

**Walpole Public Schools**

**Tiered Focused Monitoring Report**

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

**Tier Level** **1**

**Date of Onsite Visit:** **February 24, 2021**

**Date of Final Report:** **April 29, 2021**



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Commissioner of Elementary and Secondary Education

During the 2020-2021 school year, Walpole 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 Walpole Public Schools 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.
* Interview of parent advisory council (PAC) representative.
* Review of classrooms and other facilities: The chairperson reviewed floor plans and interviewed staff to confirm the locations 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. |
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| **Implemented** | The requirement is substantially met in all important aspects. |
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| **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. |
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| **Partially Implemented** | The requirement, in one or several important aspects, is not entirely met. |
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| **Not Implemented** | The requirement is totally or substantially not met. |
| **Not Applicable** | The requirement does not apply to the school district or charter school. |

**Walpole 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 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 10A, CR 10B, CR 10C, CR 12A, CR 16, CR 17A, CR 20, CR 21, CR 22, CR 23 |
| **PARTIALLY**  **IMPLEMENTED** | SE 32 | CR 24, 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).

| **Improvement Area** **1** |
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| **Criterion:** SE 32 - Parent advisory council for special education |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation and staff interviews indicated that although the district has established a parent advisory council (PAC) that advises on matters pertaining to the education and safety of students with disabilities, the PAC does not have by-laws regarding officers and operational procedures and is not involved in the planning, development, and evaluation of the school district's special education programs and services. |
| **LEA Outcome:** The PAC will have an established set of by-laws on the operational procedures and recurring process for selecting officers that are formally accepted by members of the advisory group. Additionally, the Director of Student Services will have ongoing engagement with the PAC regarding planned events such as trainings and workshops and solicit for input on a regular basis to ensure the PAC is involved in the planning, development, and evaluation of the school district's special education programs and services. |
| **Action Plan:** By June 16, 2021, the Director of Student Services at Walpole Public Schools will research by-laws templates from like districts, as well as any other available templates, and construct a draft for current PAC officers to review and provide input.  By September 14, 2021, the PAC will formally adopt by-laws and select officers for the 2021-2022 school year. The Director of Student Services and PAC officers will select tools for gathering information from general PAC members on special education programming and services.  By December 13, 2021, the Director of Student Services will regularly consult with PAC officers regarding special education programming. Walpole will use the selected information gathering tools to solicit input from PAC members on the planning, development, and evaluation of Walpole's special education programming and services, and use that input to advise the district in planning and decision-making. |
| **Success Metric:** The district's PAC will meet all the regulatory requirements of the advisory group.  Evidence will include:  - PAC by-laws that have been approved by the members  - PAC meeting agendas and minutes as evidence of ongoing engagement and involvement in special education program planning, development and evaluation  - A description of how the council is fulfilling its advisory functions |
| **Measurement Mechanism:** The Director of Student Services will meet regularly with PAC officers and use information gathering tools to ensure the advisory group provides input in the planning, development, and evaluation of the district's special education programming and services. |
| **Completion Timeframe:** 12/13/2021 |
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| **Improvement Area 2** |
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| **Criterion:** CR 24 - Curriculum review |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation and staff interviews indicated that although the district reviews educational materials for bias at the point of curriculum adoption, the district does not have a procedure for ensuring individual teachers in the district 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 that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any stereotypes depicted in such materials. |
| **LEA Outcome:** The district will ensure that all teachers in Walpole Public Schools have been provided with training and the necessary resources in order to review all educational materials for simplistic and demeaning generalizations on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation, and that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any stereotypes depicted in such materials. |
| **Action Plan:** By June 16, 2021, Walpole Public Schools administrators will review the LEA Equity Guide and CR 24/25 Toolkit available through DESE and create a plan for training the Walpole Public Schools Leadership Team on curriculum review, selecting resources to be used for training teachers, and developing a draft schedule for training teachers in the Fall of 2021.  By September 14, 2021, all members of the Walpole Public Schools Leadership Team will complete the LEA Equity Guide and CR 24/25 Toolkit training. Using this resource, the district will develop training for all teachers to be provided in the Fall/Winter on reviewing educational materials for bias.  By December 13, 2021, all teachers in the district will be trained on reviewing all educational materials for simplistic and demeaning generalizations on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation using a district curriculum review checklist. Teachers will also be trained on using appropriate activities, discussions and/or supplementary materials to provide balance and context for any stereotypes depicted in such materials. |
| **Success Metric:** By December 13, 2021, the district will have created a checklist for the purpose of curriculum review and all relevant staff will have been trained. Additionally, all teachers in the district will consistently review all educational materials for simplistic and demeaning generalizations.  Evidence will include:  - Curriculum review checklist  - Agendas, sign-in sheets, and training materials  - Samples of completed curriculum review sheets by individual teachers from schools across the district |
| **Measurement Mechanism:** Walpole Public Schools will provide annual curriculum review training to ensure that individual teachers have the proficiency and the resources necessary to review all educational materials for simplistic and demeaning generalizations on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation, and that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any stereotypes depicted in such materials. |
| **Completion Timeframe:** 12/13/2021 |
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| **Improvement Area 3** |
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| **Criterion:** CR 25 - Institutional self-evaluation |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation and staff interviews indicated that although the district conducts surveys of parents, teachers and administrators regarding school programs and considers student achievement data when developing strategic plans, the district's self-evaluation does not address access to all aspects of its K-12 program 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 develop deliberate practices and procedures for implementing an annual self-evaluation process addressing access to all aspects of its K-12 program. An annual evaluation summary will include any necessary action steps 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. |
| **Action Plan:** By June 16, 2021, the Walpole Public Schools Leadership Team will meet to address guiding questions and determine which strategies and tools to use for the data collection and analysis portions of the institutional self-evaluation. The team will determine how to solicit input from various stakeholders including staff, students, and families.  By September 14, 2021, the Walpole Public Schools Leadership Team will implement the data collection portion of the institutional self-evaluation using suggested tools from the DESE LEA Equity Guide and CR 24/25 Toolkit, including equity walks and surveys/questionnaires.  By December 13, 2021, the Walpole Public Schools Leadership Team will use the LEA Equity Guide and CR 24/25 Toolkit to analyze the data, write a summary of the evaluation results, and develop an action plan to address identified issues. |
| **Success Metric:** By December 13, 2021 and beyond, the district will have created procedures for conducting annual institutional self-evaluations and all relevant staff will have been trained.  Evidence will include:  - Data collected from equity walks  - Analysis of student data  - Analysis of surveys given to administrators, teachers, families, and students  - Identified areas of concern addressed by setting an action plan with implementation timelines |
| **Measurement Mechanism:** Annually, Walpole Public Schools will collect input from stakeholders, review district data, and evaluate all aspects of its K-12 program 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. The district will analyze the results of the evaluation and develop and implement action plans to address any identified issues of access. |
| **Completion Timeframe:** 12/13/2021 |
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