



Quaboag Regional School District

Tiered Focused Monitoring Report

**For Group B Universal Standards
Tier Level 2**

Dates of Review: March 2 & 3, 2021

Date of Final Report: April 29, 2021



Jeffrey C. Riley
Commissioner of Elementary and Secondary Education

During the 2020-2021 school year, Quaboag Regional School District 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 Quaboag Regional School District 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.

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.
- Interview of one staff member consistent with those criteria selected for onsite verification.
- Interview of one special education parent advisory council (SEPAC) representative.
- Observations of classrooms and other facilities: The review team reviewed floor plans of school buildings, which included 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 review, the review team holds an informal exit meeting to summarize its comments for the superintendent or charter school leader. Within approximately 20 business days of the review visit, the 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

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.

Quaboag Regional School District

SUMMARY OF COMPLIANCE CRITERIA RATINGS

	Universal Standards Special Education	Universal Standards Civil Rights and Other General Education Requirements
IMPLEMENTED	SE 15, SE 35, SE 36, SE 50, SE 51, SE 52, SE 52A, SE 55, SE 56	CR 3, CR 7, CR 7A, CR 7C, CR 8, CR 10A, CR 10C, CR 12A, CR 16, CR 17A, CR 20, CR 21, CR 22, CR 23
PARTIALLY IMPLEMENTED	SE 54	CR 7B, CR 10B, CR 24, CR 25
NOT IMPLEMENTED	SE 32	

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.

Improvement Area 1
Criterion: SE 32 - Parent advisory council for special education
Rating: Not Implemented
Description of Current Issue: A review of documents and interviews indicated that the district does not have an established district-wide parent advisory council on special education (SEPAC) or an approved waiver. In addition, the district has not conducted at least one workshop annually on the rights of students and their parents and guardians under the state and federal special education laws.

LEA Outcome: Quaboag Regional School District will establish a district-wide parent advisory council on special education (SEPAC) or meet the requirements of an approved waiver. The parent advisory council duties will include:

- Advising the district on matters that pertain to the education and safety of students with disabilities; and
- Meeting regularly with school officials to participate in the planning, development, and evaluation of the district's special education programs.

The SEPAC will have established by-laws regarding officers and operational procedures. The SEPAC will receive assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources. The school district will annually conduct, in cooperation with the SEPAC, at least one workshop on the rights of students and their parents and guardians under the state and federal special education laws.

Action Plan: By July 14, 2021, the district will conduct parent outreach by posting in newsletters and social media, sending emails, and calling parents to elicit participation in a district SEPAC. Evidence will include screenshots of outreach efforts.

By September 13, 2021, the district will work with the SEPAC to develop by-laws regarding officers and operational procedures. Evidence will include a copy of the by-laws and a list of officers.

By September 13, 2021, the district will identify members of the SEPAC and establish a regular meeting schedule. Evidence will include a meeting schedule for the remainder of the school year.

By November 1, 2021, if the district has not been successful in establishing a SEPAC, it will meet the requirements for an approved waiver from the Department and continue active efforts to create a SEPAC.

By December 13, 2021, the district will provide, in cooperation with the SEPAC, a workshop on student and parent rights under state and federal special education law.

Success Metric: By December 2021 and beyond, the district will have an established SEPAC or will meet all the requirements for an approved waiver. The district will support the SEPAC in fulfilling all duties, which include advising the district on matters that pertain to the education and safety of students with disabilities and meeting regularly with school officials to participate in the planning, development, and evaluation of the district's special education programs. The district will also, in cooperation with the SEPAC, provide an annual workshop on student and parent rights under state and federal special education law.

Evidence:

- Screenshots of outreach efforts
- SEPAC by-laws
- List of officers
- Meeting schedule
- Agenda, training materials, and sign-in sheets

Measurement Mechanism: The Director of Student Services will hold monthly meetings with the SEPAC for the purpose of advising the district on matters that pertain to the education and safety of students with disabilities. The SEPAC will also participate in the planning, development, and evaluation of the district's special education programs.

The Director of Student Services will annually review SEPAC by-laws and conduct ongoing outreach for SEPAC members and leadership. The SEPAC will receive assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources.

The district will also provide, in cooperation with the SEPAC, an annual workshop on student and parent rights under state and federal special education law.

