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| **Tiered Focused Monitoring Report for Group B Universal Standards Special Education and Civil Rights**  **District: North Attleborough Public Schools Onsite Date: March 25, 2019**  **Tier Level: 1**  Title: State Seal of Massachusetts |
| Jeffrey C. Riley  Commissioner of Elementary and Secondary Education |

During the 2018-2019 school year, North Attleborough Public Schools 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 and 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 North Attleborough Public Schools included: Self-Assessment Phase:

* District reviewed special education and civil rights documentation for required elements including document uploads.
* Upon completion of this review, the district’s self-assessment was submitted to the Department for review.

On-site Verification Phase:

* 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 district’s implementation of special education programs, related services, and procedural requirements.
* Interviews of staff consistent with those criteria selected for onsite verification.
* Interviews of parent advisory council (PAC) representatives and other telephone interviews, as requested, by other parents or members of the general public.
* 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.

# 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. Within approximately 20 business days of the onsite visit, the onsite chairperson forwards to the superintendent the findings from the Tiered Focused Monitoring Review. All districts 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 are expected to incorporate the CIMP actions into their district and school improvement plans, including their professional development plans.

# 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. |
| **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 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. |
| **Partially Implemented** | The requirement, in one or several important aspects, is not entirely met. |
| **Not Implemented** | The requirement is totally or substantially not met. |
| **Not Applicable** | The requirement does not apply to the school district. |

**North Attleborough 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 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 10A, CR 10C, CR 12A, CR 16, CR 17A, CR 20, CR 21, CR 22, CR 23 |
| **PARTIALLY IMPLEMENTED** |  | CR 10B, CR 24, CR 25 |
| **NOT IMPLEMENTED** |  |  |

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

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| **Improvement Area 1** |
| **Criterion:** CR 10B - Bullying Intervention and Prevention |
| **Rating:** Partially Implemented |
| **Description of Current Issue:** A review of documentation and administrative interviews indicated that the district's employee handbooks do not consistently contain relevant sections of the Bullying Intervention and Prevention Plan. Specifically, the high school and middle school employee handbooks do not contain relevant sections relating to the duties of faculty and staff and the bullying of students by a school staff member. |
| **LEA Outcome:** The North Attleborough Public Schools will ensure all employee handbooks, specifically the middle and high school handbooks, consistently contain relevant sections of the district's Bullying Intervention and Prevention Plan as they relate to the duties of faculty and staff and the bullying of students by a staff member. |
| **Action Plan:** 1. By August 15, 2019, the North Attleborough Public Schools will update the middle school and high school employee handbooks to conform to the district's updated Bullying Prevention and Intervention Plan (Plan). All handbooks will contain relevant sections of the Plan relating to the duties of faculty and staff; relevant sections addressing the bullying of students by a school staff member; and will be consistent with the amendments to the Massachusetts anti-bullying law, which became effective  July 1, 2013. As defined in M.G.L. c. 71, s. 37O, as amended, a member of the school staff includes, but is not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional. Handbooks will make clear that a member of the school staff may be named the "aggressor" or "perpetrator" in a bullying report.  2. By September 15, 2019, updated school and district employee handbooks will be made available to the school community. |
| **Success Metric:** By September 2019 and beyond, all school and district employee handbooks will contain the relevant sections of the Bullying Intervention and Prevention Plan relating to the duties of faculty and staff and the bullying of students by a school staff member.  Evidence:  \* Updated district middle school and high school employee handbooks |
| **Measurement Mechanism:** Annually, the Civil Rights Coordinator will review the school and district employee handbooks to ensure consistency with the Bullying Intervention and Prevention Plan.  Additionally, North Attleborough Public Schools will provide parents, guardians and staff annual written notice of the student-related sections of the Plan. |
| **Completion Timeframe:** 09/15/2019 |

