

**Wayland Public Schools**

**Tiered Focused Monitoring Report**

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

**Tier Level** **1**

**Date of Onsite Visit:** **February 8, 2021**

**Date of Final Report:** **May 17, 2021**



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Commissioner of Elementary and Secondary Education

During the 2020-2021 school year, Wayland 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.

School 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); and
* 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 Wayland Public Schools included:

Self-Assessment Phase:

* District reviewed special education and civil rights documentation for required elements including document uploads.
* Upon completion of an 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 and 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 two staff consistent with those criteria selected for onsite verification.
* Interviews of two special education parent advisory council (SEPAC) representatives and four other telephone interviews, as requested, by other parents.

**Report: For Tier 1 Tiered Focused Monitoring Review**

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. |

**Wayland 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 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 12A, CR 20, CR 21, CR 22, CR 23, CR 24, CR 25 |
| **PARTIALLY**  **IMPLEMENTED** |  | CR 10A, CR 10B, CR 10C,  CR 16, CR 17A |
| **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:** CR 10A - Student handbooks and codes of conduct |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation indicated that although the Claypit Hill School, Happy Hollow School, and Wayland High School student handbooks include a non-discrimination policy that affirms the school's non-tolerance for harassment and discrimination, it does not include the protected category of gender identity. In addition, the Wayland Middle and High School student handbooks do not contain all requirements regarding the disciplining of students with special needs and students with Section 504 Accommodation Plans. |
| **LEA Outcome:** Wayland Public Schools will ensure that all student handbooks include a non-discrimination policy that affirms the school's non-tolerance for harassment and discrimination for all protected categories, including gender identity. In addition, the district will ensure that student handbooks contain all requirements regarding the disciplining of students with special needs and students with Section 504 Accommodation Plans. |
| **Action Plan:** By August 16, 2021, the district will revise the Claypit Hill School, Happy Hollow School, and Wayland High School student handbooks so that they include a non-discrimination policy affirming the school's non-tolerance for harassment and discrimination for all protected categories, including gender identity. In addition, the district will revise the Wayland Middle and High School student handbooks to include appropriate procedures for the discipline of students with disabilities and students with Section 504 Accommodation Plans.  By November 15, 2021, the district will submit the updated handbooks to each school council and the Wayland School Committee for review and approval. The updated materials will be disseminated to the school community and posted on school and district websites. |
| **Success Metric:** By November 15, 2021 and beyond, all Wayland Public Schools handbooks will include a non-discrimination policy that affirms the school's non-tolerance for harassment based on race, color, national origin, sex, gender identity, religion, or sexual orientation, or discrimination on those same bases. In addition, all student handbooks will contain all requirements for the disciplining of students with special needs and students with Section 504 Accommodation Plans.  Evidence:   * Revised school handbooks * School council minutes indicating approval * School committee minutes indicating approval * Documentation of dissemination to the school community |
| **Measurement Mechanism:** Prior to the start of each school year, the Assistant Superintendent and building principals will review proposed student handbooks to ensure compliance. District leadership will submit the student handbooks to the Wayland School Committee for review and approval. |
| **Completion Timeframe:** 11/15/2021 |
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| **Improvement Area 2** |
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| **Criterion:** CR 10B - Bullying Intervention and Prevention |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation indicated that the district's bullying prevention and intervention plan does not extend protections to students who are bullied by a member of the school staff, and the corresponding online bullying incident reporting form does not include staff as an aggressor. In addition, the plan does not recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics. |
| **LEA Outcome:** Wayland Public Schools will biannually review and update the Bullying Prevention and Intervention Plan (Plan) to conform with the Massachusetts anti-bullying law and amendments. The updated Plan will extend protections to students who are bullied by a member of the school staff and recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics. The district will also update the online bullying incident form so that it includes staff as an aggressor. |
| **Action Plan:** By August 16, 2021, the district will revise the Plan, appropriate sections of student handbooks, and the online bullying incident form to conform with the Massachusetts anti-bullying law and amendments.  By November 15, 2021, the district will submit the updated Plan and handbooks to each school council and the Wayland School Committee for review and approval. The updated materials will be disseminated to the school community and posted on school and district websites.  By November 15, 2021, all staff will receive training on the updated Plan and online bullying incident form. |
| **Success Metric:** By November 15, 2021 and beyond, the Bullying Prevention and Intervention Plan will conform with the Massachusetts anti-bullying law and amendments. The school community will be notified annually of the Plan and all staff will receive requisite training.  Evidence:   * Updated Bullying Prevention and Intervention Plan * Revised school handbooks * Revised online bullying incident form * School council minutes indicating approval * School committee minutes indicating approval * Staff training materials, agenda, and signed attendance sheets * Documentation of dissemination to the school community |