Completion Timeframe: 12/13/2021

Improvement Area 2**Criterion:** SE 54 - Professional development**Rating:** Partially Implemented**Description of Current Issue:** A review of documents and interviews indicated that the district does not provide special transportation providers with written information on the nature of any student-specific needs or concerns that may cause difficulties, along with information on appropriate emergency measures.**LEA Outcome:** Quaboag Regional School District will provide all special transportation providers with written information on the nature of any student-specific needs or concerns that may cause difficulties, along with appropriate emergency measures. Written information will be provided before transporting any special education student receiving special transportation.**Action Plan:** By August 20, 2021, the district will revise procedures for sharing information with transportation providers. The district's procedures will ensure that prior to transporting any special education student receiving special transportation, the district will provide written information on the nature of any student-specific needs or concerns that may cause difficulties, along with information on appropriate emergency measures. Evidence will include revised procedures and samples of written information.

By November 1, 2021, the district will conduct an internal review of records to ensure that all transportation providers of special education students receive written information on the nature of any student-specific needs or concerns that may cause difficulties, along with information on appropriate emergency measures. Evidence will include results of the internal record review.

Success Metric: By November 2021 and beyond, the district will provide transportation providers with written information on the nature of any student-specific needs or concerns that may cause difficulties, along with appropriate emergency measures for all students receiving specialized transportation. The written information will be provided prior to the transportation of eligible students.**Evidence:**

- Copy of updated procedures
- Samples of written information provided to transportation providers
- Results of an internal review of records

Measurement Mechanism: Annually, the Director of Student Services will review the transportation files of students receiving specialized transportation to ensure the appropriate written information is provided to the transportation providers prior to transporting students. The written information will include the nature of any student-specific needs or concerns that may cause difficulties, along with information on appropriate emergency measures. When a student transfers into the school during the school year, the Director of Student Services will review the student file and share written information, as required.**Completion Timeframe:** 11/01/2021

Improvement Area 3
Criterion: CR 7B - Structured learning time
Rating: Partially Implemented
Description of Current Issue: A review of documents and interviews indicated that the district does not require all students to take physical education as required by M.G.L. c. 71, s. 3. Specifically, physical education is not currently required for 11th and 12th grade students.
LEA Outcome: Quaboag Regional School District will require all students in grades 9-12 to take physical education classes.
<p>Action Plan: By August 20, 2021, the district will submit the updated course of studies that includes physical education as a required course for all students in grades 9-12.</p> <p>By September 13, 2021, the school committee will approve changes to the course of studies that includes mandatory physical education classes for grades 9-12. Evidence will include the school committee meeting agenda and minutes indicating approval.</p> <p>By October 1, 2021, all students in grades 9-12 will be required to take physical education. Evidence will include a sample of grade 11 and 12 class rosters and student schedules.</p>
<p>Success Metric: By the 2021-22 school year and beyond, the district will require all students in grades 9-12 to take physical education classes. Annually, prior to the first day of the school year, the district will review course requirements with the guidance office to ensure compliance with structured learning time requirements.</p> <p>Evidence:</p> <ul style="list-style-type: none"> - Updated course of studies - School committee meeting agenda and minutes indicating approval - Sample of class rosters and student schedules
Measurement Mechanism: The district will conduct an internal review of class rosters and student schedules by November of each school year to ensure all students in grades 9-12 are enrolled in a physical education class.
Completion Timeframe: 10/01/2021

Improvement Area 4**Criterion:** CR 10B - Bullying Intervention and Prevention**Rating:** Partially Implemented**Description of Current Issue:** A review of documents and interviews indicated that the district does not provide professional development on bullying prevention and intervention to all school staff. Specifically, this professional development is not provided to school bus drivers.**LEA Outcome:** Quaboag Regional School District will ensure that mandated training, including bullying prevention and intervention, is provided to all staff, including bus drivers.**Action Plan:** By July 14, 2021, the district will create and implement procedures to ensure all required trainings are provided for all staff, including bus drivers, during the school year.

By September 13, 2021, all school staff, including bus drivers, will be provided bullying prevention and intervention training. Evidence will include an agenda, training materials, and sign-in sheets.

By December 13, 2021, the district will conduct an internal review of documents to ensure that all staff, including bus drivers, have received mandated training on bullying prevention and intervention. Evidence will include the results of the internal review.