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| **Improvement Area 2** |
| **Criterion:** CR 24 - Curriculum review |
| **Rating:** Partially Implemented |
| **Description of Current Issue:** A review of documentation and administrative interviews indicated that the district does not have a procedure for ensuring that individual teachers review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation. Subsequently, the district does not have a procedure for ensuring appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in materials. |
| **LEA Outcome:** The North Attleborough Public Schools will ensure that individual teachers in the district review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. The North Attleborough Public Schools will also ensure that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in materials. |
| **Action Plan:** 1. By June 30, 2019, the Civil Rights Coordinator will review the process used in other school districts who have demonstrated compliance in CR 24.   1. By June 30, 2019, North Attleborough Public Schools leadership will receive training from the Department regarding the CR 24 and 25 Toolkit. 2. By August 15, 2019, the Civil Rights Coordinator will develop a process for individual teacher review of educational materials that reflects the language of CR 24 and which will include procedures and tools. 3. By August 15, 2019, the Civil Rights Coordinator will create tools, including a bias review checklist, to support implementation of the procedures. 4. By August 30, 2019, the Civil Rights Coordinator will provide training during the August retreat to educate principals on the process and newly developed tools. 5. By January 20, 2020, the Civil Rights Coordinator will provide training to all staff on the process and newly developed tools. 6. By January 20, 2020, the Civil Rights Coordinator will create an internal monitoring system to monitor implementation of the process and newly developed tools. 7. By January 20, 2020, the Civil Rights Coordinator will add the bias review checklist to the curriculum mapping platform, Eduplanet. |
| **Success Metric:** By March 2020 and beyond, North Attleborough Public Schools will have a procedure and supporting tools in place to ensure that individual teachers in the district review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation. |

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| **Improvement Area 2** |
| Additionally, North Attleborough Public Schools will have procedures and supporting tools in place to ensure appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in materials.  Evidence:   * Updated curriculum revision process guidebook containing processes and tools * Leadership meeting agenda, sign-in sheets, and training materials * Staff training agenda, sign-in sheets, and training materials * Internal monitoring, classroom walkthrough and curriculum revision processes * Bias review checklist |
| **Measurement Mechanism:** Annually, by October 1, the Civil Rights Coordinator will provide training to all staff on the process and supporting tools. Additionally, the Civil Rights Coordinator and the Curriculum Team will review the process and supporting tools at the start of each curriculum revision cycle. This annual review will ensure that all teachers review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. The annual review will also ensure that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in materials. |
| **Completion Timeframe:** 01/20/2020 |

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| **Improvement Area 3** |
| **Criterion:** CR 25 - Institutional self-evaluation |
| **Rating:** Partially Implemented |
| **Description of Current Issue:** A review of documentation and administrative interviews indicated that the district conducted an internal self-evaluation of its athletic and extracurricular programming to ensure equal access regardless of race, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status. However, the district did not evaluate all aspects of its K- 12 programming; address all protected categories, including color and sex; or specify changes made as indicated by the evaluation. |
| **LEA Outcome:** The North Attleborough Public Schools will ensure it 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:** 1. By June 30, 2019, the Civil Rights Coordinator will connect with and learn from other districts who have demonstrated compliance in CR 25.   1. By June 30, 2019, North Attleborough Public Schools leadership will receive training from the Department on the CR 25 toolkit. 2. By November 1, 2019, the Civil Rights Coordinator will conduct a self-evaluation of the North Attleborough Public Schools to analyze equal access to programs, including athletics and extracurricular activities by race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status. 3. By November 1, 2019, the Civil Rights Coordinator will review and codify processes already in place. 4. By January 20, 2020, the Civil Rights Coordinator will analyze results from the self-evaluation and outline necessary changes. 5. By April 1, 2020, the North Attleborough Public Schools will begin to implement changes as indicated by the self-evaluation. |
| **Success Metric:** By March 2020 and beyond, the North Attleborough Public School 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.  Evidence:  \* Copy of self-evaluation and corrective action plan |

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| **Improvement Area 3** |
| \* Documentation of assurances that all students have access to all programs |
| **Measurement Mechanism:** Annually, the Civil Rights Coordinator will evaluate all K-12 programs to ensure equity of access regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status and make the necessary changes as indicated by the evaluation. |
| **Completion Timeframe:** 04/01/2020 |