

**Nantucket Public Schools**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

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

**Tier Level** **2**

**Dates of Onsite Visit:** **May 4-5, 2022**

**Date of Final Report:** **September 6, 2022**



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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

**TIERED FOCUSED MONITORING REPORT**

**Nantucket Public Schools**

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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

# **TIERED FOCUS MONITORING REPORT INTRODUCTION**

During the 2021-2022 school year, Nantucket 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**

**Nantucket Public Schools**

The Massachusetts Department of Elementary and Secondary Education conducted a Tiered Focused Monitoring Review in Nantucket Public Schools during the week of May 2, 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.
* District review of a sample of records for students in special education who received suspensions.
* Upon completion of the self-assessment, the district submitted the data to the Department for review.

**On-site Verification Phase:**

* Interviews of administrative, instructional, and support staff consistent with those criteria selected for onsite verification.
* Interview of a parent advisory council (PAC) representative.
* 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.
* Review of records for special education students who received suspensions: The Department selected a sample of student records from those the district reviewed as part of its self-assessment, as well as records chosen by the Department from the special education student roster. The onsite team conducted this review, using standard Department procedures, to determine whether requirements have been met.
* 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. |

**Nantucket 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 44, SE 45, SE 46, SE 47, SE 50, SE 52, SE 54, SE 55, SE 56 | CR 3, CR 7, CR 7A, CR 7B, CR 7C, CR 8, CR 10C, CR 12A, CR 17A, CR 20, CR 21, CR 22, CR 23, CR 24 |
| **PARTIALLY**  **IMPLEMENTED** | SE 51 | CR 10A, CR 10B, CR 16, 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:** SE 51 - Appropriate special education teacher licensure |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation indicated that two special education teachers who provide direct special education services at the elementary and middle school levels are not appropriately licensed. |
| **LEA Outcome:** The district will ensure all special education teachers in the district are appropriately licensed. |
| **Action Plan:** By October 18, 2022, the district will submit evidence of appropriate teacher licensure (or an approved waiver) for the two teachers identified by the Department. |
| **Success Metric:** By October 2022 and beyond, the district will ensure that all special education teachers in the district are appropriately licensed.  Evidence:   * Licensure details for the two teachers identified by the Department |
| **Measurement Mechanism:** The Director of Student Services will review special education staff licensure status at the beginning of each school year to ensure all special education teachers are appropriately licensed. If noncompliance is identified, the district will implement appropriate corrective action. |
| **Completion Timeframe:** 10/18/2022 |
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| **Improvement Area 2** |
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| **Criterion:** CR 10A - Student handbooks and codes of conduct |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation and staff interviews indicated that the Nantucket Elementary School and Nantucket Intermediate School student handbooks do not contain the required discipline procedures for students with disabilities, students on 504 plans, and students suspected of having a disability but not yet determined eligible for special education. |
| **LEA Outcome:** The district will ensure all student handbooks, and specifically the Nantucket Elementary School and Nantucket Intermediate School handbooks, contain the required discipline procedures for students with disabilities, students on 504 plans, and students suspected of having a disability but not yet determined eligible for special education. |
| **Action Plan:** By October 18, 2022, the district will submit updated Nantucket Elementary School and Nantucket Intermediate School student handbooks that contain the required discipline procedures for students with disabilities, students on 504 plans, and students suspected of having a disability but not yet determined eligible for special education.  By November 30, 2022, the updated Nantucket Elementary School and Nantucket Intermediate School student handbooks will be disseminated to the school community. |
| **Success Metric:** By November 2022 and beyond, the Nantucket Elementary School and Nantucket Intermediate School student handbooks will contain the required discipline procedures for students with disabilities, students on 504 plans, and students suspected of having a disability but not yet determined eligible for special education.  Evidence:   * Updated student handbooks for Nantucket Elementary and Nantucket Intermediate School * Evidence of dissemination to the members of the school community |
| **Measurement Mechanism:** Annually, district leadership will review student handbooks to ensure consistency with requirements of the regulations. Additionally, the district will ensure that parents and guardians are provided with updated student handbooks each year. |
| **Completion Timeframe:** 11/30/2022 |
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| **Improvement Area 3** |
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| **Criterion:** CR 10B - Bullying Intervention and Prevention |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation and staff interviews indicated that the district's student handbooks and staff code of conduct do not include the relevant sections of the bullying plan addressing the bullying of students by a member of school staff. Additionally, staff is not included in the definition of an aggressor in the high school student handbook. |
| **LEA Outcome:** The district will ensure that all student handbooks and the staff code of conduct include the relevant sections of the bullying plan addressing the bullying of students by a member of school staff. The district will also include a staff member in the definition of an aggressor in the high school student handbook. |
| **Action Plan:** By October 18, 2022, the district will submit the updated student handbooks and the staff code of conduct that address all required components of the bullying plan. The updates to the high school handbook will also include a staff member in the definition of an aggressor.  By November 30, 2022, the district will submit evidence that the staff code of conduct was approved by the school committee. Additionally, the district will disseminate the updated student handbooks to the school community.    By November 30, 2022, the district will conduct staff training on the code of conduct and disseminate it to all staff. |
