

**Douglas Public Schools**

**Tiered Focused Monitoring Report**

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

**Tier Level** **1**

**Date of Onsite Visit:** **January 20, 2021**

**Date of Final Report:** **March 26, 2021**



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Commissioner of Elementary and Secondary Education

During the 2020-2021 school year, Douglas 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 Douglas 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.

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 three staff members consistent with those criteria selected for onsite verification.
* Interview of a parent advisory council (PAC) representative.
* Observations of classrooms and other facilities: The team reviewed floor plans 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. |

**Douglas 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, SE 56 | CR 3, CR 7, CR 7A, CR 7B, CR 8, CR 10A, CR 10B, CR 10C, CR 12A, CR 16, CR 20, CR 21,  CR 22, CR 23, CR 24 |
| **PARTIALLY**  **IMPLEMENTED** |  | CR 17A, CR 25 |
| **NOT IMPLEMENTED** |  | CR 7C |

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).

| **Improvement Area** **1** |
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| **Criterion:** CR 7C - Early release of high school seniors |
| **Rating:** Not Implemented |
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| **Description of Current Issue:** A review of the district's calendar indicated that the conclusion of the seniors' school year is more than 12 school days before the regularly scheduled closing date of the high school. |
| **LEA Outcome:** Douglas Public Schools will ensure that neither the conclusion of the seniors' school year nor graduation is more than 12 school days before the regularly scheduled closing date of the high school. The school committee will approve a compliant 2021-2022 school calendar and the district will implement procedures that ensure future compliance. |
| **Action Plan:** By April 16, 2021, Douglas Public Schools will submit a 2021-2022 school calendar that ensures neither the conclusion of the seniors' school year nor graduation is more than 12 school days before the regularly scheduled closing date of the high school.  By May 5, 2021, upon Department approval of the calendar, the school committee will approve the 2021-2022 school calendar. Evidence will include meeting minutes indicating approval.  By June 30, 2021, the district will disseminate the school committee-approved calendar to the school community. Evidence will include notification of dissemination. |
| **Success Metric:** By February 2, 2022 and beyond, Douglas Public Schools will ensure that neither the conclusion of the seniors' school year nor graduation is more than 12 school days before the regularly scheduled closing date of the school.  Evidence:  \* Updated school calendar  \* School committee minutes indicating approval  \* Notification of dissemination to the school community |
| **Measurement Mechanism:** The Assistant Superintendent of Student Support Services shall review a proposed school calendar each February to ensure compliance. Following this administrative review, the Assistant Superintendent of Student Support Services shall submit the calendar to the school committee for approval no later than March of each year. |
| **Completion Timeframe:** 06/30/2021 |
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| **Improvement Area 2** |
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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:** A review of documents indicated that the district's written restraint prevention and behavior support procedures are not consistent with regulations 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention. Specifically, the procedures do not include a description of the program's training requirements. |
| **LEA Outcome:** Douglas Public Schools will update its written restraint prevention and behavior support procedures so that they are consistent with regulations under 603 CMR 46.00. Once approved by the Department of Elementary and Secondary Education, the district will disseminate the updated procedures to staff, students, and parents/guardians of students. The district will ensure all staff receive the required trainings related to restraint prevention and behavior support policy and procedures. The district will also ensure that the policy and procedures are reviewed annually. |
| **Action Plan:** By June 30, 2021, Douglas Public Schools will submit revised restraint procedures that include a description of the program's training requirements.  By November 1, 2021, upon Department approval of the procedures, Douglas Public Schools will disseminate the updated procedures to the school community. Evidence will include a link to the online policy and procedures and notification to the school community.  By November 1, 2021, Douglas Public Schools will submit evidence of training for all program staff on the district's revised restraint procedures. Evidence will include training materials, meeting agendas and signed attendance sheets. |
| **Success Metric:** By February 2, 2022 and beyond, the Douglas Public Schools' written restraint prevention and behavior support policy and procedures will be consistent with regulations under  603 CMR 46.00. The district will annually disseminate the policy and procedures to the school community. All staff will receive the required trainings related to the restraint prevention and behavior support policy and procedures. The policy and procedures will be reviewed annually.  Evidence will include:  - Revised written restraint prevention and behavior support procedures  - Link to the online policy and updated procedures  - Notification to the school community  - Training materials, meeting agendas, and signed attendance sheets |
| **Measurement Mechanism:** Douglas Public Schools’ leadership team will annually review the written restraint prevention and behavior support policies and procedures, as well as review the means of dissemination to the school community. District leadership will provide and track staff trainings to ensure all staff are trained within the first month of each school year and for staff hired after the school year begins, within a month of their hire date. |
| **Completion Timeframe:** 11/01/2021 |
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| **Improvement Area 3** |
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| **Criterion:** CR 25 - Institutional self-evaluation |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and interviews indicated that the district does 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:** Douglas Public Schools will 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. The district will make such changes as are indicated by the evaluation. |
| **Action Plan:** By September 1, 2021, Douglas Public Schools will submit protocols, procedures, and tools developed to conduct an annual self-evaluation of its K-12 program.  By October 1, 2021, Douglas Public Schools will train all relevant staff members on the protocols, procedures, and tools developed to conduct the annual self-evaluation. Evidence will include training materials, meeting agendas and signed attendance sheets.  By November 1, 2021, Douglas Public Schools will conduct an annual civil rights self-evaluation of its K-12 program, including athletics and other extracurricular activities. Evidence will include the results of a completed annual self-evaluation.  By December 1, 2021, Douglas Public Schools will submit the Superintendent's recommendations to the school committee for the necessary policies, program changes, and budget resource allocations needed to address the results of the self-evaluation. Evidence will include a summary of recommendations made by the Superintendent to the school committee. |
| **Success Metric:** By February 2, 2022 and beyond, Douglas Public Schools will 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. Likewise, the Superintendent will make annual recommendations to the school committee for any necessary policies, program changes, and budget resource allocations needed to address the results of the self-evaluation.  Evidence will include:  \*Protocols, procedures, and tools developed to conduct an annual self-evaluation  \*Training materials, meeting agendas, and signed attendance sheets  \*The results of a completed annual self-evaluation  \*Summary of recommendations made by the Superintendent to the school committee |
| **Measurement Mechanism:** Douglas Public Schools leadership, including the Assistant Superintendent of Student Support Services and the Director of Curriculum, will lead the district leadership team in the development and annual review of the protocols, procedures, and tools used to conduct the annual self-evaluation. The Assistant Superintendent of Student Support Services will ensure that appropriate training occurs annually for those engaged in the evaluation. The district leadership team will annually evaluate its K-12 program, including athletics and other extracurricular activities, and will make such changes as are indicated by the evaluation. The district leadership team will review the annual program evaluation in the summer of each school year and make recommendations for any necessary policies, program changes, and budget resource allocations needed to address the results of the self-evaluation. The Superintendent will annually present the results of the evaluation to the school committee and make recommendations for any necessary policies, program changes, and budget resource allocations needed to address the results of the self-evaluation. |
| **Completion Timeframe:** 12/01/2021 |
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