

**Lunenburg Public Schools**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

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

**Tier Level** **1**

**Dates of Onsite Visit:** **May 16-18, 2022**

**Date of Final Report: December 1, 2022**



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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

**TIERED FOCUSED MONITORING REPORT**

**Lunenburg Public Schools**

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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

# **TIERED FOCUSED MONITORING REPORT INTRODUCTION**

During the 2021-2022 school year, Lunenburg Public Schools 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 March 1, 2007.

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.
* 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.

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| Tier | Title | Description | Level of Risk  |
| 1 | Self-Directed Improvement | Data points indicate no concern on compliance and student outcomes. | Meets requirements |
| 2 | Directed Improvement | No demonstrated risk in areas with close link to student outcomes. | Low  |
| 3 | Corrective Action | Areas of concern include both compliance and student outcomes. | Moderate  |
| 4 | Cross-unit Support and Corrective Action  | Areas of concern have a profound effect on student outcomes and ongoing compliance. | High |

For the 2021-2022 school year, the tier assignments are based on:

* 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 State Performance Plan/Annual Performance Reports (SPP/APR) compliance Indicator data for Indicators 11, 12, and 13 (Group A only)
* Indicator 11: Child Find
* Indicator 12: Early Childhood Transition
* Indicator 13: Secondary Transition
* Special education SPP/APR performance Indicator data for Indicators 5 & 6
* Indicator 5: Education Environments (6-21)
* Indicator 6: Preschool Environments
* Significant Disproportionality data 2019-2020 & 2020-2021

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/charter schools 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 or 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 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**

**Lunenburg Public Schools**

The Massachusetts Department of Elementary and Secondary Education conducted a Tiered Focused Monitoring Review in Lunenburg Public Schools during the week of May 16, 2022, 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:

**Self-Assessment Phase:**

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

**Onsite Verification Phase:**

* Interviews of administrative, instructional, and support 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.
* 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.

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| 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.) The Tiered Focused Monitoring Reports do not include criteria receiving a rating of “Implemented” or “Not Applicable.” This will allow the district and the Department to focus their efforts on those areas requiring corrective action. Districts are expected to incorporate the corrective actions into their district and school improvement plans, including their professional development plans. |
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# **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; 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. |

**Lunenburg 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 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 |
| **PARTIALLY****IMPLEMENTED** |  | CR 24, CR 25 |
| **NOT****IMPLEMENTED** | None |  |
| **NOT** **APPLICABLE** | SE 52A |  |

The full list of criteria and information regarding the requirements for each 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** |
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| **Improvement Area** **1** |
| **Criterion:** CR 24 - Curriculum review |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and staff interviews indicated that although district curriculum coordinators have participated in equity training, the district does not ensure 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. Furthermore, the district does not ensure teachers use appropriate activities, discussions, and/or supplementary materials to provide balance and context for any such stereotypes depicted in such materials. |
| **LEA Outcome:** The district will ensure 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. The district 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:** By December 16, 2022, a subset of central office staff will develop a plan for in-depth staff training specific to developing cultural proficiency and diversity, equity, and inclusion practices in the learning environment. Evidence will include a copy of the training plan.  By December 16, 2022, the Superintendent, the Director of Teaching and Learning, and the Director of Student Services will develop procedures, protocols, and tools to ensure individual teachers review all educational materials and utilize activities, discussions, and/or supplementary materials, as appropriate. The procedures will describe the internal monitoring system that includes administrative oversight of training, classroom observations, and review of curriculum review tools completed by individual teachers. Evidence will include the newly developed procedures, protocols, and tools. By December 16, 2022, the district will train all administrators, department heads, and curriculum coordinators on the newly developed procedures, protocols, and tools. Evidence will include agendas, training materials, and signed attendance sheets. By February 17, 2023, the district will train all teachers and other relevant staff on the newly developed procedures, protocols, and tools. Evidence will include agendas, training materials, and signed attendance sheets. By May 19, 2023, the district will conduct an internal monitoring review. Evidence will include results of classroom observations and a sampling of curriculum review tools completed by individual teachers. If non-compliance is identified, district administrators will work with each appropriate building-level administrative team to identify the root cause of non-compliance and implement additional teacher support to address the root cause. |
| **Success Metric:** By May 2023 and beyond, all individual teachers in the district will 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. In addition, the district will ensure that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in materials. Evidence: * Comprehensive training plan
* Protocol, procedures, and tools for individual teacher review
* Administrator and teacher training materials, agenda, and signed attendance sheets
* Completed internal monitoring tools
* Additional training or support as required based on results of internal monitoring
 |
| **Measurement Mechanism:** Each fall and spring, the Director of Teaching and Learning will coordinate a review of protocols and data gathered through the internal monitoring process to identify areas of improvement and ensure ongoing compliance. The Director of Teaching and Learning will ensure that all staff are trained on the revised procedures and protocols to ensure ongoing compliance. If non-compliance is identified, the Director of Teaching and Learning will ensure staff receive retraining, mentoring, or coaching as required to ensure compliance. |
| **Completion Timeframe:** 05/19/2023 |
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| **Improvement Area 2** |
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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 staff interviews indicated that although the district has begun collaboration with a consulting firm to conduct an equity audit, the district does not currently 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. |
| **LEA Outcome:** Lunenburg Public Schools will evaluate all aspects of its K-12 program, including academics, athletics, and extracurriculars, 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. |
| **Action Plan:** By December 16, 2022, Lunenburg Public Schools, in partnership with its consultant, will establish an Equity Team to conduct the annual equal access evaluation of all K-12 programs. By February 17, 2023, Lunenburg Public Schools will develop an annual review process, which will include a plan that identifies the following: * Data to be reviewed;
* Data collection instruments, including online or paper surveys, focus groups, and equity walks to ensure the inclusion of student, parent, staff, and administrator input;
* Estimated annual timeline for collecting, reviewing, and analyzing data;
* Process for conducting a root-cause analysis;
* Process for identifying opportunities for improvement; and
* Process for disseminating the results of the review to the school community.

By May 19, 2023, Lunenburg Public Schools will administer the review instruments, collect the data to be reviewed, analyze the results, and conduct a root cause analysis to determine specific barriers to access. A summary of the results and an action plan to address any identified inequities will be developed. |
| **Success Metric:** By May 2023 and beyond, Lunenberg Public Schools will evaluate all aspects of its K-12 program for equal access and will share the results of its review with the school community. Evidence: * Names and roles of the district Equity Team members
* Schedule of proposed meeting dates
* Annual review process
* Summary of results, root cause-analysis, and corresponding action plan
 |
| **Measurement Mechanism:** Continuing after the completion deadline: 1) Each fall, the Equity Team will examine the annual review process and revise as needed. 2) Each spring, the Equity Team will implement the selected review instruments, analyze the data collected, conduct a root cause analysis, and develop an action plan to address inequities found. 3) Each summer, the Equity Team will post the results of the equal access review on the district's website with recommended actions to address any inequities. |
| **Completion Timeframe:** 05/19/2023 |
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