

**Duxbury Public Schools**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

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

**Tier Level** **1**

**Date of Onsite Visit:** **March 15, 2023**

**Date of Final Report:** **July 19, 2023**

**Department of Elementary and Secondary Education Onsite Team Members**

**Winnie Koko, Chairperson**

**Talia Buonopane**



Jeffrey C. Riley

Commissioner of Elementary and Secondary Education

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

**TIERED FOCUSED MONITORING REPORT**

**Duxbury Public Schools**

[TIERED FOCUSED MONITORING REPORT INTRODUCTION 3](#_Toc140662690)

[TIERED FOCUSED MONITORING FINAL REPORT 6](#_Toc140662691)

[DEFINITION OF COMPLIANCE RATINGS 7](#_Toc140662692)

[SUMMARY OF COMPLIANCE CRITERIA RATINGS 8](#_Toc140662693)

[CONTINUOUS IMPROVEMENT AND MONITORING PLAN 9](#_Toc140662694)

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

# **TIERED FOCUSED MONITORING REPORT INTRODUCTION**

During the 2022-2023 school year, Duxbury 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.

|  |  |  |
| --- | --- | --- |
| 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**

**Duxbury Public Schools**

The Massachusetts Department of Elementary and Secondary Education conducted a Tiered Focused Monitoring Review in Duxbury 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.
* 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.
* 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.

|  |
| --- |
| 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. |
|  |

# **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; 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. |

**Duxbury Public School District**

# **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 8, CR 10C, CR 12A, CR 17A, CR 20, CR 21, CR 22, CR 23, CR 24, CR 25 |
| **PARTIALLY****IMPLEMENTED** |  | CR 10A, CR 10B, CR 16 |
| **NOT** **IMPLEMENTED** | None |  |
| **NOT** **APPLICABLE** | None |  |

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>>.

#

# **CONTINUOUS IMPROVEMENT AND MONITORING PLAN**

| **Improvement Area** **1** |
| --- |
| **Criterion:** CR 10A - Student handbooks and codes of conduct |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of documents and staff interviews indicated that the district has developed student discipline procedures for ensuring due process in disciplinary proceedings. However, the student handbooks for the Chandler Elementary School, Alden School, and Duxbury Middle School do not contain student discipline procedures, including procedures for in-school suspension, out-of-school suspension, emergency removal, and expulsion. Additionally, all student handbooks, including the Duxbury High School Student Handbook, do not include discipline procedures for students with disabilities and students with Section 504 Accommodation Plans. |
| **LEA Outcome:** The district will ensure that student handbooks for Chandler Elementary School, Alden School, and Duxbury Middle School include discipline procedures for ensuring due process in disciplinary proceedings, including procedures for in-school suspension, out-of-school suspension, emergency removal, and expulsion. The district will also ensure that all student handbooks are updated to include discipline procedures for students with disabilities and students with Section 504 Accommodation Plans. |
| **Action Plan:** On June 13, 2023, the district submitted updated student handbooks for Chandler Elementary School, Alden Elementary School, Duxbury Middle School, and Duxbury High School that include all required procedures for ensuring due process in disciplinary proceedings, as well as discipline procedures for students with disabilities and students with Section 504 Accommodation Plans. By September 15, 2023, the district will submit evidence that all student handbooks have been approved by district leadership and disseminated to students and families. |
| **Success Metric:** By the start of 2023-2024 school year and beyond, all student handbooks will contain the required procedures for ensuring due process in disciplinary proceedings, as well as discipline procedures for students with disabilities and students with Section 504 Accommodation Plans. Evidence: * Evidence of district leadership approval
* Links to posting of student handbooks on district websites
 |
| **Measurement Mechanism:** Continuing after the completion due date, the Director of Special Education will review all student handbooks annually to ensure that all required procedures are contained within each. Any identified inconsistencies in the student handbooks will be addressed prior to the start of school year and students and families will be notified of the changes. |
| **Completion Timeframe:** 09/15/2023 |
|  |

#

| **Improvement Area 2** |
| --- |
| **Criterion:** CR 10B - Bullying Intervention and Prevention |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of documents and staff interviews indicated that although the district recently developed a Bullying Prevention and Intervention Plan (Plan) consistent with M.G.L. c. 71, §37O, the Plan is still in draft form and has not been shared with the school community. |
| **LEA Outcome:** The Duxbury Public School Committee will approve the draft Bullying Prevention and Intervention Plan (Plan) and disseminate it to the school community. |
| **Action Plan:** On June 12, 2023, the district submitted the following: * Evidence of school committee approval of the Plan;
* Evidence of dissemination of the updated plan to district staff and families; and
* A link to the updated Plan on the district's website.

