

**Weymouth Public Schools**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

**For** **Group A Universal Standards**

**Tier Level** **2**

**Date of Onsite Visit:** **March 17, 2021**

**Date of Final Report:** **June 1, 2021**



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Commissioner of Elementary and Secondary Education

During the 2020-2021 school year, Weymouth 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/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 Weymouth Public Schools included:

Self-Assessment Phase:

* District reviewed special education and civil rights documentation for required elements including document uploads.
* District reviewed a sample of special education student records selected across grade levels, disability categories and levels of need.
* Upon completion of these two internal reviews, the district’s self-assessment was submitted to the Department for review.

On-site Verification Phase:

* Review of student records for special education: The Department selected a sample of student records from those the district reviewed as part of its self-assessment, as well as records chosen by the Department from the special education student roster. The onsite team conducted this review, using standard Department procedures, to determine whether procedural and programmatic requirements are being met.
* 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 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.

**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. |

**Weymouth 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 1, SE 2,  SE 3, SE 3A, SE 8, SE 9,  SE 9A, SE 10, SE 11, SE 12, SE 13, SE 14, SE 17, SE 18A, SE 19, SE 20, SE 22, SE 25, SE 26, SE 29, SE 34, SE 35, SE 37, SE 38, SE 39, SE 40, SE 41, SE 42, SE 43, SE 44, SE 45, SE 46, SE 47, SE 48, SE 49 | CR 13, CR 14, CR 18 |
| **PARTIALLY**  **IMPLEMENTED** | SE 6, SE 7 |  |
| **NOT IMPLEMENTED** |  |  |
| **NOT APPLICABLE** |  |  |

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).

**SUMMARY OF INDICATOR DATA REVIEW**

As part of the self-assessment process for districts or charter schools undergoing a review for Group A Universal Standards, the onsite team reviewed the results of Indicator data submissions for Indicators 11, 12 and 13. For any Indicator data noncompliance found, the district or charter school must develop and implement corrective action that includes correcting noncompliance for the individual students affected by it, addressing the root cause and underlying reasons for the identified noncompliance, and reviewing additional records as evidence that the issues have been corrected and that requirements are being met. The Office of Special Education Programs (OSEP) requires correction of noncompliance within one year of the finding.

The results of the Department’s analysis regarding these Indicators are as follows:

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|  | **Compliant** | **Non-Compliant** | **Not Applicable** |
| **Indicator 11 – Initial**  **Evaluation Timelines** | X |  |  |
| **Indicator 12 – Early**  **Childhood Transition** | X |  |  |
| **Indicator 13 –**  **Secondary Transition** | X |  |  |