| **Success Metric:** By November 2022 and beyond, all student handbooks and the staff code of conduct will include the relevant sections of the bullying plan addressing the bullying of students by a member of school staff. Additionally, the definition of an aggressor in the high school student handbook will include a member of school staff.  Evidence:   * Updated student handbooks for all schools * Updated staff code of conduct * Attendance sheets, agendas, and training materials * Evidence of school committee approval of the staff code of conduct * Evidence of dissemination of the student handbooks and the staff code of conduct |
| **Measurement Mechanism:** Annually, the Assistant Superintendent will ensure that school principals review handbooks and the staff code of conduct to ensure consistency with the regulations. Additionally, the district will ensure that parents and guardians are provided with updated student handbooks each year. |
| **Completion Timeframe:** 11/30/2022 |
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| **Improvement Area 4** |
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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 documentation and staff interviews indicated that the notice sent by the district within five days of a student's tenth consecutive absence does not offer at least two dates and times for an exit interview to occur prior to the student permanently leaving school.  Staff interviews also indicated that although the district has developed a notice for students who leave school without earning their competency determination to inform them of the availability of publicly funded post-secondary school academic support programs and to encourage them to participate in such programs, they do not consistently send this notice on an annual basis. |
| **LEA Outcome:** The district will consistently send an absence notice that includes at least two dates and times for an exit interview to occur between the superintendent (or designee) and the student and the parent/guardian prior to the student permanently leaving school. Additionally, the district will consistently send annual written notice to former students who have not yet earned their competency determination and who have not transferred to inform them of the availability of publicly funded post high school academic support programs and to encourage them to participate in such programs. |
| **Action Plan:** By October 18, 2022, the district will submit the revised notice sent to students with more than ten consecutive absences that includes at least two dates and times for an exit meeting.  By October 18, 2022, the district will submit outreach procedures for students who have left school without earning their competency determination and develop an internal monitoring system to ensure implementation.  By November 30, 2022, the district will submit evidence of training of staff responsible for implementing outreach procedures.  By April 17, 2023, the district will submit evidence of an internal review of applicable student records to ensure that annual notices were sent. The district will conduct a root cause analysis and implement appropriate corrective actions for any identified noncompliance. |
| **Success Metric:** By April 2023 and beyond, the district will ensure that the tenth consecutive absence notice includes all information and procedures for outreach to students who left school without earning their competency determination are implemented. Additionally, the district will provide training to relevant staff on the outreach procedures.  Evidence:   * Revised absence notice that includes two dates for an exit meeting * Outreach procedures * Attendance sheets, agendas, and training materials * Results of an internal review with a root cause analysis and corrective action, as needed |
| **Measurement Mechanism:** The Assistant Superintendent will implement the internal monitoring system to ensure that the annual notice is sent to students who leave school without earning their competency determination. All notices will be reviewed for compliance with regulations. Additionally, all relevant staff will be provided with training on the outreach procedures at least annually. |
| **Completion Timeframe:** 04/17/2023 |
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| **Improvement Area 5** |
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| **Criterion:** CR 25 - Institutional self-evaluation |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation and staff interviews indicated that the district does not 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. |
| **LEA Outcome:** The district 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 create an action plan to address any identified concerns. |
| **Action Plan:** On January 19, 2022, district administrators participated in the LEA Equity Activity Guide and CR 24.25 Toolkit training provided by the Department of Elementary and Secondary Education. The training specifically addressed the required elements of an institutional self-evaluation.  By October 18, 2022, the district will submit protocols, procedures, and tools created to conduct an institutional self-evaluation. Additionally, the district will submit evidence that staff responsible for conducting the evaluation have received training on district institutional self-evaluation procedures.  By November 30, 2022, the district will conduct stakeholder surveys including administrators, teachers, families and students. The district will also conduct equity walks and data equity walks using data such as achievement, graduation, discipline, athletics participation, special education student placement, and any other relevant information to gauge student access.  By January 16, 2023, the district will submit a summary of results, including any identified discrepancies or concerns, and an action plan to address identified concerns. |
| **Success Metric:** By January 2023 and beyond, the district will complete an institutional self-evaluation annually, review the results of the evaluation, and develop recommendations based upon identified areas of concern. The district will also incorporate the results of the institutional self-evaluation into the district's strategic plan.  Evidence:   * District protocols, procedures, and tools * Surveys for staff, students, and families * Summary of results from the equity walks, data equity walks, and stakeholder surveys * Narrative summary of identified concerns, recommendations, and action plans |
| **Measurement Mechanism:** The district will conduct annual institutional self-evaluations to ensure 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 the district's programs, and where necessary, take appropriate actions to address identified issues. The district will incorporate the results of the institutional self-evaluation into the district's strategic plan. |
| **Completion Timeframe:** 01/16/2023 |
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