



**McCann Technical School**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

**For Group B Universal Standards**  
**Tier Level 1**

**Date of Onsite Visit: June 13, 2023**  
**Date of Final Report: November 20, 2023**

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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
TIERED FOCUSED MONITORING REPORT**

**McCann Technical School**

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## MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION TIERED FOCUSED MONITORING REPORT INTRODUCTION

During the 2022-2023 school year, McCann Technical School 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.

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- 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
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 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 McCann Technical School**

The Massachusetts Department of Elementary and Secondary Education conducted a Tiered Focused Monitoring Review at McCann Technical School during the week of June 12, 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 school.

In preparing this report, the team reviewed extensive written documentation regarding the operation of the school's programs, together with information gathered by means of the following Department program review methods:

### **Self-Assessment Phase:**

- School review of special education and civil rights documentation for required elements including document uploads.
- School review of a sample of special education student records to assess implementation of required discipline procedures.
- Upon completion of the self-assessment, the school submitted the data to the Department for review.

### **On-site Verification Phase:**

- Interviews of administrative staff consistent with those criteria selected for onsite verification.
- Interviews of parent advisory council (PAC) representatives.
- 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 school's implementation of special education programs, related services, and procedural requirements.
- Review of student records for special education: The Department selected a sample of student records from those the school reviewed as part of its self-assessment, as well as records chosen by the Department to determine compliance with required discipline procedures.
- 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.) Tiered Focused Monitoring Reports do not include criteria receiving a rating of "Implemented" or "Not Applicable." This will allow the school and the Department to focus their efforts on those areas requiring corrective action. Schools are expected to incorporate the corrective actions into their school and school improvement plans, including their professional development plans.

## DEFINITION OF COMPLIANCE RATINGS

<b>Commendable</b>	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.
<b>Implemented</b>	The requirement is substantially met in all important aspects.
<b>Implementation in Progress</b>	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.
<b>Partially Implemented</b>	The requirement, in one or several important aspects, is not entirely met.
<b>Not Implemented</b>	The requirement is totally or substantially not met.
<b>Not Applicable</b>	The requirement does not apply to the school district or charter school.

## McCann Technical School

### SUMMARY OF COMPLIANCE CRITERIA RATINGS

	Universal Standards Special Education	Universal Standards Civil Rights and Other General Education Requirements	Targeted Standards
<b>IMPLEMENTED</b>	SE 15, SE 32, SE 35, SE 36, SE 50, SE 51, SE 52, SE 52A, SE 54, SE 55, SE 56	CR 3, CR 7, CR 7A, CR 7B, CR 7C, CR 8, CR 10C, CR 12A, CR 16, CR 17A, CR 20, CR 21, CR 22, CR 23, CR 24	SE 44, SE 45, SE 46, SE 47
<b>PARTIALLY IMPLEMENTED</b>		CR 10A, CR 10B, CR 25	
<b>NOT IMPLEMENTED</b>	None		
<b>NOT APPLICABLE</b>	None		

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**

<b>Improvement Area 1</b>
<b>Criterion:</b> CR 10A - Student handbooks and codes of conduct
<b>Rating:</b> Partially Implemented
<b>Description of Current Issue:</b> Document review and interviews indicated that the Student-Parent Handbook does not contain the complete procedures for the discipline of students with disabilities, Section 504 Plans, and students not yet determined eligible for special education.
<b>LEA Outcome:</b> McCann Technical School will ensure that the Student-Parent Handbook contains the complete procedures for the discipline of students with disabilities, Section 504 Plans, and students not yet determined eligible for special education.
<p><b>Action Plan:</b> By December 7, 2023, the school will update and submit the Student-Parent Handbook to include the complete procedures for the discipline of students with disabilities, Section 504 Plans, and students not yet determined eligible for special education.</p> <p>By March 6, 2024, the school will submit the school committee agenda and minutes indicating approval of the updated handbook.</p> <p>By March 6, 2024, the school will notify students, families, and school personnel of the updates in the Student-Parent Handbook.</p>
<p><b>Success Metric:</b> By March 2024 and beyond, the Student-Parent Handbook will contain all requirements and be disseminated to students, families, and school personnel.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Revised Student-Parent Handbook</li> <li>• School committee agenda and minutes</li> <li>• Dissemination to student, families, and school personnel</li> </ul>
<b>Measurement Mechanism:</b> Continuing after the completion deadline, the administrative team will set dates in the summer to review the Student-Parent Handbook with the school council. Proposed changes will be shared with the school committee for approval prior to the start of the school year. At the start of each school year, the updated Student-Parent Handbook will be posted on the school's website. A printed copy will also be distributed to all students, families, and school personnel. Required annual training will be provided to staff, including information regarding any handbook updates.
<b>Completion Timeframe:</b> 03/06/2024

