

**Nahant Public Schools**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

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

**Tier Level** **1**

**Date of Onsite Visit:** **November 12, 2019**

**Date of Final Report:** **January 8, 2020**



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Commissioner of Elementary and Secondary Education

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

Self-Assessment Phase:

* The district reviewed special education and civil rights documentation for required elements including document uploads.
* Upon completion of this internal review, the district’s self-assessment was submitted to the Department for review.

On-site Verification Phase:

* Review of additional documents for special education or civil rights.
* Surveys of parents of students with disabilities: Parents of students with disabilities were sent a survey to solicit information regarding their experiences with the district’s implementation of special education programs, related services, and procedural requirements.
* Interviews of staff consistent with those criteria selected for onsite verification.
* Interviews of parent advisory council (PAC) representatives and other telephone interviews, as requested, by other parents or members of the general public.
* Observations of classrooms and other facilities: The onsite team visited a sample of classrooms and school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

**Report: For Tier 1 & 2 Tiered Focused Monitoring Reviews**

Following the onsite visit, the onsite team holds an informal exit meeting to summarize its comments for the superintendent or charter school leader. Within approximately 20 business days of the onsite visit, the onsite chairperson forwards to the superintendent or charter school leader the findings from the Tiered Focused Monitoring Review. All districts/charter schools in Tiers 1 and 2, as part of the reporting process, then develop a Continuous Improvement and Monitoring Plan (CIMP) for any criteria receiving a rating of "Partially Implemented," "Not Implemented," and “Implementation in Progress.” The CIMP outlines an action plan, identifies the success metric, describes the measurement mechanism and provides a completion timeframe to bring those areas into compliance with the controlling statute or regulation. Districts and charter schools are expected to incorporate the CIMP actions into their district and school improvement plans, including their professional development plans.

# **DEFINITION OF COMPLIANCE RATINGS**

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| **Commendable** | Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation. |
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| **Implemented** | The requirement is substantially met in all important aspects. |
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| **Implementation in Progress** | This rating is used for criteria containing new or updated legal requirements and means that the district has implemented any old requirements contained in the criterion and is training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year. |
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| **Partially Implemented** | The requirement, in one or several important aspects, is not entirely met. |
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| **Not Implemented** | The requirement is totally or substantially not met. |
| **Not Applicable**  | The requirement does not apply to the school district or charter school. |

**Nahant 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 55, SE 56 | CR 3, CR 7, CR 7A, CR 7B, CR 10A, CR 10C, CR 12A, CR 17A, CR 20, CR 21, CR 22, CR 23, CR 24, CR 25 |
| **PARTIALLY****IMPLEMENTED** | SE 54 | CR 10B |
| **NOT IMPLEMENTED** |  |  |
| **NOT APPLICABLE** |  | CR 7C, CR 16 |

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

| **Improvement Area** **1** |
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| **Criterion:** SE 54 - Professional development |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and administrative interviews indicated that the district has not provided in-service training to contracted transportation providers, before they begin transporting special education students receiving special transportation, on the students' needs and appropriate methods of meeting those needs. |
| **LEA Outcome:** The district will ensure that all contracted bus drivers receive annual in-service training prior to transporting special education students on the students' needs and the appropriate methods of meeting those needs. |
| **Action Plan:** The district will create a summary sheet for students who require special transportation, which will identify the students, their needs, and the methods to meet those needs. To ensure student confidentiality, each bus driver will receive only the information on the students she or he is transporting.By February 7, 2020, Nahant Public Schools will revise special transportation procedures for contracted transportation providers to receive information on student needs and appropriate methods of meeting those needs.By February 7, 2020, Nahant will provide contracted transportation providers with information on each student receiving special transportation. Receipt of this information will be documented by each bus driver's signature and date. |
| **Success Metric:** By September of each year, 100% of the district's contracted transportation providers will have received in-service training prior to transporting special education students receiving special transportation.Evidence:\* Revised written procedures for annual training of contracted transportation providers who transport students receiving special transportation, including proposed date of annual training(s)\* Signatures from contracted bus drivers ensuring they have received training and information on the students' needs and methods of meeting those needs |
| **Measurement Mechanism:**  Continuing after the completion deadline:\*Each September, the district will obtain confirmation that all transportation drivers have been trained on the special transportation needs of their assigned students. \*Each semester, or when the district learns a bus driver has changed, Nahant Special Services staff will follow up as appropriate with the contracted transportation providers.\*Each quarter, the Special Services Administrator will check if any new students require special transportation and follow up as appropriate with the contracted transportation providers. |
| **Completion Timeframe:** 02/07/2020 |
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| **Improvement Area 2** |
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| **Criterion:** CR 10B - Bullying Intervention and Prevention |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Although the district provides annual training to faculty and staff on the Bullying Prevention and Intervention Plan, a review of documents and administrative interviews indicated that bus drivers and cafeteria workers are not consistently included in this training. |
| **LEA Outcome:** The district will ensure that all staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals, receive annual training on the Bullying Prevention and Intervention Plan. |
| **Action Plan:** By February 7, 2020, Nahant Public Schools will provide evidence that all bus drivers and cafeteria workers have received training on the district's Bullying Prevention and Intervention Plan as documented with training materials and signed attendance. |
| **Success Metric:** By September of each year, Nahant Public Schools will provide training to all staff on the Bullying Prevention and Intervention Plan. Evidence:\*Bullying Prevention PowerPoint training materials\*Signed attendance sheets with name and role of staff members, including cafeteria workers and bus drivers |
| **Measurement Mechanism:** Continuing after the completion deadline:\*Following the annual training on the Bullying Prevention and Intervention Plan, the district will review signed attendance sheets to verify that all staff members, including cafeteria workers and bus drivers, attended the training. For any staff member who did not attend, the district will ensure that a review of the Bullying Prevention and Intervention Plan takes place. |
| **Completion Timeframe:** 02/07/2020 |
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