By September 15, 2023, the district will submit evidence of training for all staff on the updated Plan. |
| **Success Metric:** The approved Plan was disseminated to the school community and posted on the district's website. All staff will receive appropriate training on the updated Plan. Evidence: * Training materials, agenda, and signed attendance sheets
 |
| **Measurement Mechanism:** Continuing after the completion due date, the district will conduct an annual review of the Plan to ensure ongoing compliance with the current regulations. The district will also ensure that the Plan is distributed to the school community including all staff, parents, students, and the larger community annually through emails and posting on the district's website. Additionally, the district will conduct training for all district staff on the Plan at the start of each school year. |
| **Completion Timeframe:** 09/15/2023 |
|  |

| **Improvement Area 3** |
| --- |
| **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 |
|  |
| **Description of Current Issue:** A review of documents and staff interviews indicated that the district's notice to students 16 or over leaving high school without a diploma does not make clear that an exit meeting must occur within 10 days of the notice unless extended at the request of the parent/guardian, but for no longer than 14 days. Furthermore, the district does not consistently do the following: * Send the notice within five days from the student's tenth consecutive absence to both the student and the parent/guardian; and
* Hold an exit meeting prior to the student permanently leaving school.

A review of documents and staff 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:** The notice the district sends to students 16 or over leaving high school without a diploma will make it clear that an exit meeting must occur within 10 days of the notice unless extended at the request of the parent/guardian, but for no longer than 14 days. Furthermore, the district will consistently do the following: * Send the notice within five days from the student's tenth consecutive absence to both the student and the parent/guardian; and
* Hold an exit meeting prior to the student permanently leaving school.

Additionally, the district will develop and send an annual written notice to former students who have not earned their competency determination or transferred to another school to inform them of the available publicly funded post-secondary academic support programs and encourage them to participate in such programs. |
| **Action Plan:** By September 15, 2023, the district will revise the absence notice sent to students 16 or over leaving school without a high school diploma so that it includes all requirements. The district will also develop an annual written notice to send to former students who have not yet earned their competency determination and who have not transferred to another school. Furthermore, the district will develop procedures and an internal monitoring system to ensure the letters are sent and exit meetings are held as required. By October 26, 2023, district leadership will train all relevant staff on the updated notices, procedures, and internal monitoring system. By January 12, 2024, the district will submit the results of internal monitoring to ensure that absence notices are sent to both the student and the parent/guardian within five days from the student's tenth consecutive absence and an exit meeting occurs prior to a student permanently leaving school. The results will also indicate whether annual written notices for former students are sent as required. The district will conduct a root cause analysis and implement corrective action for any noncompliance identified. |
| **Success Metric:** By January 2024 and beyond, the district will send the updated notice to students 16 or over leaving high school without a diploma within five days from the tenth consecutive absence and hold an exit meeting prior to the student permanently leaving school. Additionally, the district will send annual written notices to former students who have not earned their competency determination or transferred to another school. The annual written notices will be sent for at least two years after the student leaves high school.  Evidence: * Revised notices
* Training materials, agenda, and signed attendance sheets
* Summary of internal monitoring and corrective action, if necessary
 |
| **Measurement Mechanism:** Continuing after the completion due date, the Assistant Superintendent will implement the internal monitoring system on a quarterly basis to ensure that the content of notices sent to students 16 or over leaving high school without a diploma is compliant with regulations; sent within the required timelines to both the student and the parent/guardian; and exit meetings are held prior to students permanently leaving school. Monitoring will also ensure that annual written notices are sent as required, and the content of the notices is current, accurate, and encourage student re-engagement. For any noncompliance identified, district leadership will identify the root cause(s) and implement the necessary corrective actions. |
| **Completion Timeframe:** 01/12/2024 |
|  |