provide all staff with training regarding the district's restraint prevention and behavior support policy and requirements within the first month of each school year. Staff hired after the school year begins will receive this training within the first month of employment. The district will send a written notice of the plan to parents, guardians, and staff. |
| **Completion Timeframe:** 12/31/2023 |
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| **Improvement Area 6** |
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| **Criterion:** CR 24 - Curriculum review |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Document review and interviews indicate that the Hampshire Regional School District, and the individual districts, do not ensure that all individual teachers review all educational materials for simplistic and demeaning generalizations on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation. Furthermore, the districts do not ensure that teachers provide appropriate activities, discussions, and/or supplementary materials to provide balance and context for any stereotypes depicted. |
| **LEA Outcome:** All schools in the Hampshire Regional School District will ensure that all individual teachers review all educational materials for simplistic and demeaning generalizations on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation. Furthermore, the schools will ensure that teachers provide appropriate activities, discussions, and/or supplementary materials to provide balance and context for any stereotypes depicted. |
| **Action Plan:** By October 31, 2023, district principals and the Assistant Superintendent will develop and submit protocols and tools to assist teachers in the review of educational materials and the provision of appropriate activities, discussions, and/or supplementary materials. Protocols will include ongoing classroom observations, feedback, and additional coaching and training for teachers, as needed. Tools will include a rubric to support teachers in reviewing educational materials. By December 31, 2023, individual teachers will receive training from the Assistant Superintendent and principals regarding the review of educational materials. Evidence will include the training agenda, attendance, and materials.By February 29, 2024, the district will submit evidence demonstrating the implementation of the protocol and tools. Evidence will include completed classroom observation summaries, completed rubrics, and a description of any additional coaching and support provided to teachers. |
| **Success Metric:** By February 2024 and beyond, all teachers will review all educational materials for simplistic and demeaning generalizations on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation. Furthermore, all teachers will provide appropriate activities, discussions, and/or supplementary materials to provide balance and context for any stereotypes depicted.Evidence:* Protocols and rubric
* Training agenda, attendance, and materials
* Completed observation summaries and rubric
* Description of additional training and supports
 |
| **Measurement Mechanism:** Annually, Hampshire Regional School District will provide training to all teachers regarding the review of educational materials and the provision of appropriate activities, discussions, and/or supplementary materials. Through quarterly internal monitoring, the district will ensure the implementation of the procedures, protocols, and tools. Any non-compliance will be addressed through additional coaching and support. |
| **Completion Timeframe:** 02/29/2024 |
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| **Improvement Area 7** |
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| **Criterion:** CR 25 - Institutional self-evaluation |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Document review and interviews indicate that the Hampshire Regional School District, and the individual districts, do not 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:** The district will annually evaluate all aspects of its K-12 program 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 October 31, 2023, district leadership will develop procedures and identify tools to conduct an institutional self-evaluation. The procedures will include data review, stakeholder input, actionable root-cause analysis, action planning, and progress monitoring. By December 31, 2023, the school will submit evidence of training staff and other stakeholders responsible for conducting the institutional self-evaluation. Evidence will include the training agenda, attendance, and materials.By March 29, 2024, the district will submit a self-evaluation summary that includes the following components: * Data analysis including achievement, discipline, and programming data;
* Results and analysis of surveys provided to families, teachers, athletic directors, and students regarding access to the school's programs;
* Actionable root cause analysis;
* Action plan to address any identified access gaps; and
* Progress monitoring plan with timelines.

The district will maintain a copy of the completed evaluation onsite. The superintendent will present a summary of the results of the self-evaluation and recommendations to school committee. |
| **Success Metric:** By March 2024 and beyond, the district will evaluate all aspects of its K-12 programs 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 as indicated by the evaluation.Evidence:* Procedures and tools for annual self-evaluation
* Training materials, agenda, and attendance sheets
* Self-evaluation summary
 |
| **Measurement Mechanism:** The district will annually evaluate all aspects of its K-12 program 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. The superintendent will present a summary of the results of the self-evaluation and recommendations to school committee. The action plan and progress monitoring will occur throughout the school year. |
| **Completion Timeframe:** 03/29/2024 |
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