**Improvement Area 2****Criterion:** CR 10B - Bullying Intervention and Prevention**Rating:** Partially Implemented**Description of Current Issue:** Document review and interviews indicated that the Student-Parent Handbook does not contain relevant sections of the Bullying Prevention and Intervention Plan relating to the duties of faculty and staff or relevant sections addressing the bullying of students by a school staff member.**LEA Outcome:** McCann Technical School will ensure that the Student-Parent Handbook contains the relevant sections of the Bullying Prevention and Intervention Plan (Plan) relating to the duties of faculty and staff and relevant sections addressing the bullying of students by a school staff member.**Action Plan:** By December 7, 2023, the school will update the Student-Parent Handbook to include the relevant sections of the Plan.

By March 6, 2024, the school will submit the school committee agenda and minutes indicating approval of the updated handbook.

By March 6, 2024, the school will notify students, families, and school personnel of the updated Student-Parent Handbook.

**Success Metric:** By March 2024 and beyond, the Student-Parent Handbook will contain all requirements and be disseminated to students, families, and school personnel.

Evidence:

- Revised Student-Parent Handbook
- School committee agenda and minutes
- Dissemination to student, families, and school personnel

**Measurement Mechanism:** Continuing after the completion deadline, the administrative team will set dates in the summer to review the Student-Parent Handbook with the school council. Proposed changes will be shared with the school committee for approval prior to the start of the school year. At the start of each school year, the updated Student-Parent Handbook will be posted on the school's website. A printed copy will also be distributed to all students, families, and school personnel. Required annual training will be provided to staff, including information regarding any handbook updates.**Completion Timeframe:** 03/06/2024

**Improvement Area 3****Criterion:** CR 25 - Institutional self-evaluation**Rating:** Partially Implemented**Description of Current Issue:** Document review and interviews indicated that the school does not consistently evaluate all aspects of its 9-12 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.**LEA Outcome:** McCann Technical School will evaluate all aspects of its 9-12 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. The school will make such changes as are indicated by the evaluation.**Action Plan:** By December 7, 2023, the school will submit a comprehensive plan to annually review all aspects of its 9-12 programs to ensure equal access for all students. The plan will include specific procedures and tools designed to conduct the evaluation.

By March 6, 2024, the school will submit training of all relevant staff and stakeholders on the plan, procedures, and tools developed to conduct the annual self-evaluation.

By June 4, 2024, the school will submit a summary of the evaluation that includes data review, root cause analyses, and corresponding action and progress monitoring plans.

**Success Metric:** By June 2024 and beyond, McCann Technical School will evaluate all aspects of its 9-12 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.

Evidence:

- Self-evaluation plan, procedures, and tools
- Training materials, meeting agendas, and signed attendance sheets
- Self-evaluation summary to include:
  - Data analysis
  - Root cause analysis and prioritization
  - Action plan
  - Progress monitoring plan

**Measurement Mechanism:** Continuing after the completion deadline, the administrative team will set dates in the summer to analyze data and information collected through the institutional self-evaluation and prepare an evaluation summary to present to the school committee. Each fall, the school will present the school improvement plan, with the inclusion of any identified areas for growth from the self-evaluation, to the school committee for approval.**Completion Timeframe:** 06/04/2024