



Karen Augusto <kaugusto@westportschools.org>

Fwd: Westport Public Schools: TFM Final Report

1 message

Thomas Aubin <taubin@westportschools.org>
To: Karen Augusto <kaugusto@westportschools.org>

Wed, Oct 13, 2021 at 11:12 AM

Next SC Meeting agenda under correspondence.

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----- Forwarded message -----

From: **Paulin, Amy (DOE)** <amy.paulin@state.ma.us>

Date: Wed, Oct 13, 2021 at 10:51 AM

Subject: Westport Public Schools: TFM Final Report

To: taubin@westportschools.org <taubin@westportschools.org>

Cc: ntavares@westportschools.org <ntavares@westportschools.org>, Santos, E (T22) <esantos@westportschools.org>, Rastogi-Kelly, Vandana R (DOE) <vandana.r.rastogi-kelly2@state.ma.us>, Kihiko, Jese (DOE) <jese.kihiko@state.ma.us>, Ndakalu, Henry (DOE) <henry.ndakalu@state.ma.us>

Dear Superintendent Aubin,

Attached you will find your district's Final Report for the Tiered Focused Monitoring Review that was conducted by the Office of Public School Monitoring. This electronic version will take the place of the paper copy that is usually sent via U.S. Mail. Please let me know if you have any questions.

Thank you so much and have a great day.

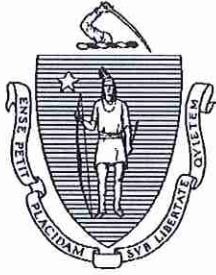
Amy Paulin, M.Ed, MBA

Assistant Director

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Center for District Support/Public School Monitoring
<http://www.doe.mass.edu/psm/>

Massachusetts Department of Elementary and Secondary
Education



Jeffrey C. Riley
Commissioner

Massachusetts Department of Elementary and Secondary Education

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October 13, 2021

Thomas Aubin, Superintendent
Westport Public Schools
17 Main Road
Westport, MA 02790

Re: Continuous Improvement and Monitoring Plan

Dear Superintendent Aubin:

The Office of Public School Monitoring recently conducted a Tier 1 Tiered Focused Monitoring Review in your district. The Monitoring Chairperson, Henry Ndakalu has been working with your district in the development of a Continuous Improvement & Monitoring Plan (CIMP). The approved CIMP, which is attached, includes the Department's detailed findings for any special education and civil rights criteria receiving a rating of *Partially Implemented*, *Not Implemented* or *Implementation in Progress*. It also includes the steps and completion timeframe the district has identified to bring the criteria into compliance with the controlling statute or regulation. To access the CIMP on the Department's website, please visit <http://www.doe.mass.edu> and select *Security Portal* then *PQA WebMonitoring*. Continue by selecting *PSM Tier Review* > *Feedback/CIMP* > *View TFM Report*.

Please upload into WBMS a signed statement of assurance indicating the district's commitment to implementing the requirements set forth in the CIMP. This statement should contain:

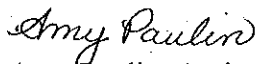
- a. a description of the steps the district is taking to make the CIMP available to staff, parent advisory groups and the general public; and
- b. an assurance that the CIMP will be implemented by the approved dates of completion.

Please note that school districts and charter schools must demonstrate resolution of noncompliance identified by the Department as soon as possible but in no case later than one year from the issuance of the Department's Feedback Report. The Feedback Report for Westport Public Schools was issued on June 7, 2021.

In closing, we would again like to thank the administration and staff who shared their time and thoughts so generously during the preparation and onsite phases of the review. Special thanks are given to Elaine Santos for coordinating this visit for the district. Should you need any additional information, please do not hesitate to contact Henry Ndakalu at (781) 338-3706.

Sincerely,

Henry Ndakalu
Henry Ndakalu
Tiered Focused Monitoring Review Chairperson
Office of Public School Monitoring


Amy Paulin, Assistant Director
Office of Public School Monitoring

cc: Nancy Tavares, School Committee Chairperson
Elaine Santos, Local Monitoring Review Coordinator

Encl.: Continuous Improvement & Monitoring Plan



Westport Public Schools

Tiered Focused Monitoring Report

Continuous Improvement and Monitoring Plan

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

Dates of Onsite Visit: April 14, 2021

Date of Final Report: October 13, 2021



Jeffrey C. Riley
Commissioner of Elementary and Secondary Education

During the 2020-2021 school year, Westport 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 Westport 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 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.
- Interview of a parent advisory council for special education (SEPAC) representative.
- Review of classrooms and other facilities: The chairperson interviewed staff and reviewed floor plans and photographs 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

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.

