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| **Tiered Focused Monitoring Report for Group B Universal Standards Special Education and Civil Rights District: Revere Public Schools Onsite Dates: April 23-25, 2019**  **Tier Level: 2**  Title: State Seal of Massachusetts |
| Jeffrey C. Riley  Commissioner of Elementary and Secondary Education |

During the 2018-2019 school year, Revere 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 Revere 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. |
| **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. |

**Revere 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 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 17A, CR 20, CR 21, CR 22,  CR 23, CR 25 |
| **PARTIALLY IMPLEMENTED** |  | CR 16, CR 24 |
| **NOT IMPLEMENTED** |  |  |

The review instruments, that include the regulatory requirements specific to the special education and civil rights criteria referenced in the table above, can be found at [www.doe.mass.edu/psm/resources/default.html.](http://www.doe.mass.edu/psm/resources/default.html)

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| **Improvement Area 1** |
| **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 has not developed a process to provide annual written notice to former students who have left school, not enrolled elsewhere and not earned their diploma, to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs. |
| **LEA Outcome:** Revere Public Schools will ensure that an annual written notice is sent for two years to former students who have left school, not enrolled elsewhere and not earned their diploma, to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs. |
| **Action Plan:** By 9/15/2019, Revere Public Schools will develop a template letter and procedures to provide annual written notice to former students who have left school, not enrolled elsewhere and not earned their diploma, to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs. The procedures are to include how applicable students are identified, how the annual written notice is tracked, and the staff responsible for the oversight and/or implementation. This outreach will continue for two years from the date of the students leaving school. The template and procedures will be submitted for the Department’s review.  By 9/15/2019, Revere Public Schools will train appropriate staff of the procedures to provide annual written notice to applicable students mentioned above. Evidence of staff training will be submitted for the Department’s review.  By 1/15/2020, Revere Public Schools will conduct a review of the established procedures to ensure effectiveness or to make revisions as necessary. Evidence of this internal review will be submitted for the Department’s review. |
| **Success Metric:** Assistant Superintendent and school principals will ensure that the district consistently sends out annual notices to applicable students, encouraging them to participate in programs to earn their high school diplomas for at least two years.  Evidence:  \*Template letter and written procedures  \*Signed attendance sheet of training for staff responsible for oversight and/or implementation  \*Copies of all letters sent subsequent to the implementation of the procedures (a sample set of 10 letters will be uploaded) |
| **Measurement Mechanism:** Continuing after the completion deadline:  At least twice per year, the Assistant Superintendent will review the student tracking system to ensure all applicable former students were contacted at least two years after leaving the district. |
| **Completion Timeframe:** 01/15/2020 |

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| **Improvement Area 2** |
| **Criterion:** CR 24 - Curriculum review |
| **Rating:** Partially Implemented |
| **Description of Current Issue:** A review of documents and staff interviews indicated that individual teachers do not consistently 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. |
| **LEA Outcome:** Revere Public Schools will create and implement a process for individual teachers to:   1. 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 2. use appropriate activities, discussions or supplementary materials to provide balance and context for any stereotypes depicted in the materials. |
| **Action Plan:** By 10/15/2019, Revere Public Schools will create procedures for individual teachers to review all educational materials used in their classrooms.  By 10/15/2019, Revere Public Schools will train teachers on the procedures and how to use appropriate activities, discussions or supplementary materials to provide balance and context for any stereotypes depicted in the materials. Evidence of the procedures and staff training will be submitted for the Department’s review.  By 2/15/2020, Revere Public Schools will conduct a review to ensure the new procedures and materials are implemented properly. Evidence of this internal review will be submitted for the Department’s review. |
| **Success Metric:** Individual teachers will learn how to evaluate 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 demonstrate the ability to provide appropriate activities, discussions or supplementary materials to provide balance and context for any stereotypes depicted in the materials.  Evidence:  \*Procedures and examples to provide balance and context  \*Training agenda, training materials, and signed attendance sheets  \*Results of the analysis of the review process |
| **Measurement Mechanism:** Continuing after the completion deadline:  At least twice a year at faculty and curriculum meetings, staff and administration will review the procedures and process to provide appropriate activities, discussion or supplementary materials to provide balance and context. |
| **Completion Timeframe:** 02/15/2020 |