MASSACHUSETTS
Department of Elementary
and Secondary Education

Hopkinton Public Schools

INTEGRATED MONITORING REVIEW REPORT
Office of Public School Monitoring

For Group B Universal Standards

Date of Onsite Visit: January 14, 2025
Date of Report: March 7, 2025

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MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
INTEGRATED MONITORING REVIEW REPORT

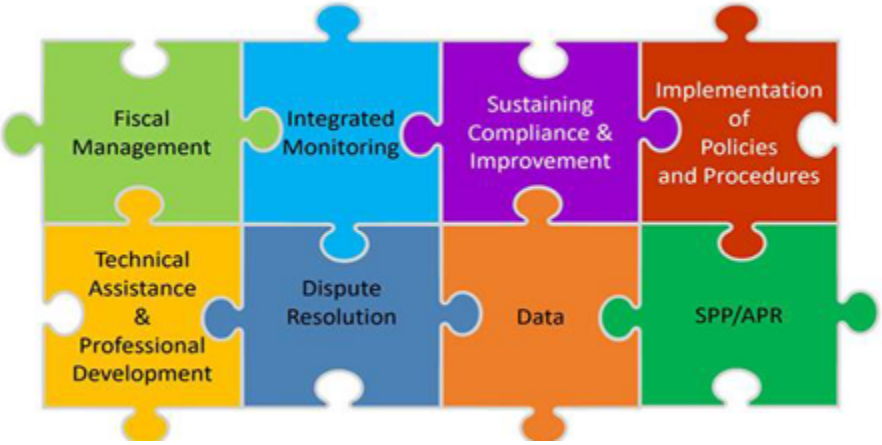
Hopkinton Public Schools

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MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF PUBLIC SCHOOL MONITORING
INTEGRATED MONITORING REVIEW REPORT INTRODUCTION

During the 2024-2025 school year, Hopkinton Public Schools participated in an Integrated Monitoring Review (IMR) conducted by the Department of Elementary and Secondary Education's (DESE or Department) Office of Public School Monitoring (PSM). The purpose of the Integrated Monitoring Review is to monitor compliance with regulatory requirements focusing on special education and civil rights. **The Department is pleased to report that the district was found to be in compliance with all criteria reviewed; no corrective action is required at this time.**

Components of the Integrated Monitoring Review



Integrated Monitoring is one of eight components of a state's general supervision system. One aspect of Integrated Monitoring is the Integrated Monitoring Review. Each school district, charter school, vocational school, and virtual school undergoes an Integrated Monitoring Review every three years. The Department's Office of Public School Monitoring (PSM) is responsible for conducting these reviews and works closely with offices throughout the Department including, but not limited to, the Office of Special Education Planning and Policy (SEPP), Problem Resolution System Office (PRS), and the Office of Approved Special Education Schools (OASES) to promote cohesion and collaboration across the Department's general supervision system. As set forth in the diagram above, Integrated Monitoring Review is one of the multilayered, cohesive, and formal processes employed by the Department to examine and evaluate all LEAs' implementation of IDEA with a particular emphasis on educational results, functional outcomes, and compliance.

The monitoring cycle is posted at Integrated Monitoring Review Three Year Cycle.

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 Focused Standards, which are reviewed if the Department deems appropriate due to concerns with those particular standards. In those circumstances, the identified Focused Standards are assessed in addition to the Universal Standards.

Universal Standards and Focused Standards are aligned with the following regulations:

Special Education (SE)

- Selected requirements from the federal Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 *et seq* and accompanying regulations at 34 CFR Part 300.
- Massachusetts General Law Chapter 71B, and the Massachusetts Special Education regulations (603 CMR 28.00).

Civil Rights Methods of Administration and Other General Education Requirements (CR)

- Specific 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 select state requirements under M.G.L. c. 76, § 5 and M.G.L. c. 269 §§ 17 through 19.
- Specific requirements from the Massachusetts Physical Restraint regulations (603 CMR 46.00).
- Specific requirements from the Massachusetts Student Learning Time regulations (603 CMR 27.00).
- Specific requirements from the Massachusetts Student Records regulations (603 CMR 23.00).
- Various requirements under other federal and state laws and regulations.

Integrated Monitoring Review Process:

Discovery: During the Discovery stage, the PSM chairperson analyzes data and information to prepare for the onsite visit. The chairperson also reviews documents submitted by the district/school.

Engagement: The Engagement stage of the Integrated Monitoring Review includes all activities conducted onsite and/or virtually through the issuance of the Integrated Monitoring Review Report. Such activities may include record review, interviews, and observations.

Close-out: Once the Report is issued, the Close-out stage begins for the schools and districts with any identified findings of noncompliance. The Close-out stage includes the development of the Correction Action Plan and completion of subsequent progress reports to ensure all instances of noncompliance are resolved within one year of the issuance of the Integrated Monitoring Review Report.

