

**Dedham Public Schools**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

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

**Tier Level** **2**

**Dates of Onsite Visit:** **March 13-14, 2023**

**Date of Final Report: August 23, 2023**

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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

**TIERED FOCUSED MONITORING REPORT**

**Dedham Public Schools**

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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

# **TIERED FOCUSED MONITORING REPORT INTRODUCTION**

During the 2022-2023 school year, Dedham 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 September 20, 2022.

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

For the 2022-2023 school year, the tier assignments are based on:

* Annual drop-out rate for students with disabilities
* 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 SPP/APR compliance Indicator data for Indicators 4B, 9 & 10
  + Indicator 4B: Significant discrepancy by race or ethnicity in removal of students with

IEPs greater than 10 days

* + Indicator 9: Overall disproportionate representation of racial and ethnic groups identified

as eligible for special education

* + Indicator 10: Disproportionate representation of racial and ethnic groups within specific

disability categories

* Special education SPP/APR performance Indicator data for Indicators 5 & 6
  + Indicator 5: Education Environments (6-21)
  + Indicator 6: Preschool Environments
* Significant Disproportionality data 2021-2022 & 2022-2023

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. **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**

**Dedham Public Schools**

The Massachusetts Department of Elementary and Secondary Education conducted a Tiered Focused Monitoring Review in Dedham Public Schools during the week of March 13, 2023, 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.

**On-site 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 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.) 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. |

**Dedham 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 8, CR 10A, CR 10B,  CR 12A, CR 20, CR 21,  CR 22, CR 23 |
| **PARTIALLY**  **IMPLEMENTED** |  | CR 10C, CR 16, CR 17A, CR 24, CR 25 |
| **NOT**  **IMPLEMENTED** |  | CR 7C |
| **NOT**  **APPLICABLE** | SE 52A |  |

The full list of criteria and information regarding the requirements can be found in Appendix B of the Tiered Focused Monitoring Toolkit available at < <https://www.doe.mass.edu/psm/resources/tfm-toolkit.docx>>.