| **Measurement Mechanism:** Prior to the start of each school year, the Assistant Superintendent will review the district’s Bullying Prevention and Intervention Plan (Plan) and training materials to ensure consistency with the Massachusetts anti-bullying law. The Assistant Superintendent and building principals will review proposed student handbooks annually to ensure compliance with the district’s Plan. District leadership will submit any Plan updates to the Wayland School Committee for review and approval. |
| **Completion Timeframe:** 11/15/2021 |
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| **Improvement Area 3** |
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| **Criterion:** CR 10C - Student Discipline |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation indicated that the district's student discipline procedures do not include the following requirements:   * A School-wide Education Service Plan; * The notice of suspension; * The principal's responsibility to do the following:   + make adequate provisions for a student's safety and transportation prior to removing a student from school on an emergency basis for a disciplinary offense;   + allow for a student to make academic progress during the period of removal for both short and long-term suspensions; * The superintendent's responsibility to do the following:   + grant a student's or parent's request of an extension of up to seven additional calendar days to file a notice of appeal;   + deny or allow an appeal at their discretion if the student's or parent's notice of appeal is not timely;   + send a written notice to the parent with the date, time, and location of the hearing;   + inform all parties before the hearing that an audio recording will be made of the hearing;   + provide a written decision that meets the same requirements of the principal's determination for a long-term suspension; and * A system for collection and procedures followed by principals to periodically review discipline data by selected populations. |
| **LEA Outcome:** Wayland Public Schools will ensure that the district's student discipline procedures meet, at a minimum, the requirements of M.G.L c. 71, § 37H ¾, M.G.L. c. 76, section 21, and  603 CMR 53.00. |
| **Action Plan:** By August 16, 2021, the district will update the student discipline procedures and all relevant sections of student and staff handbooks to ensure compliance with M.G.L c. 71, § 37H ¾, M.G.L. c. 76, section 21, and 603 CMR 53.00.  By November 15, 2021, the district will submit the updated procedures and handbooks to each school council and the Wayland School Committee for review and approval. The updated materials will be disseminated to the school community and posted on school and district websites.  By November 15, 2021, the district will train all administrators and applicable staff on the newly approved student discipline procedures.  By December 15, 2021, the district will develop a system for discipline data collection which allows for the disaggregation of data by race and ethnicity, gender, socio-economic status, English language learner status and students with a disability status. The district will also develop procedures to ensure principals periodically review discipline data by selected populations, disciplinary actions, and the impact on selected student populations. Following an analysis of the system data, principals will determine whether it is necessary or appropriate to modify disciplinary practices due to an over-reliance on suspensions, expulsions, or removals for selected student populations. |
| **Success Metric:** By November 15, 2021 and beyond, discipline procedures and handbooks will meet the requirements of M.G.L c. 71, § 37H ¾, M.G.L. c. 76, section 21, and 603 CMR 53.00.  By December 15, 2021 and beyond, the district will have a data system and procedures in place to ensure principals periodically review discipline data by special populations and modify disciplinary practices, as appropriate.  Evidence:   * Revised procedures, including a School-wide Education Service Plan and notice of suspension template * Revised school handbooks * School council minutes indicating approval * School committee minutes indicating approval * Documentation of dissemination to the school community * Staff training agendas, training materials and signed attendance sheets * District-wide system for discipline data collection and corresponding procedures |
| **Measurement Mechanism:** Prior to the start of each school year, the Assistant Superintendent and building principals will review the district’s discipline procedures and corresponding sections of handbooks to ensure they meet, at a minimum, the requirements of M.G.L c. 71, § 37H ¾, M.G.L. c. 76, section 21, and 603 CMR 53.00. District leadership will submit the procedures and handbooks to the Wayland School Committee for review and approval.  On a quarterly basis, the Assistant Superintendent and building principals will review disaggregated student discipline data. Principals will review school-specific student discipline data with their school councils on a quarterly basis as well. Following an analysis of the system data, principals will determine whether it is necessary or appropriate to modify disciplinary practices due to an over-reliance on suspensions, expulsions, or removals for selected student populations. |
| **Completion Timeframe:** 12/15/2021 |
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| **Improvement Area 4** |
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| **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 |
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| **Description of Current Issue:** A review of documentation indicated that although the district sends a notice to students 16 or over who have ten consecutive absences, it does not include the following requirements:   * The student included as an addressee; * Two dates and times for an exit interview; * That the parties shall agree to the date and time for the exit interview; * That the exit interview shall occur within ten days of the notice; and * 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.   In addition, a review of documentation indicated that the district does not send annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school to inform them of the availability of publicly funded post-high school academic support programs and encourage them to participate in those programs. |