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.

Report for Integrated Monitoring Reviews:
The Integrated Monitoring Review Report will be issued within approximately 30 days of the conclusion of the onsite visit.

Pre-finding Corrections:
During the Discovery and Engagement stages of the review, PSM staff may find that the district/school violated an IDEA requirement prior to the issuance of a finding in the Integrated Monitoring Review Report. In such cases, PSM staff may implement the pre-finding correction protocol. If PSM staff verify that the identified noncompliance is resolved prior to the issuance of the report, no finding is made. However, a list of any pre-finding corrections will be included in the Integrated Monitoring Review Report. More information regarding the pre-finding correction protocol can be found in the PSM procedures at https://www.doe.mass.edu/psm/integrated/procedures.docx.

Ratings: In the Integrated Monitoring Review Report, the onsite team gives a rating for each compliance criterion it has reviewed; those ratings are "Commendable," "Implemented," "Implementation in Progress," "Partially Implemented," "Not Implemented," "Not Applicable," and "Prior Noncompliance - Corrective Action Under Review."

The onsite team includes a comment in the Integrated Monitoring Review Report for each criterion that it rates "Commendable," "Partially Implemented," "Not Implemented," or "Prior Noncompliance - Corrective Action Under Review," explaining the basis for the rating.

Corrective Action: Where criteria are found "Partially Implemented" or "Not Implemented," a corrective action plan (CAP) is developed to bring those areas into compliance with the relevant statutes and regulations. Department staff work with districts and charter schools on the development of an appropriate CAP.

PSM staff also provide ongoing technical assistance as the school or district is implementing the approved 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 Final Monitoring Report.**

Where criteria are rated "Prior Noncompliance - Corrective Action Under Review," the district/charter school will work with staff from the specific Department office that identified the noncompliance to develop a corrective action plan.

For more information regarding the Integrated Monitoring Review Process, including district and parent resources, please visit < https://www.doe.mass.edu/psm/integrated/default.html>.

INTEGRATED MONITORING REVIEW DETAILS
for Hopkinton Public Schools

The Massachusetts Department of Elementary and Secondary Education conducted an Integrated Monitoring Review in Hopkinton Public Schools during the week of January 13, 2025, 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:

District Civil Rights Self-Assessment Phase:

- Review of civil rights documentation for required elements including document uploads.
- Upon completion, the civil rights self-assessment was submitted to the Department for review.

Discovery Phase:

- Review of key data points focused on educational results and functional outcomes. For more details regarding the data review, please see the PSM procedures at https://www.doe.mass.edu/psm/procedures.docx.

Engagement Phase:

- Interviews of administrative and instructional staff consistent with those criteria selected for onsite verification.
- Interview of a special education parent advisory council (SEPAC) representative and other telephone interviews, as requested by other parents or members of the general public.
- Review of additional documents for special education and civil rights.
- Surveys of parents of students in special education: Parents of students in special education were sent a survey that solicited information regarding their experiences with the district's implementation of special education programs, related services, and procedural requirements.
- Observations of classrooms and other facilities: The onsite team visited a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

The Integrated Monitoring Review Report typically includes those criteria that were found by the team to be implemented in a "Commendable" manner, as well as for criteria receiving a rating of "Partially Implemented," "Not Implemented," "Implementation in Progress", or "Prior Noncompliance - Corrective Action Under Review." (Refer to the "Definition of Compliance Ratings" section of the report.) Reports do not include criteria receiving a rating of "Implemented" or "Not Applicable." **Therefore, the district will not receive a report that includes ratings and findings, as the team found the district to be in compliance with all criteria reviewed.**

DEFINITION OF COMPLIANCE RATINGS

Commendable	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.
Implemented	The requirement is substantially met in all important aspects.
Implementation in Progress	This rating is used for criteria containing new or updated legal requirements; the district has implemented any old requirements contained in the criterion and is training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year.
Partially Implemented	The requirement, in one or several important aspects, is not entirely met.
Not Implemented	The requirement is totally or substantially not met.
Prior Noncompliance - Corrective Action Under Review	A finding of noncompliance was made by another office in the Department and the school/district is currently undergoing corrective action activities.
Not Applicable	The requirement does not apply to the school district or charter school.

Hopkinton Public Schools

SUMMARY OF COMPLIANCE CRITERIA RATINGS

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

This Integrated Monitoring Review Report is also available at:
https://www.doe.mass.edu/psm/tfm/reports/.
Profile information supplied by each charter school and school district, including information for individual schools within districts, is available at
http://profiles.doe.mass.edu/.

WBMS IMR Report

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Last Revised on:	**03/05/2025**
Prepared by:	**ABK/CA/AP**