Success Metric: By the 2021-22 school year and beyond, the district will annually conduct the mandated training on bullying prevention and intervention for all staff members, including bus drivers.**Evidence:**

- Training procedures
- Agenda, training materials, and sign-in sheets
- Results of the internal review

Measurement Mechanism: The Director of Student Services will conduct annual reviews of documented training participation to ensure that bus drivers are included in the mandated bullying prevention and intervention trainings.**Completion Timeframe:** 12/13/2021**Improvement Area 5****Criterion:** CR 24 - Curriculum review**Rating:** Partially Implemented

Description of Current Issue: A review of documents and interviews indicated that the district does not have a process to ensure that individual teachers 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. Additionally, the district does not explicitly require that appropriate activities, discussions, and/or supplementary materials be used to provide balance and context for any stereotypes depicted in materials.

LEA Outcome: The district will ensure that individual teachers 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. The district will also ensure that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in materials.

Action Plan: By October 1, 2021, a subset of central office and building administrators will participate in an in-depth training specific to developing cultural proficiency, diversity, equity, and inclusive practices in the learning environment. Evidence will include agendas, training materials, and signed attendance sheets or course completion certificates.

By November 1, 2021, the district will create procedures, protocols, and tools to ensure individual teacher review of all educational materials and the provision of appropriate activities, discussions and/or supplementary materials, as appropriate. Evidence will include procedures, protocols, and tools.

By December 13, 2021, upon Department approval, the district will train all administrators on the newly developed procedures, protocols, and tools. Evidence will include agendas, training materials, and signed attendance sheets.

By December 13, 2021, the district will develop and implement an internal monitoring system that includes administrative oversight of training, classroom observations, and the completion of curriculum review tools by individual teachers. Evidence will include a description of the internal monitoring system.

By January 16, 2022, the district will train all teachers and other relevant staff on the newly developed procedures, protocols, and tools. Evidence will include agendas, training materials, and signed attendance sheets.

Success Metric: By January 2022 and beyond, all individual teachers in the district will 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. In addition, the district will ensure that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in materials.

Evidence:

- Cultural proficiency workshop training materials and attendance sheets
- Updated procedures, protocols, and tools
- Description of the internal monitoring system
- Administrator and teaching staff training materials, agenda, and signed attendance sheets

Measurement Mechanism: The Director of Student Services will conduct an annual review of protocols and data gathered through the internal monitoring process to identify areas of improvement

and ensure ongoing compliance. The Director will ensure that all staff are trained on and implement the revised procedures, protocols, and tools to ensure ongoing compliance.

Completion Timeframe: 01/15/2022

Improvement Area 6

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 conduct an annual institutional self-evaluation of all aspects of its K-12 programs to ensure 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 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. The district will make changes as are indicated by the evaluation.

Action Plan: By October 1, 2021, a subset of central office and building administrators will participate in an in-depth training specific to developing equitable and inclusive practices in all K-12 programs. Evidence will include agendas, training materials, and signed attendance sheets or course completion certificates.

By November 1, 2021, the district will submit the newly developed protocols, procedures, and tools created to conduct an annual equal access self-evaluation. Evidence will include newly developed protocols, procedures, and tools.

By November 15, 2021, upon Department approval, the district will train all administrators and relevant staff members on the procedures, protocols, and tools developed to conduct the annual self-evaluation. Evidence will include agendas, training materials, and signed attendance sheets.

By December 13, 2021, the district will conduct a 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. Evidence will include the results of the self-evaluation, identification of needs, targeted root cause analysis, and development of action steps.

Success Metric: By December 13, 2021 and beyond, the district will evaluate all aspects of its K-12 program to ensure that all students have equal access to all programs, including athletics and other extracurricular activities. The district will make changes as are indicated by the evaluation. Going forward, this evaluation will be conducted on an annual basis.

Evidence:

- Cultural proficiency workshop training materials and attendance sheets
- Revised procedures and protocols
- Evaluation tools
- Administrator and relevant staff training materials, agenda, and signed attendance sheets
- Results of the completed annual self-evaluation with root cause analysis
- Action plan

Measurement Mechanism: The Director of Student Services will lead the district leadership team in the development of protocols, procedures, and tools to conduct the annual self-evaluation. The Assistant Superintendent will ensure that appropriate training occurs annually for those involved in conducting the self-evaluation. The district leadership team will annually evaluate all aspects of its K-12 program to ensure equal access for all students. As part of the process, areas of need will be identified, and action steps will be taken as indicated by the evaluation. The district leadership team will annually review the protocols, procedures, and tools for the self-evaluation and make any necessary changes to improve the process.

Completion Timeframe: 12/13/2021