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| **CONTINUOUS IMPROVEMENT AND MONITORING PLAN** |
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| **Improvement Area 1** |
| **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:** Dedham Public Schools will ensure that the final academic school day for seniors is no more than 12 school days before the regular closing date of the high school, as required by 603 CMR 27.05. |
| **Action Plan:** By September 15, 2023, Dedham Public Schools will revise relevant school policy to meet the requirements of 603 CMR 27.05 and share the revisions with appropriate district staff and school committee members.    By September 15, 2023, Dedham Public Schools will obtain school committee approval of the 2023-2024 school calendar that meets the requirements of 603 CMR 27.05.  By October 20, 2023, Dedham Public Schools will disseminate the 2023-2024 school year calendar to students, families, and staff members, and post the calendar on the district website. |
| **Success Metric:** By the start of the 2023-2024 school year and beyond, Dedham Public Schools will ensure that the last academic school day for the senior class is no more than 12 school days before the regular scheduled closing date of the high school.  Evidence:   * 2023-2024 school calendar * Updated policy * School committee minutes documenting approval of the calendar * Dissemination efforts of the 2023-2024 school calendar * Link to posting on school website |
| **Measurement Mechanism:** Each spring, the district will secure school committee approval for the following year’s calendar ensuring that the last academic school day for the senior class no more than 12 school days before the regular scheduled closing date of the high school. |
| **Completion Timeframe:** 10/20/2023 |
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| **Improvement Area 2** |
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| **Criterion:** CR 10C - Student Discipline |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and administrative interviews indicated that the district's written notice of suspension does not require principals to make reasonable efforts to include the parent in the discipline hearings. A review of documents and administrative interviews also indicated that the district has not developed a School-wide Education Service Plan to ensure that students who are expelled or on long-term suspension have the opportunity to receive educational services and make academic progress.  An analysis of data, documents, and administrative interviews indicated that the district has a data collection system that allows for disaggregation of student discipline data by race and ethnicity, gender, socio-economic status, English language learner status, and disability status. However, the district does not periodically assess the extent and impact of disciplinary actions, such as in-school suspensions, short and long-term suspensions, expulsions, and emergency removals, on selected student populations so that disciplinary practices can be modified to address any discrepancies. A review of data demonstrated the following:   * The discipline rate for students with a disability is approximately 10.5%, higher than the overall district rate at approximately 4%. * The discipline rate for Hispanic or Latino students is approximately 8.7%, higher than the overall district rate at approximately 4%. |
| **LEA Outcome:** Dedham Public Schools will ensure that the district's written notice of suspension requires principals to make reasonable efforts to include the parent in discipline hearings. The district will also ensure that a School-wide Education Service Plan is in place and relevant staff receive annual training on implementation. Furthermore, Dedham Public Schools will ensure that each school principal reviews discipline data by selected student populations including, but not limited to, race, ethnicity, gender, socioeconomic status, English language learner status, and disability status between two to four times a year. Upon each review, the principal will determine any discrepancies and assess the impact of removals on selected student populations, including students with disabilities and Hispanic or Latino students, to determine whether it is necessary to modify disciplinary practices to decrease rates. |
| **Action Plan:** By September 15, 2023, Dedham Public Schools will submit a copy of the revised written notice of suspension and a copy of its School-wide Education Service Plan that includes all requirements.  By September 15, 2023, Dedham Public Schools will submit a copy of the procedures and data analysis tools developed for principal review of disciplinary data to determine the extent and impact of disciplinary actions on selected student populations so that disciplinary practices can be modified to address any discrepancies.  By October 20, 2023, Dedham Public Schools will train all building principals, assistant principals, guidance counselors, and district administrators on the revised written notice of suspension and the proper implementation of the School-wide Education Service Plan. The district will include the plan in the 2023-2024 student handbooks and disseminate them to the school community.  By October 20, 2023, Dedham Public Schools will provide training to all principals on the district's newly developed procedures and tools for reviewing disciplinary data.    By November 17, 2023, Dedham Public Schools will conduct a root cause analysis and develop an action and monitoring plan to address the identified discrepancies for the suspension of students with disabilities and Hispanic or Latino students. The action and monitoring plan will be shared internally with appropriate staff.  By January 26, 2024, Dedham Public Schools will conduct progress monitoring activities that include analysis of discipline data to gauge the effectiveness of the action and monitoring plan. Subsequent progress updates may be required based on the results of the data analysis. |