| **Improvement Area** **1** |
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| **Criterion:** SE 6 - Determination of transition services |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of student records and staff interviews indicated that IEP Teams do not always discuss student transition needs beginning no later than when the student is 14 years old, include appropriate measurable postsecondary goals based upon age appropriate transition assessments, and review and update the Transition Planning Form and IEP transition goals annually. Additionally, when IEP Teams identify transition goals, the Teams do not always include in the IEP transition services needed to assist the student in reaching those goals as required by 34 CFR §300.320(b)(1). |
| **LEA Outcome:** Using the Transition Planning Form and the Team Vision statement section of the IEP, student transition needs will be discussed at the annual IEP meeting for all students who are 13 years of age or older at the time of their IEP meeting.  The Transition Planning Form for students age 14 years or older will include a statement of transition assessments completed in preparation for the writing of the Transition Planning Form, as well as those that will be completed during the proposed IEP term dates. Page 1 of the Transition Planning Form will explicitly state the disability related transition needs and which measurable IEP goals address the student's postsecondary goals.  The District will hire two Transition Specialists to consult with staff regarding student transition needs, document postsecondary goals within the IEP and Transition Planning Form, develop and implement regular transition training for staff, complete formal transition assessments when required, provide intensive transition training for students when needed via carefully designed instruction modules, and oversee district referrals for 688 forms and Pre-ETS. |
| **Action Plan:**  By August 15, 2021:  The district will schedule IEP Team meetings to review the IEP and Transition Planning Forms for the students identified by the Department record review to ensure the IEP Teams discuss the students' transition needs, document the discussion on the Transition Planning Form, include measurable postsecondary goals on the Transition Planning Form and IEP, include IEP services that will enable the student to meet the postsecondary goals, and update the information on the Transition Planning Form and the IEP annually.  The District will create a Transition Specialist job description and hire two Transition Specialists.  By October 31, 2021:  The district will convene Team meetings to review and update the Transition Planning Forms and IEPs for the students identified in the Department's record review.  The Transition Specialists will develop and implement training for Case Managers and Team Chairpersons for students in grades 8-12 and the Post Grad Program regarding transition assessments, services, and documentation. The transition training will include state and federal requirements as well as district policies for transition planning.  Case Managers and Team Chairpersons for students in grades 8-12 and the Post Grad program will complete a pre-assessment related to transition services. A schedule of consultation between the Transition Specialists and case managers will be created and implemented.  By January 30, 2022:  Case Managers and Team Chairpersons for students in grades 8-12 and the Post Grad program will complete a mid-cycle assessment related to transition services.  The district will review a random sampling of at least 10 Transition Planning Forms written between November 1, 2021- December 31, 2021 to ensure IEP Teams discuss student transition needs beginning no later than when the student is 14 years old, include appropriate measurable postsecondary IEP goals and services based upon age appropriate transition assessments, and review and update the Transition Planning Form and IEP transition goals annually. Any identified issues from the record review will be addressed by conducting additional staff training for the relevant staff and reconvening IEP Teams to review and update Transition Planning Forms for individual students. |
| **Success Metric:** By January 30, 2022, all annual IEP meetings for students aged 13 years or older will include a discussion of transition needs and services as evidenced by documentation of the discussion recorded in the Additional Information section of the IEP as well as the N1 forms. For students aged 14 and older, 100% of IEP Team meetings will discuss student transition needs, include appropriate measurable postsecondary goals based upon age appropriate transition assessments, and review and update the Transition Planning Form and IEP transition goals annually. Additionally, when IEP Teams identify transition goals, the Teams will include in the IEP transition services needed to assist the student in reaching those goals.  Evidence:  Job Description for Transition Specialist  Letters of Hire for two Transition Specialists  Copies of the meeting invitation, signed attendance sheet, N1, IEP, and Transition Planning Forms for the identified students  Transition Training Documents (Agenda, Attendance, Presentation Slides)  Transition Assessment materials/results  Results of internal record review. |
| **Measurement Mechanism:** Continuing after the completion deadline of January 30, 2022:  Case Managers and Team Chairpersons for students in grades 8-12 and the Post Grad program will complete a post assessment related to transition services. Results of these assessments will help the district make changes to the work or procedures regarding transition services for the following school year.  The Director and/or Assistant Director of Special Education will meet with the transition specialists quarterly to review a sampling of IEP and Transition Planning Forms to ensure appropriate documentation and inclusion of appropriate measurable postsecondary goals based upon age appropriate transition assessments, and to ensure the IEP and Transition Planning Forms are annually updated.  The Director and/or Assistant Director of Special Education will meet with the transition specialists annually prior to September 30th to review their schedules for staff consultation and training.  The Director and/or Assistant Director of Special Education will meet with the transition specialists annually prior to the last day of school to review training needs for staff and supports needed for student transition modules in the coming school year.  The Transition Planning section of the Procedures Manual will be updated annually. |
| **Completion Timeframe:** 01/30/2022 |
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| **Improvement Area 2** |
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| **Criterion:** SE 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** Although the district informs students and parents of the rights that will transfer from the parent to the student upon the student's 18th birthday, a review of records and staff interviews indicated that when students reach the age of 18, the district does not always document the student's decision to share or delegate decision-making or implement procedures to obtain consent from the student with decision-making authority to continue the student's special education program. |
| **LEA Outcome:** Upon the student's 18th birthday, when students reach the age of majority, the district will consistently document each student's decision to share or delegate decision-making and implement procedures to obtain consent from the student with decision-making authority to continue the student's special education program. |
| **Action Plan:** During the summer of 2021, the district will develop new procedures for age of majority.  By August 15, 2021:  The district will identify any students who have reached the age of majority but have not yet completed age of majority paperwork, documented decision-making authority, or consented to their IEP and placement, if they have sole or shared decision-making authority.  The district will also update the Special Education Procedures Manual to reflect the changes relating to age of majority, including:  -Tracking students who are turning 18  -Ensuring age of majority paperwork is completed when the students turn 18  -Documenting the age of majority decision in the electronic student management system  -Obtaining consent to continue a student's special education program from students who decide to share decision-making authority or act on their own behalf upon reaching 18 years of age.  By October 31, 2021:  The district will ensure that the identified students who turned 18 with incomplete age of majority paperwork and/or missing IEP and placement consent--including the students identified by the Department record review--have signed age of majority paperwork, documented decision-making authority on Administrative Data Sheets, and, for students with sole or shared decision-making authority, signed consent, partial consent, or rejection of their IEP and special education program placement.  The district will also develop and implement an updated age of majority training for Team Chairpersons, Out of District Staff, Department Secretaries (Evaluation Team Secretaries/Compliance Secretaries/Out of District Secretary/Central Special Ed Office Secretaries), and Case Managers who work with and/or process paperwork for students approaching or reaching the age of majority.  By January 30, 2022:  The district will conduct an internal record review of students who turned 18 years old between October 31, 2021 and December 31, 2021 to ensure that the district is documenting the students' decisions to share or delegate decision-making authority and implementing procedures to obtain consent from students with sole or shared decision-making authority to continue their special education program. The district will take steps to correct any records found to be noncompliant. |
| **Success Metric:** By January 30, 2022, 100% of students who reached the age of majority will have signed age of majority paperwork and documented decision-making authority. Students acting on their own behalf or with shared decision-making authority will have signed their consent, partial consent, or rejection of their IEP and special education program placement.  Evidence:  Revised age of majority section in the Special Education Procedure Manual  Age of Majority Tracking Sheet  Documentation of Professional Development Trainings (Agendas, Attendance Sheets, Slide Presentation)  Monthly staff emails regarding students turning 18 and needed documentation  Signed age of majority notices, updated Administrative Data Sheets, and signed IEPs and Placement forms. |
| **Measurement Mechanism:** Continuing after the completion deadline of January 30, 2022:  Each month, the Special Education Department Secretary will run an age of majority report from the electronic student management system, and share out students who will be turning 18 within the month.  Each month, the Special Education Department Secretary will organize reminders to staff for any students who have reached the age of majority but whose paperwork is incomplete.  The Administrator of Special Education will meet quarterly to review compliance with age of majority procedures and review at least 3 IEPs of students who have reached the age of majority to ensure proper documentation is in the electronic database, signed age of majority paperwork is uploaded to the management system, and students who have sole or shared decision-making authority have signed their consent, partial consent, or rejection of their IEP and special education program placement.  Annually, the special education administration team will review the procedures manual to determine if any updates or changes are needed to the age of majority procedures. |
| **Completion Timeframe:** 01/30/2022 |
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