

**Easton Public Schools**

**Tiered Focused Monitoring Report**

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

**Tier Level** **2**

**Dates of Onsite Visit:** **January 27, 2020**

**Date of Final Report:** **December 2, 2020**



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Commissioner of Elementary and Secondary Education

During the 2019-2020 school year, Easton 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 Easton Public Schools included:

Self-Assessment Phase:

* District reviewed special education and civil rights documentation for required elements including document uploads.
* Upon completion of this internal 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 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.

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

**Easton 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 35, SE 36, SE 50, SE 51, SE 52, SE 52A, SE 54, SE 55 | CR 3, CR 7, CR 7A, CR 7B, CR 7C, CR 10A, CR 10B, CR 10C, CR 12A, CR 17A, CR 20, CR 21, CR 22, CR 23, CR 24, CR 25 |
| **PARTIALLY****IMPLEMENTED** | SE 56 | CR 16 |
| **NOT IMPLEMENTED** |  |  |

The Tiered Focused Monitoring Toolkit, which includes the regulatory requirements specific to the special education and civil rights criteria referenced in the table above, can be found at <http://www.doe.mass.edu/psm/resources/default.html>.

| **Improvement Area** **1** |
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| **Criterion:** SE 56 - Special education programs and services are evaluated |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents indicated that district special education programs and services are not regularly evaluated. Although the district provided documents describing the Bridge Program and sample survey forms to be used by faculty and students, documentation did not include a report describing the results of an evaluation or recommendations based on the findings of an evaluation. |
| **LEA Outcome:** The district will ensure that special education programs and services will be regularly evaluated. The goal is to continuously look at survey and student data and make decisions based on the data. The ultimate goal is to improve student outcomes while ensuring that students are educated in the least restrictive environment. |
| **Action Plan:** The district will develop staff, parent and/or student surveys for each district-wide program to be evaluated. The district will regularly evaluate special education programs on a rotating basis at least every two years. The evaluation process will include a written report of the results of the evaluation and an action plan based on the results.By January 29, 2021, the Bridge/TLC program will complete a self-assessment, analyze the data and provide a report that includes an action plan.By March 15, 2021, the Foundations and Skills programs will develop surveys.By June 4, 2021, the Foundations and Skills programs will implement surveys, analyze the data and provide a report that includes an action plan. |
| **Success Metric:** After each program evaluation has been completed, the district will review the data and the written report and will make a plan to implement recommendations. Evidence to be submitted to the Department: -Written report of each evaluation and recommendations for improvement-Surveys developed for the Foundations and Skills programs-Action Plan for implementing recommendations based on the completed evaluations |
| **Measurement Mechanism:** The Special Education Administrator will keep track of scheduled program evaluations to ensure that one or more special education programs is evaluated at least every two years. |
| **Completion Timeframe:** 06/04/2021 |
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| **Improvement Area 2** |
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| **Criterion:** CR 16 - Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents indicated that the district does not send a notice that complies with all requirements to students 16 or over who have ten consecutive absences. The notice must be sent to the student as well as to the parent/guardian within five days from the student's tenth consecutive absence. Although the district's current notice offers two dates and times for an exit interview between the superintendent (or designee) and the student and parent/guardian, it must also state that the exit interview shall occur within 10 days of the notice and that the time and date for the exit interview may be extended at the request of the parent/guardian but for no longer than 14 days. |
| **LEA Outcome:** The district will ensure that notices sent to students 16 or older leaving school without a high school diploma, certificate of attainment, or certificate of completion contain all required elements, specifically, that the exit interview shall occur within 10 days of the notice and that the time and date for the exit interview may be extended at the request of the parent/guardian but for no longer than 14 days. |
| **Action Plan:** By January 29, 2021, the district will revise the notice to include all required elements. By March 15, 2021, train appropriate staff on the revised notice.By June 4, 2021, conduct a review of notices that were sent to ensure revised notice is being used. |
| **Success Metric:** The district will provide the following evidence to the Department:- Revised notice- Training agenda or other evidence of training- Results of a review of notices sent to students |
| **Measurement Mechanism:** The Director of Student Services will conduct an annual training for all appropriate staff on the revised procedures and internal monitoring systems to ensure future compliance. The Director of Student Services will conduct an annual record review to ensure 100% compliance. |
| **Completion Timeframe:** 06/04/2021 |
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