



**Weston Public Schools**

**Tiered Focused Monitoring Report**

**For Group B Universal Standards  
Tier Level 2**

**Dates of TFM Review: February 24 & 25, 2021**

**Date of Final Report: March 12, 2021**



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Commissioner of Elementary and Secondary Education

During the 2020-2021 school year, Weston 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 Weston 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.

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.
- Interviews of parent advisory council (PAC) representatives and other telephone interviews, as requested by other parents or members of the general public.
- Review of classrooms and other facilities: The chairperson reviewed floor plans and interviewed staff to confirm the location of classrooms and school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

## 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.   |

## Weston Public Schools

### SUMMARY OF COMPLIANCE CRITERIA RATINGS

|                              | Universal Standards<br><br>Special Education  | Universal Standards<br><br>Civil Rights and<br>Other General<br>Education<br>Requirements  |
|------------------------------|---|--|
| <b>IMPLEMENTED</b>           | SE 15, SE 32, SE 35,<br>SE 36, SE 50, SE 51,<br>SE 52, SE 52A,<br>SE 54, SE 55, SE 56 | CR 3, CR 7, CR 7A,<br>CR 7B, CR 7C, CR 8,<br>CR 10A, CR 10B,<br>CR 10C, CR 12A,<br>CR 16, CR 17A,<br>CR 20, CR 21, CR 22,<br>CR 23, CR 24, CR 25 |
| <b>PARTIALLY IMPLEMENTED</b> |   |  |
| <b>NOT IMPLEMENTED</b>       |   |  |

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).