



Marshfield Public Schools

Tiered Focused Monitoring Report

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

Date of Onsite Visit: January 27, 2021

Date of Final Report: May 5, 2021



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Commissioner of Elementary and Secondary Education

During the 2020-2021 school year, Marshfield 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 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 Marshfield 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 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.
- 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.

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.

Marshfield Public Schools

SUMMARY OF COMPLIANCE CRITERIA RATINGS

	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 10A, CR 10B, CR 10C, CR 12A, CR 16, CR 17A, CR 20, CR 21, CR 22, CR 23
PARTIALLY IMPLEMENTED		CR 24, CR 25
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.

Improvement Area 1

Criterion: CR 24 - Curriculum review

Rating: Partially Implemented

Description of Current Issue: A review of documentation and administrative interviews indicated that the district does not ensure that individual teachers review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation.

LEA Outcome: The Marshfield Public School District (MPSD) will ensure that individual teachers review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation and will provide additional activities for balance and context when stereotypes are depicted in such materials.

Action Plan: By June 21, 2021, every teacher, specialist, support staff member, and administrator in the district will participate in professional development sessions led by Dr. Kalise Wornum, KWDiversity Inc., focused on making authentic connections with one another and our students by exploring race and culture and engaging in foundational discussions on understanding cultural proficiency and its intersection with education.

By September 19, 2021, the district will conduct professional development for administrators and curriculum leaders to review the Marshfield Public School's process for curriculum review and introduce the information, tools, and resources contained in the LEA Equity Activity Guide and CR 24/25 Toolkit provided by DESE. Additionally, the district's curriculum leadership team will use the same resources to develop professional development for all staff and a checklist for the evaluation of bias in instructional materials.

By December 18, 2021, the district's administrators and curriculum leaders will provide specific training during staff meetings and/or Professional Learning Communities (PLCs) to ensure that all educators and staff have the information and resources they need to ensure that all instructional materials are reviewed for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation. Additionally, all teachers will use the "MPSD Checklist for the Evaluation of Bias in Instructional Materials" to review instructional materials prior to sharing them with students.

By March 15, 2022, teachers will submit samples of completed checklists to their primary evaluators as evidence supporting their proficiency regarding Indicator II-D Cultural Proficiency: "Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected."

Success Metric:

Curriculum review checklist
Agendas, sign-in sheets, and training materials
Samples of completed curriculum review sheets by individual teachers from schools across the district

Measurement Mechanism: The district will provide ongoing professional development on identifying bias and reviewing of educational materials for simplistic and demeaning generalizations, lacking

Improvement Area 1

intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation and require teachers to use the checklist to assess all curriculum materials prior to presentation to students.

Completion Timeframe: 12/18/2021

Improvement Area 2

Criterion: CR 25 - Institutional self-evaluation

Rating: Partially Implemented

Description of Current Issue: A review of documentation and administrative interviews indicated that the district does not annually evaluate 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.

LEA Outcome: The Marshfield Public Schools 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 and, if applicable, create an action plan to address any concerns identified.

Action Plan: The district will conduct an institutional self-evaluation of its K-12 programming through equity walks, surveys, and a review of data points. The district will include administrators, content supervisors, teachers, students, and families in this evaluation.

Professional Development: By June 21, 2021, the district will conduct professional development for administrators and curriculum leaders to review the requirement to conduct an institutional self-evaluation based on the information, tools, and resources contained in the LEA Equity Activity Guide and CR 24/25 Toolkit provided by DESE.

Equity Walks: By September 19, 2021, the district leadership teams will "walk" through all seven school buildings and observe a variety of classes/courses to evaluate our teachers' ability to support equity and inclusion for all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability or housing status.

Equity Data Walks and Surveys: By December 18, 2021, the district leadership team will conduct data meetings/walks to analyze and discuss equity using achievement data, entrance criteria for advanced programming, supports for students, policies and handbook procedures, data on bullying and discipline, complaints about accessibility, athletics and extracurricular participation and distribution of students in programs. Additionally, the district will conduct surveys for administrators, teachers, families, and students to obtain feedback on equal access for all students to the district's programs, including athletics and other extracurricular activities.

Survey Results: By March 15, 2022, the district will analyze survey results, identify discrepancies or concerns, and, if applicable, create an action plan to address any identified concerns.

Success Metric: By March 15, 2022, the district will have conducted an annual institutional self-evaluation and an action plan will have been created to address any identified access gaps. The district will also ensure that each of the following steps is accomplished:

- Professional development will be provided to relevant staff on institutional evaluations
- Equity walks will be conducted in all seven school buildings
- Student data will be discussed and analyzed
- Surveys will be conducted for administrators, teachers, families, and students and the results analyzed

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Improvement Area 2

- Identified areas of concern will be addressed by creating action plans with implementation timelines
- Documentation of the institutional self-evaluation will be compiled into a report

Measurement Mechanism: The district will conduct annual institutional self-evaluations 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 the district's programs, including athletics and other extracurricular activities and, where necessary, take appropriate actions to address identified issues.

Completion Timeframe: 12/18/2021