| **LEA Outcome:** Wayland Public Schools will ensure that the notice sent to students 16 or over who have ten consecutive absences includes the following requirements:   * The student included as an addressee; * Two dates and times for an exit interview; * That the parties shall agree to the date and time for the exit interview; * That the exit interview shall occur within ten days of the notice; and * 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.   In addition, the district will send annual written notices to former students who have not yet earned their competency determination and who have not transferred to another school to inform them of the availability of publicly funded post-high school academic support programs and encourage them to participate in those programs. These letters will be sent for at least two years after a student’s departure from high school. |
| **Action Plan:** By November 15, 2021, the district will revise the notice sent to students 16 or over within five days from the student's tenth consecutive absence to include all requirements. The district will also develop an annual written notice to send to former students who have not yet earned their competency determination and who have not transferred to another school. Procedures will be updated to ensure that requirements for both letters are met.  By November 15, 2021, district leadership will train applicable staff on the updated notices and procedures.  By December 15, 2021, the district will conduct an administrative review of student records to ensure that the updated notices were sent as required and included all information. For any non-compliance identified, the district will determine the root cause(s) and implement necessary corrective actions. |
| **Success Metric:** By December 15, 2021 and beyond, the district will ensure that all notices sent to students 16 or over within five days from the student's tenth consecutive absence include all requirements. In addition, the district will send an annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school to inform them of the availability of publicly funded post-high school academic support programs and encourage them to participate in those programs. At a minimum, this notice will be sent to each such student who attended high school within the past two years.  Evidence:   * Revised notice templates * Updated procedures * Staff training agendas, training materials and signed attendance sheets * Results of an annual administrative review * Root cause analysis and corrective action taken for any non-compliance found |
| **Measurement Mechanism:** The Assistant Superintendent will conduct an annual review of all notices to ensure that the contents are compliant with regulations and that information related to availability of publicly funded post-high school academic support is current and accurate.  The Assistant Superintendent will also conduct an annual review of student records to ensure that the updated notices are sent as required. For any non-compliance identified, district leadership will determine the root cause(s) and implement necessary corrective actions. |
| **Completion Timeframe:** 12/15/2021 |
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| **Improvement Area 5** |
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| **Criterion:** CR 17A - Use of physical restraint on any student enrolled in a publicly-funded education program |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documentation indicated that although the district has a policy and procedures regarding appropriate responses to student behavior that may require immediate intervention, they do not address the following requirements:   * Content of the in-depth training for school-wide resources; * Follow-up procedures for students and staff; * Reporting requirements for informing the principal; and * A written report that includes all required elements. |
| **LEA Outcome:** Wayland Public Schools will revise and implement written restraint prevention and behavior support policy and procedures consistent with regulations under 603 CMR 46.00 and ensure they include the following requirements:   * Content of the in-depth training for school-wide resources; * Follow-up procedures for students and staff; * Reporting requirements for informing the principal; and * A written report that includes all required elements. |
| **Action Plan:** By August 16, 2021, the district will revise its written restraint prevention and behavior support policy and procedures to conform with regulations 603 CMR 46.00.  By November 15, 2021, district leadership will present the revised written restraint prevention and behavior support policy and procedures to the Wayland School Committee for review and approval. The updated policy and procedures will be disseminated to the school community and posted on school and district websites.  By November 15, 2021, the district will train all staff on the newly approved restraint prevention and behavior support policy and procedures regarding appropriate responses to student behavior that may require immediate intervention. |
| **Success Metric:** By November 15, 2021 and beyond, Wayland Public Schools’ written restraint prevention and behavior support policy and procedures will be consistent with regulations 603 CMR 46.00. The policy and procedures will be reviewed annually by district leadership and disseminated to the school community. All staff will receive the required training related to the restraint prevention and behavior support policy and procedures.  Evidence:   * Revised policy and procedures * School committee minutes indicating approval * Staff training agendas, training materials and signed attendance sheets * Documentation of dissemination to the school community |
| **Measurement Mechanism:** The Director of Student Services, Assistant Superintendent, and building principals will annually review the written restraint prevention and behavior support policy and procedures to ensure compliance, as well as review the means of dissemination to the school community. The district will provide and track staff training to ensure all staff are trained within the first month of the school year and, for employees hired after the start of the school year, within one month of hire. |
| **Completion Timeframe:** 11/15/2021 |
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