



**Gateway Regional School District**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

**For Group B Universal Standards**  
**Tier Level 1**

**Date of Onsite Visit: March 11, 2019**

**Date of Final Report: 05/14/2019**



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Commissioner of Elementary and Secondary Education

During the 2018-2019 school year, Gateway 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'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 Gateway Regional School District included:

Self-Assessment Phase:

- The district reviewed special education and civil rights documentation for required elements including document uploads.
- Upon completion of this 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.
- Interview of a parent advisory council (PAC) representative 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

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

## Gateway Regional School District

### SUMMARY OF COMPLIANCE CRITERIA RATINGS

	Universal Standards Special Education	Universal Standards Civil Rights and Other General Education Requirements
<b>IMPLEMENTED</b>	SE 15, SE 32, SE 36, SE 50, 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 17A, CR 20, CR 21, CR 22, CR 23, CR 24
<b>PARTIALLY IMPLEMENTED</b>	SE 51	CR 25
<b>NOT IMPLEMENTED</b>		

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/pqa/review/](http://www.doe.mass.edu/pqa/review/).

**Improvement Area 1**

**Criterion:** SE 51 - Appropriate special education teacher licensure

**Rating:** Partially Implemented

**Description of Current Issue:** Document review and interviews indicated that a special education teacher who provides specialized instruction does not hold a current license or an approved waiver.

**LEA Outcome:** The district will ensure that 100% of special education teachers working in the district are appropriately licensed or have an approved waiver.

**Action Plan:** By August 30, 2019, the district will provide evidence to the Department that the identified teacher is appropriately licensed or has an approved waiver for the 2019-2020 school year.

**Success Metric:** The identified teacher candidate will be licensed or will obtain a waiver from the Department for the 2019-2020 school year.

Evidence:

Appropriate teacher license; or  
Approved license waiver

**Measurement Mechanism:** Director of Pupil Services, annually, will ensure all special education teachers are appropriately licensed as part of on-going supervision and the district performance evaluation system. The district will further ensure all new faculty candidates shall have appropriate certification or waiver upon hire.

**Completion Timeframe:** 08/30/2019

**Improvement Area 2****Criterion:** CR 25 - Institutional self-evaluation**Rating:** Partially Implemented

**Description of Current Issue:** Document review and interviews 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:** Annually the district will evaluate 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 extra-curricular activities.

**Action Plan:** By July 9, 2019, the district will develop surveys for students, staff and families to obtain feedback on accessibility for students to have access to all programs, including athletics and other extra-curricular activities, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability or housing status.

By October 7, 2019, the district will send surveys out to respective students, families and staff to solicit feedback.

By January 5, 2020, the district will conduct an analysis of survey data, review with the Leadership Team and facilitate the second round of surveys being delivered. Any issues identified will be resolved immediately. Data from the second round of survey information will be harvested at the end of the 2019-2020 school year. Additional data will be analyzed and reviewed as part of the Leadership Team for Summer Institute 2020.

**Success Metric:** By the end of the 2019-2020 school year, the district will have disseminated two surveys to students, staff and families and analyzed the responses and data contained therein. Equal access will be demonstrated by data obtained through questionnaire in surveys conducted twice per year. Data harvested as a result of these efforts will be analyzed and reviewed by the Leadership Team to ensure continuous quality improvement with respect to compliance with CR 25 and our district strategic plan. All students will enjoy equal access to all programs, athletics and other extra-curricular activities.

Evidence:

Administered surveys

Analysis and data of respondents' answers

Identified issue(s) associated with equal access and a plan to remedy issue(s)

**Measurement Mechanism:** CR Coordinator, Principal Finnie, and PSV Director Garivaltis will work with the Leadership Team to ensure surveys are facilitated twice per year; data will be analyzed by the Leadership Team. Any issues indicated will be resolved and data will be a driver for district continuous quality improvement efforts.

**Completion Timeframe:** 01/05/2020