

**Milton Public Schools**

**Tiered Focused Monitoring Report**

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

**Tier Level** **1**

**Date of Onsite Visit:** **February 3, 2020**

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



Jeffrey C. Riley

Commissioner of Elementary and Secondary Education

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

Self-Assessment Phase:

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

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 and 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**

|  |  |
| --- | --- |
| **Commendable** | Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation. |
|  |  |
| **Implemented** | The requirement is substantially met in all important aspects. |
|  |  |
| **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. |
|  |
| **Partially Implemented** | The requirement, in one or several important aspects, is not entirely met. |
|  |
| **Not Implemented** | The requirement is totally or substantially not met. |
| **Not Applicable**  | The requirement does not apply to the school district or charter school. |

**Milton Public Schools**

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

|  |  |  |
| --- | --- | --- |
|  | **Universal Standards** **Special Education** | **Universal Standards** **Civil Rights and Other General Education Requirements** |
| **IMPLEMENTED** | SE 15, SE 32, SE 35, SE 36, SE 50, SE 51, SE 52, SE 52A, SE 54, SE 55, SE 56 | CR 3, CR 7, CR 7A, CR 7B, CR 7C, CR 10A, CR 10B, CR 10C, CR 12A, CR 16, CR 20, CR 21, CR 22, CR 23, CR 24 |
| **PARTIALLY****IMPLEMENTED** |  | CR 17A, CR 25 |
| **NOT****IMPLEMENTED** |  |  |

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** |
| --- |
| **Criterion:** CR 17A - Use of physical restraint on any student enrolled in a publicly-funded education program |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of documents indicated that, while the district has a physical restraint policy and a number of procedures for implementing restraints in accordance with the policy, the district does not have procedures for reporting the use of restraints. Specifically, the district must develop procedures that comply with the requirements of 603 CMR 46.06 for informing the principal about restraints; informing parents; required report contents; individual student review; administrative review; reporting all restraint-related injuries to the Department; and reporting all restraints to the Department. |
| **LEA Outcome:** The district will develop written restraint prevention and behavior support policy and procedures consistent with regulations under 603 CMR 46.00: Prevention of Physical Restraint. Specifically, the district will develop procedures that comply with the requirements of 603 CMR 46.06 for informing the principal about restraints; informing parents; required report contents; individual student review; administrative review; reporting all restraint-related injuries to the Department; and reporting all restraints to the Department. Once approved by the Milton School Committee, the district will disseminate the policy and procedures to the school community, which includes all staff, students, and parents/guardians of students. The district will assure all staff receives regular training related to restraint procedures and behavior support policy procedures. The district will also assure that policy and procedures are reviewed annually. |
| **Action Plan:** By September 15, 2020, the district will develop updated written restraint prevention and behavior support policy and procedures that include the required procedures for reporting the use of restraints.By October 23, 2020, the Milton School Committee will approve the revised policy and procedures.By November 23, 2020, the district will disseminate the approved policy to the school community inclusive of staff, students, and parents/guardians.By November 23, 2020, the district will conduct training for all staff members on the revised policy.By December 18, 2020, the district will develop an internal monitoring and tracking system to assure ongoing compliance. This monitoring system will include annual administrative review of the policy and procedures. |
| **Success Metric:** The district's written restraint prevention and behavior support policy and procedures will be consistent with regulations under 603 CMR 46.00 and approved by the Milton School Committee.The district will disseminate the policy and procedures to the school community. All staff will receive the required training on the updated policy and procedures. The policy and procedures will be renewed annually. Evidence will include the revised policy and procedures; evidence of dissemination, including link to online policy; training materials, agendas, and attendance sheets; and copy of notice to parent/guardians and staff. |
| **Measurement Mechanism:** The district will implement annual internal monitoring and administrative review of the policy and procedures and tracking of staff training.Principals will conduct weekly review of any restraints within each school building. |
| **Completion Timeframe:** 12/18/2020 |
|  |

| **Improvement Area 2** |
| --- |
| **Criterion:** CR 25 - Institutional self-evaluation |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of documents 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:** The Milton Public Schools will evaluate all aspects of its K-12 program annually to assure 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 Milton Public Schools will make such changes as are indicated by the evaluation. |
| **Action Plan:** By September 15, 2020, the Milton Public Schools will identify and develop protocols, procedures, and tools to conduct an annual evaluation of all aspects of its K-12 program to ensure that all students have equal access to all programs.By October 23, 2020, the Milton Public Schools will train all relevant MPS educators to use these protocols, procedures, and tools to conduct the annual self-evaluation. By October 23, 2020, the Milton Public Schools will conduct an annual self-evaluation of 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. By December 18, 2020, the superintendent shall make recommendations to the Milton School Committee regarding policies, programs, and budget resources to address the results of the self-evaluation. |
| **Success Metric:** Evidence of achieving this outcome will include: - Protocols, procedures, and tools to conduct the self-evaluation- Training materials and agendas- Results of the self-evaluation both in summary and presentation form- Milton School Committee minutes and agenda- Summary of the recommendations made by the superintendent based on the self-evaluation |
| **Measurement Mechanism:** The Milton Public Schools leadership team will annually conduct a self-evaluation to ensure that all students have equal access to all programs, including athletics and other extracurricular activities, and will make changes that are indicated by the self-evaluation. The superintendent will annually present the results of the self-evaluation to the Milton School Committee and make recommendations for any necessary policy, program changes, and budget resource allocation needs to address the results of the self-evaluation. |
| **Completion Timeframe:** 12/18/2020 |
|  |