| **Success Metric:** By January 2024 and beyond, Dedham Public Schools? written notice of suspension will ensure reasonable efforts are made to include the parent in discipline hearings. Dedham Public Schools will also include the School-wide Education Service Plan in student handbooks and train all necessary staff to ensure proper implementation. Finally, Dedham Public Schools principals will conduct disciplinary reviews of selected student populations two to four times per year to determine the impact of removals on selected student populations, and whether it is necessary to modify disciplinary practices. In addition, district administrators will also review discipline data at least quarterly to identify any further need for modifications to disciplinary practices.  Evidence:   * Revised written notice of suspension * School-wide Education Service Plan * Link to the updated student handbooks * Data analysis procedures and tools * Training agendas, training materials, and staff attendance * Results of the root cause analysis * Action and progress monitoring plan * Results of progress monitoring (including further data analysis) |
| **Measurement Mechanism:** Continuing after the completion due date, the district will at least annually review both the written notice of suspension and the School-wide Education Service Plan, and conduct training for school principals, assistant principals, and guidance counselors on proper implementation.  Furthermore, the principal of each school will conduct disciplinary reviews of selected populations two to four times per year to determine if discrepancies exist, the impact of removals on selected student populations, and whether modifications are needed. In addition, each quarter, the District Administrative Team will review discipline data and identify any further need for modifications to disciplinary practices. |
| **Completion Timeframe:** 01/26/2024 |
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| **Improvement Area 3** |
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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 and administrative interviews indicated that while the district sends a notice to parents/guardians within five days of the student's tenth consecutive absence, the notice is not sent to the student and does not include the opportunity for an extension of the meeting date for up to 14 days at the request of the parent/guardian.  A review of documents and administrative interviews also indicated that the district does not send annual written notice to former students who have not earned their competency determination or transferred to another school to inform them of available post-secondary opportunities and to encourage them to participate in such programs. |
| **LEA Outcome:** Dedham Public Schools will consistently send notice to students 16 and over and their parents/guardians within five days of the student's tenth consecutive absence. The notice will make clear that the date and time for the exit interview may be extended at the request of the parent/guardian but for no longer than 14 days.  Dedham Public Schools will also send a written notice to former students who have not yet earned their competency determination and who have not transferred to another school to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs. This notice will be mailed to the student's last known address for two consecutive years. |
| **Action Plan:** By October 20, 2023, Dedham Public Schools will submit the following:   * Revised absence notice; * Copies of annual notices sent to students who have left school (within the past two years) without earning their competency determination; * Outreach procedures and internal tracking system; and * Evidence of training for all pertinent staff.   By January 26, 2024, Dedham Public Schools will submit a sample of absence and annual notices sent during the 2023-24 school year, and evidence of internal monitoring to ensure that both notices are sent as required. The district will conduct a root cause analysis and implement appropriate corrective actions for any identified noncompliance. |
| **Success Metric:** By January 2024 and beyond, Dedham Public Schools will consistently send notice to students 16 and over and their parents/guardians within five days of the student's tenth consecutive absence and the notice will include all required content. Furthermore, the district will ensure that the procedures for outreach to students who left school without earning their competency determination are implemented.  Evidence:   * Revised absence notice * Copies of annual notices sent to students who have left school (within the past two years) without earning their competency determination * Outreach procedures and internal monitoring system * Training agendas, training materials, and staff attendance |
| **Measurement Mechanism:** Quarterly, the high school principal and administration will conduct internal monitoring to ensure that students 16 and over and their parents/guardians receive appropriate notification within five days of the student's tenth consecutive absence and that annual notice is sent to students who leave school without earning their competency determination. The administration will conduct a root cause analysis for any non-compliance found and implement appropriate corrective actions. |
| **Completion Timeframe:** 01/26/2024 |
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| **Improvement Area 4** |
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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 and administrative interviews indicated that although the district has a written restraint prevention and behavior support policy, the district does not have the following required procedures consistent with 603 CMR 46.00:   * Methods for preventing student violence, self-injurious behavior, and suicide; * Methods for engaging parents in discussions about restraint prevention and the use of restraint; * Description and explanation of alternatives to physical restraint; * Method of physical restraint for use in emergency situations; * Description of the district's training requirements, reporting requirements, and follow-up procedures; * A procedure for receiving and investigating complaints regarding restraint practices; * A procedure for conducting a periodic review of data and documentation on the use of physical restraints; * A procedure for implementing reporting requirements; * A procedure for making both oral and written notification to the parent; and * A procedure for the use of time-out. |
