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| **Tiered Focused Monitoring Report for Group B Universal Standards Special Education and Civil Rights**  **District: Southeastern Regional Vocational Technical High School Onsite Dates: March 18 & 19, 2019**  **Tier Level: 2**  Title: State Seal of Massachusetts |
| Jeffrey C. Riley  Commissioner of Elementary and Secondary Education |

During the 2018-2019 school year, Southeastern Regional Vocational Technical High School 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 Southeastern Regional Vocational Technical High School 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/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. |

**Southeastern Regional Vocational Technical High School**

# 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 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 12A, CR 17A, CR 20, CR 21, CR 22,  CR 23, CR 24 |
| **PARTIALLY IMPLEMENTED** | SE 32 | CR 10C, CR 16, CR 25 |
| **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:** SE 32 - Parent advisory council for special education |
| **Rating:** Partially Implemented |
| **Description of Current Issue:** A review of documentation and interviews indicated that although the district has offered parents membership to a special education parent advisory council (SEPAC) and conducted annual workshops on parent and student rights, there is no functioning SEPAC that advises the district on matters pertaining to the education and safety of students with disabilities, and meets regularly with school officials to participate in the planning, development, and evaluation of the school district's special education programs. |
| **LEA Outcome:** To establish a functioning SEPAC by September 27, 2019. |
| **Action Plan:** 1. By September 27, 2019: Hold nominations and elections for board members. Meet with elected board members to provide resources to begin the establishment of a functioning SEPAC. Assist in the facilitation of outreach and organizational goals.  The district may refer to the Guidance for Special Education Parent Advisory Councils at <http://www.doe.mass.edu/sped/pac/default.html> and Administrative Advisory SPED 2015-2R: Special Education Parent Advisory Councils, Acceptable Alternatives, and Use of Social Media at <http://www.doe.mass.edu/sped/advisories/2015-2r.html> for direction.  By September 27, 2019: Submit to the Department the SEPAC meeting agenda and sign-in sheet which identifies the role of each attendee (ex. district staff, parent, etc.).  2. Alternatively, or if no parents are in attendance at the September 27, 2019 meeting, the district shall proceed to meet this requirement in an alternate matter with the following steps:  By November 12, 2019: Complete an Alternative Compliance Waiver form <http://www.doe.mass.edu/prs/sa-nr/default.html> for approval from the Problem Resolution System Office (PRS). Contact PRS for guidance on completing this form (781-338-3700).  The Office of Public School Monitoring will confirm the district’s waiver approval through communication with PRS. |
| **Success Metric:** SEPAC will hold their first meeting by September 27, 2019. Alternatively, the district will be granted approval for an Alternate Compliance Waiver. |
| **Measurement Mechanism:** SEPAC will hold its first meeting on September 27, 2019. Alternatively, the district will obtain an Alternate Compliance Waiver and meet the requirements of this criterion as laid out in the application materials approved by PRS. |
| **Completion Timeframe:** 02/10/2020 |

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| **Improvement Area 2** |
| **Criterion:** CR 10C - Student Discipline |
| **Rating:** Partially Implemented |
| **Description of Current Issue:** A review of documents indicated that the district's discipline procedures do not include information regarding principal and superintendent hearings in accordance with the requirements of 603 CMR 53.08 and 53.09, respectively. |
| **LEA Outcome:** The district will update letters and procedures to include information regarding principal and superintendent hearings in accordance with the requirements of 603 CMR 53.08 and 53.09, respectively. |
| **Action Plan:** By September 27, 2019, the district will update relevant letters, review the processes for principal hearings and superintendent hearings, and implement the new procedures for principal hearings and superintendent hearings.  By September 27, 2019, the district will submit to the Department the letters and procedures for principal hearings and superintendent hearings. |
| **Success Metric:** Updated documents will include principal and superintendent hearings in accordance with the requirements of 603 CMR 53.08 and 53.09, respectively. |
| **Measurement Mechanism:** The district will annually review policies and procedures to ensure compliance. |
| **Completion Timeframe:** 09/27/2019 |

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| **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 indicated that although the district has several versions of a letter for students 16 or older who have ten consecutive absences, these notices do not contain all of the required elements. Specifically, the district must satisfy the following requirements with its notice:   * send the notice to the student and to the parent/guardian within five days from the tenth consecutive absence; * offer at least two dates and times for an exit interview between the superintendent (or designee) and the student and parent/guardian; * hold the exit interview prior to the student permanently leaving school, and within 10 days of the notice; * provide contact information for scheduling the exit interview; and * indicate 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. |
| **LEA Outcome:** Letters that meet the requirements and include all elements will be submitted by September 2019. |
| **Action Plan:** By September 27, 2019: Update the attendance letter(s) to include all required elements. Submit the revised letter(s) to the Department for review. |
| **Success Metric:** Updated documents will satisfy the requirements for notice to students 16 or older with ten consecutive absences who are leaving school without a high school diploma, certificate of attainment, or certificate of completion. |
| **Measurement Mechanism:** The district will annually review policies and procedures to ensure compliance. |
| **Completion Timeframe:** 09/27/2019 |

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| **Improvement Area 4** |
| **Criterion:** CR 25 - Institutional self-evaluation |
| **Rating:** Partially Implemented |
| **Description of Current Issue:** A review of documents and interviews indicated that the district does not evaluate all aspects of its 9-12 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 district will 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 September 27, 2019: Develop a survey to be sent to all stakeholders regarding all aspects of the district (both academic and non-academic) to measure whether all students have equal access to all programs.  By September 27, 2019: Submit copies of survey tools to the Department.  By November 12, 2019: Collect data, summarize evaluation results in narrative form and create an action plan to address areas of weakness and opportunity, as indicated by the evaluation results.  By November 12, 2019: Submit the evaluation results summary and action plan to the Department. |
| **Success Metric:** Submit copies of the survey, results and action plan to help demonstrate the district's evaluation of all aspects of its 9-12 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. |
| **Measurement Mechanism:** The district will annually conduct an institutional self-evaluation regarding equal access to all programs, including athletics and other extracurricular activities. |
| **Completion Timeframe:** 11/12/2019 |