Westport Public Schools

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 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, CR 24
PARTIALLY IMPLEMENTED	SE 32	CR 25
NOT IMPLEMENTED	None	
NOT APPLICABLE	None	

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: Partially Implemented
Description of Current Issue: A review of documentation and interviews indicated that although the district has established a district-wide parent advisory council for special education (SEPAC), the SEPAC is not involved in advising the district on matters pertaining to the education and safety of students with disabilities, and in the planning, development, and evaluation of the school district's special education programs and services.
LEA Outcome: The district will engage the SEPAC in consultation on matters pertaining to the education and safety of students with disabilities, and in the planning, development, and evaluation of the district's special education programs and services. The district will hold quarterly consultation meetings and conduct an annual SEPAC survey.
<p>Action Plan: By November 15, 2021, the district will develop operational procedures for engaging the SEPAC in discussions regarding the education and safety of students with disabilities, and in the planning, development, and evaluation of special education programs and services. The procedures will include quarterly consultation meetings and an annual SEPAC survey.</p> <p>By December 17, 2021, the district will conduct consultation meetings with SEPAC leadership. The district will also work with the SEPAC to develop a survey to gather further information from parents of students with a disability.</p> <p>By March 4, 2022, the district will send the survey to parents of students with a disability, review the survey results, and document the SEPAC's recommendations. The Director of Special Education and Pupil Personnel will discuss the SEPAC's recommendations with school district officials.</p>
<p>Success Metric: By March 4, 2022, the district will obtain SEPAC input on matters pertaining to the education and safety of students with disabilities and in the planning, development, and evaluation of special education programs and services. The district will conduct consultation meetings with SEPAC leadership, implement a survey, document the SEPAC's recommendations, and share the recommendations with school district officials.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Procedures for SEPAC engagement • Schedule of quarterly SEPAC consultation meetings • SEPAC survey, survey results, and recommendations
Measurement Mechanism: Continuing after the completion deadline, the Director of Special Education and Pupil Personnel will hold quarterly consultation meetings with SEPAC officers and work with them to conduct an annual SEPAC survey. Recommendations from the SEPAC will be shared with school district officials.
Completion Timeframe: 03/04/2022

Improvement Area 2
Criterion: CR 25 - Institutional self-evaluation
Rating: Partially Implemented
Description of Current Issue: A review of documents and administrator interviews indicated that although the district has created a template for conducting an institutional self-evaluation, 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: The district will review all aspects of its K-12 programming 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.
<p>Action Plan: By November 15, 2021, the district leadership team will participate in the LEA Equity Activity Guide and CR 24.25 Toolkit training provided by the Department of Elementary and Secondary Education. The training will specifically address the elements of an institutional self-evaluation. The district will also develop procedures to ensure that an institutional self-evaluation occurs annually.</p> <p>By March 4, 2022, the district will conduct equity walks in all school buildings to evaluate student access. Additionally, the district will conduct a data equity walk using achievement data; entrance criteria for advanced programming; supports for students; policies and procedures; bullying and discipline data; complaints about accessibility; and athletics and extracurricular participation.</p> <p>By April 29, 2022, the district will conduct surveys of administrators, teachers, staff, families, and students to obtain feedback on student access to the district's programs.</p> <p>By April 29, 2022, the district will analyze and summarize data gathered from the equity walks, the data equity walk, surveys, and any other relevant data reviewed. The district will develop recommendations and action plans to address any identified lack of access.</p>
<p>Success Metric: By April 29, 2022, the district will complete an institutional self-evaluation, review the results of the evaluation, and develop recommendations based upon identified areas of concern.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Procedures for conducting an annual institutional self-evaluation • Surveys for staff, students, and families • Summary of results from the equity walks, data equity walk, and surveys • A narrative summary of identified concerns, root cause analysis, recommendations, and action plans
Measurement Mechanism: Continuing after the completion deadline, the district will implement the new procedures to ensure the completion of an annual evaluation of 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,

Improvement Area 2

including athletics and other extracurricular activities. The district will develop and implement action plans to address any identified lack of access. Annual training will be provided to staff responsible for conducting the institutional self-evaluation.

Completion Timeframe: 04/29/2022