| **LEA Outcome:** Dedham Public Schools will ensure that the district's written restraint prevention and behavior support procedures are consistent with 603 CMR 46.00, and include the following:   * Methods for preventing student violence, self-injurious behavior, and suicide; * Methods for engaging parents in discussions about restraint prevention and the use of restraint; * Description and explanation of alternatives to physical restraint; * Method of physical restraint for use in emergency situations; * Description of the district's training requirements, reporting requirements, and follow-up procedures; * A procedure for receiving and investigating complaints regarding restraint practices; * A procedure for conducting a periodic review of data and documentation on the use of physical restraints; * A procedure for implementing reporting requirements; * A procedure for making both oral and written notification to the parent; and * A procedure for the use of time-out. |
| **Action Plan:** By September 15, 2023, Dedham Public Schools will submit revised restraint prevention and behavior support procedures consistent with 603 CMR 46.00.  By October 20, 2023, Dedham Public Schools will train all staff on the revised procedures. |
| **Success Metric:** By October 2023 and beyond, Dedham Public Schools will ensure that the district's restraint prevention and behavior support procedures are consistent with regulations and that staff is provided with the mandatory training within the first month of school or, for employees hired after the school year begins, within a month of their employment.  Evidence:   * Revised procedures * Agendas, training materials, and attendance sheets |
| **Measurement Mechanism:** Before the beginning of every school year, the Assistant Superintendent will review the district's restraint prevention and behavior support procedures to ensure ongoing compliance. Furthermore, the district will provide mandatory training on restraint prevention and behavior support to staff within the first month of school, or for employees hired after the school year begins, within a month of their employment. The district will document staff attendance at this training. |
| **Completion Timeframe:** 10/20/2023 |
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| **Improvement Area 5** |
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| **Criterion:** CR 24 - Curriculum review |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and administrative interviews indicated that 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, and that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any stereotypes depicted in such materials. |
| **LEA Outcome:** Dedham Public Schools 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. Additionally, individual teachers will implement appropriate activities, discussions, and/or supplementary materials to provide balance and context for any such stereotypes depicted in such materials. |
| **Action Plan:** By October 20, 2023, Dedham Public Schools will select protocols and/or tools, and draft procedures, to ensure individual teachers review all educational materials. The district will also develop an internal monitoring system that ensures administrative oversight of training and implementation of material review tools by individual teachers.  By January 26, 2024, Dedham Public Schools will provide training to all teachers across the district on methods for evaluating all educational materials and providing balance and context when necessary.  By March 1, 2024, Dedham Public Schools will submit a summary of instructional walk-throughs and lesson/material reviews to ensure individual teachers evaluate all educational materials and provide balance and context when necessary. The district will also describe any additional coaching and training provided to support teachers based on the results of the reviews. |
| **Success Metric:** By March 2024 and beyond, all individual teachers 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. Additionally, individual teachers will implement appropriate activities, discussions, and/or supplementary materials to provide balance and context for any such stereotypes depicted in such materials.  Evidence:   * Tools/protocols used to evaluate educational materials * Description of the internal monitoring system to ensure ongoing compliance * Agendas, training materials, and attendance sheets * Walk-through and lesson/material reviews * Additional coaching, training, or support |
| **Measurement Mechanism:** Each school year, Dedham Public Schools will provide training to all teachers on how to review all types of educational materials and provide balance and context when necessary. Throughout the school year, Dedham administrators will review individual teacher practices and provide effective feedback, additional support, and training, as required. |
| **Completion Timeframe:** 03/01/2024 |
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| **Improvement Area 6** |
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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:** Dedham Public Schools will develop and implement a self-evaluation plan so that the district evaluates all aspects of its K-12 programs 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:** By October 20, 2023, Dedham Public Schools will submit the procedures and protocols for a self-evaluation, including responsible persons by role, data to be gathered, methods for gathering stakeholder input, and timelines.  By January 26, 2024, Dedham Public Schools will provide training to appropriate staff on the procedures and protocols for conducting an annual self-evaluation.  By March 1, 2024, Dedham Public Schools will submit the completed self-evaluation including data analysis with any identified concerns, a root cause analysis, and an action plan to address the concerns. The district will share the results with the school committee. |
| **Success Metric:** By March 2024 and beyond, Dedham Public Schools will complete an annual data-based institutional self-evaluation assessing equal access to all K-12 programs.    Evidence:   * Procedures and protocols * Agendas, training materials, and attendance sheets * Self-evaluation report with data analysis, identified concerns, root cause analysis, and action plan |
| **Measurement Mechanism:** Each school year, the Assistant Superintendent will review and update the evaluation protocols and all administrators will receive training on conducting the self-evaluation. Each quarter, the Assistant Superintendent will monitor data gathering and stakeholder input across all school buildings. At the end of each year, the Assistant Superintendent will present the self-evaluation report and corresponding action plan to the school committee. |
| **Completion Timeframe:** 03/01/2024 |
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