

**Westwood Public Schools**

**Tiered Focused Monitoring Report**

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

**Dates of Onsite Visit: February 10-13, 2020**

**Date of Final Report: March 13, 2020**



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Commissioner of Elementary and Secondary Education

During the 2019-2020 school year, Westwood 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. **The Department is pleased to report that the district was found to be in compliance with all criteria reviewed; no corrective action is required at this time.**

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).
- 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 Westwood Public Schools included:

Self-Assessment Phase:

- The district reviewed special education and civil rights documentation for required elements including document uploads.
- The 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 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.
- Interviews of parent advisory council (PAC) representatives and other telephone interviews, as requested by other parents or members of the general public.

## 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:

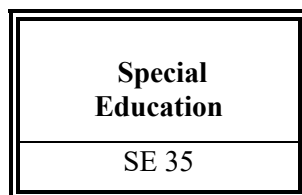
	<b>Compliant</b>	<b>Non-Compliant</b>	<b>Not Applicable</b>
<b>Indicator 11 – Initial Evaluation Timelines</b>	X		
<b>Indicator 12 – Early Childhood Transition</b>	X		
<b>Indicator 13 – Secondary Transition</b>	X		

## 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.

## Westwood Public Schools

### SUMMARY OF COMPLIANCE CRITERIA INCLUDED IN THIS REPORT RECEIVING A COMMENDABLE RATING FROM THE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION



SE 35 – Assistive technology: specialized materials and equipment

A review of student records, documents, staff interviews and observations indicated that Westwood Public Schools has developed comprehensive procedures and practices to ensure that meaningful access to assistive technology (AT) devices and/or services is available for each eligible student.

IEP Teams employ a multidisciplinary approach to evaluations, utilizing the expertise and input of speech and language pathologists, occupational therapists and physical therapists, as well as consultation from student support teams, principals, and teachers. If the assessment team determines that more information is needed, the district will contract with external consultants. In addition, the assessment process consistently incorporates other sources of data, including information from device and application trials, observations, student self-reports, and parent reports.

Westwood Public Schools' ongoing contract with its consulting organizations ensures that district staff, students, and families receive expert guidance on selection and use, as well as training on devices and software. Student-specific training is provided to staff, students, parents, and community-based providers such as job coaches, home care providers, extended family members, and respite providers, which results in generalized use and practice across settings. The district also employs technology coaches at every school level to maintain, repair and support the implementation of technology for everyday instruction. These technology coaches provide annual training for all instructional assistants and support staff.

Westwood's extensive database of assistive and augmentative resources is organized by curriculum areas (reading, writing, math, social studies and science) and by function (study skills, speech, social/emotional, vision, hearing, physical and English learners). In addition to a comprehensive array of high- and low-tech AT, Westwood has purchased over 135 augmentative/assistive applications for students' school and personal use. The technology coaches have access to a bank of loaner devices when a student's device needs maintenance and repair. Additionally, the technology coaches have formed relationships with vendors to expedite purchases or secure leased devices for trials.

Parents are provided with information on AT through a variety of sources. This information includes the process for assessing each student's assistive technology needs, links to the Department guidance on assistive technology, resources on how AT increases students' functional performance, and the district's database of assistive technology apps, hardware and software. Parents are therefore able to participate meaningfully in the AT selection process and integration into students' education programming.

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**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

	<b>Universal Standards Special Education</b>	<b>Universal Standards Civil Rights and Other General Education Requirements</b>
<b>IMPLEMENTED</b>	SE 1, SE 2, SE 3, SE 3A, SE 6, SE 7, 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 48, SE 49	CR 13, CR 14, CR 18
<b>PARTIALLY IMPLEMENTED</b>		
<b>NOT IMPLEMENTED</b>		

The Tiered Focused Monitoring Toolkit, which includes the regulatory requirements specific to the special education and civil rights criteria referenced in the table above, can be found at <http://www.doe.mass.edu/psm/resources/default.html>.