

**Plainville Public Schools**

**Tiered Focused Monitoring Report**

**For** **Group B Universal Standards**

**Tier Level** **2**

**Dates of Onsite Visit:** **February 9-12, 2021**

**Date of Final Report:** **April 21, 2021**



Jeffrey C. Riley

Commissioner of Elementary and Secondary Education

During the 2020-2021 school year, Plainville 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 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 the district included:

Self-Assessment Phase:

* District reviewed special education and civil rights documentation for required elements including document uploads.
* Upon completion of the 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 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.
* Two interviews of staff consistent with those criteria selected for onsite verification.
* One interview of special education parent advisory council (SEPAC) representative.
* Observations of classrooms and other facilities: The team reviewed floorplans 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. Within approximately 20 business days of the onsite visit, the onsite chairperson forwards to the superintendent the findings from the Tiered Focused Monitoring Review. All districts 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 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. |

**Plainville 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 | CR 3, CR 7, CR 7A, CR 7B, CR 8, CR 10A, CR 10B, CR 10C, CR 12A, CR 17A, CR 20, CR 21, CR 22, CR 23, CR 25 |
| **PARTIALLY****IMPLEMENTED** | SE 56 | CR 24 |
| **NOT APPLICABLE** |  | CR 7C, CR 16 |

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).

| **Improvement Area** **1** |
| --- |
| **Criterion:** SE 56 - Special education programs and services are evaluated |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of documentation and administrative interviews indicated that the district's special education programs and services are not regularly evaluated. The last evaluation was completed during the 2015-2016 school year. |
| **LEA Outcome:** Plainville Public Schools will ensure its special education programs and services are regularly evaluated. The district will make appropriate recommendations and implement action steps as indicated by the evaluation findings. |
| **Action Plan:** 1. By June 30, 2021, Plainville Public Schools will develop procedures that include three guiding questions to be addressed when completing the district's evaluation of special education programs and services. The district will also develop a timeline for reviewing the district's continuum of programs and services. Evidence will include the newly developed procedures and proposed calendar.  2. By December 1, 2021, Plainville Public Schools will complete their special education preschool program evaluation. The district will ensure SEPAC involvement in the evaluation process. Evidence will include the completed special education preschool program evaluation and documentation of SEPAC involvement. 3. By January 31, 2022, Plainville Public Schools will share the results of the evaluation, recommendations, and action steps with the school community, including the SEPAC. Evidence will include the district's recommendations, action steps, and SEPAC agenda and meeting minutes. |
| **Success Metric:** By January 2022 and beyond, Plainville Public Schools will regularly conduct evaluations of the district's special education programs. The district will make appropriate recommendations and implement action steps, as needed. **Evidence:** - Evaluation procedures, including three guiding questions and proposed calendar- Special education preschool program and services evaluation- Recommendations and action steps - SEPAC agenda and meeting minutes |
| **Measurement Mechanism:** By January of each school year, a component of the Plainville Public Schools special education programs and services will be evaluated. The Director of Special Education will work with an outside vendor or conduct evaluations internally. All evaluations will include input from the SEPAC. Upon analysis of the evaluation results, the Director of Special Education will share the results of the evaluation, propose recommendations, and share actions steps with the school community. The Director of Special Education will annually review the evaluation procedures and timeline and make changes, as appropriate. |
| **Completion Timeframe:** 01/31/2022 |
|  |

| **Improvement Area 2** |
| --- |
| **Criterion:** CR 24 - Curriculum review |
| **Rating:** Partially Implemented |
|  |
| **Description of Current Issue:** A review of documentation and administrative interviews indicated that although the district has developed procedures to 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, they are not consistently implemented across the district. Furthermore, the district does not ensure appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in materials. |
| **LEA Outcome:** Plainville Public Schools 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. Plainville Public Schools will also ensure that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in materials. |
| **Action Plan:** 1. By June 30, 2021, Plainville Public Schools will develop procedures and tools to ensure individual teachers review all educational materials and provide appropriate activities, discussions and/or supplementary materials, as appropriate. Evidence will include the newly developed procedures and tools. 2. By September 15, 2021, Plainville Public Schools will provide training to all staff on the procedures and tools. Evidence will include agendas, training materials, and signed attendance sheets. 3. By December 1, 2021, Plainville Public Schools will develop and implement an internal monitoring system that includes administrative oversight of training, classroom observations, and the completion of curriculum review tools by individual teachers. Evidence will include a description of the internal monitoring system and examples of completed curriculum review tools. |
| **Success Metric:** By January 2022 and beyond, all individual teachers in the district will 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. Additionally, Plainville Public Schools will ensure that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in materials.**Evidence:** - Procedures and tools - Staff training agenda, training materials, and signed attendance sheets - Description of internal monitoring system and examples of completed curriculum review tools |
| **Measurement Mechanism:** By January of each school year, Plainville Public Schools will provide training to all staff on the procedures and tools developed to 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. This annual training will also ensure that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in materials. The district will implement the internal monitoring system to ensure procedures are followed and address any specific areas of concern with additional feedback and training. |
| **Completion Timeframe:** 12/01/2021 |