



Coordinated Program Review

Medfield Public Schools

Process

38 Criterion for Special Education

27 Criterion for Civil Rights

14 Criterion for English Learner Education



Methods of Information Gathering

Self-Assessment Shared with DESE

- District review of special education and civil rights documentation for required criterion including document uploads
- District review of a sample of special education records selected across grade levels, disability categories and level of need



On-site Visit

- Interviews to include administrative, instructional, and support staff, PAC representatives
- Review of student records for special education: The Department may select 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.
- Surveys of parents of students with disabilities: Parents are sent a survey that solicits information regarding their experiences with the district's implementation of special education programs, related services, and procedural requirements.
- Observation of classrooms and other facilities: Review of additional documents for special education or civil rights.

Results

	Special Education	Civil Rights	English Learner Education
Implemented	SE 1, SE 2, SE 3, SE 3A, SE 4, SE 5, SE 6, SE 7, SE 8, SE 9, SE 9A, SE 10, SE 11, SE 12, SE 13, SE 14, SE 15, SE 16, SE 17, SE 18A, SE 18B, SE 19, SE 20, SE 21, SE 22, SE 24, SE 25, SE 25A, SE 25B, SE 26, SE 27, SE 29, SE 32, SE 33, SE 34, SE 35, SE 36, SE 37, SE 38, SE 39, SE 40, SE 41, SE 42, SE 43, SE 44, SE 45, SE 46, SE 47, SE 48, SE 49, SE 50, SE 51, SE 52, SE 52A, SE 53, SE 55, SE 56, SE 59	CR 3, CR 6, CR 7, CR 7A, CR 7B, CR 7C, CR 9, CR 10, CR 11A, CR 12A, CR 13, CR 14, CR 15, CR 17A, CR 18, CR 18A, CR 20, CR 22, CR 23, CR 26A	ELE 1, ELE 2, ELE 4, ELE 5, ELE 6, ELE 7, ELE 8, ELE 9, ELE 10, ELE 13, ELE 15, ELE 18
Partially Implemented	SE 54	CR 8, CR 10A, CR 10B, CR 10C, CR 16, CR 21	ELE 3, ELE 14
Not Implemented		CR 24, CR 25	
Implementation in Progress			ELE 17

Meeting with DESE

- Dr. Marsden, Jessica Reilly and Mary Bruhl met with Matthew Nixon from DESE to review CPR
- Matthew Nixon reported that “Medfield had a great Coordinated Program Review”
- Matthew Nixon appreciated time with staff, students and parents as well as visits to various programs and spoke highly of all of these
- Worked together to determine appropriate action for Medfield to achieve full compliance moving forward



Partially Implemented- Special Education #54

Professional Development

- “A review of documents and interviews indicated that the district does not ensure that all staff, including both special education and general education staff, are trained on analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom of students with diverse learning styles; and methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom.”
- Medfield action: The district will create professional development that will be presented to all staff to support this finding.
- Medfield Action: The district will trial a support period for all staff to have assistance available once a week from a special educator to work on collaboration to support accommodating diverse learners in the classroom

Partially Implemented- Civil Rights #8

Accessibility of Extracurricular Activities

- “A review of documents indicated that extracurricular activities and clubs sponsored by the school do not exclude students on the basis of race, sex, gender identity, color, religion, and national origin. However, the school committee policy regarding co-curricular and extracurricular activities is missing the protected categories of sexual orientation, disability, and homelessness.”
- Medfield Action: Policy will need to be updated to include these protected categories



Partially Implemented- Civil Rights #10A

Student Handbooks and Codes of Conduct

- “A review of documents indicated that student codes of conduct do not contain procedures assuring due process in disciplinary proceedings and the district's responsibility to provide every student with an opportunity to make academic progress during the period of suspension whether in-school, out-of-school, or expulsion.”
- Medfield Action: The district will update student codes of conduct to assure due process and the procedures to provide students the opportunity to make academic progress



Partially Implemented- Civil Rights #10B

Bullying Intervention and Prevention

- “A review of documents and staff interviews indicated that the district Bullying Prevention and Intervention Plan has not been updated and is not consistent with the amendments to the Massachusetts anti-bullying law, which became effective July 1, 2013. Specifically, student handbooks do not make clear that a member of the school staff may be named the "aggressor" or "perpetrator" in a bullying report. In addition, the district does not implement, for all school staff, professional development that includes developmentally appropriate strategies to prevent bullying incidents; developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; information on the incidence and nature of cyber-bullying; and internet safety issues as they relate to cyber-bullying.”
- Medfield Action: The district will update handbooks as well as provide professional development that thoroughly addresses all of the areas listed above

Partially Implemented- Civil Rights #10C

Student Discipline

- “A review of documents and staff interviews indicated that the district has not developed a School-wide Education Service Plan that describes the educational services that the district will make available to ensure that students who are suspended or expelled for more than 10 consecutive days will have the opportunity to make academic progress during the period of suspension or expulsion.”
- Medfield Action: Clearly define a plan to provide services to assure that students have opportunity to make academic progress during suspension or expulsion.



Partially Implemented- Civil Rights #16

Notice to Students 16 or Over Leaving School Without a High School Diploma, Certificate of Attainment, or Certificate of Completion

- “A review of documents and interviews indicated that the notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion does not meet all requirements. Specifically, the letter does not offer at least two dates and times for an exit interview between the superintendent (or designee) and the student and the parent/guardian to occur prior to the student permanently leaving school; and while the notice is sent to the parent/guardian, it is not also sent to the student. In addition, interviews indicated that the district does not send annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs. Consequently, the district does not send annual written notice by first class mail to the last known address of each such student who attended high school in the district within the past two years.”
- Medfield Action: Update notice and procedures for identifying and contacting these students

Partially Implemented- Civil Rights #21

Staff Training Regarding Civil Rights Responsibilities

- “A review of documents and interviews indicated that the district in-service training for all school personnel regarding civil rights responsibilities does not include the prevention of discrimination and harassment on the basis of students' race, color, sex, gender identity, religion, national origin and sexual orientation and the appropriate methods for responding to it in the school setting.”
- Medfield Action: Update the current training materials to include both the prevention and appropriate methods of responding to discrimination and harassment




Not Implemented- Civil Rights #24

Curriculum Review

- “A review of documents and staff 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; and that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials.”
- Medfield Action: Requirements have broadened from a generalized curriculum review to a more specific review of all materials used (including articles, websites, etc.)
- Medfield Action: Utilize the DESE approved tool kit to review implicit and explicit biases and provide a checklist for all staff to assess all materials for these specific biases.

Not Implemented- Civil Rights #25

Institutional Self-Eval

- “A review of documents and staff interviews indicated that 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.”
 - Requirements have changed significantly in past six years
 - Medfield Action: District will utilize the DESE provided tool kit to systematically analyze data and current programming, determine the root cause for areas of need and action plans to address these areas of need
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Partially Implemented- English Learner Education #3


Initial Identification of ELs and FELs

- “A review of documents and interviews indicated that the screening/assessment instrument used by the Medfield Public Schools for initial identification (PreK-12) is the WIDA ACCESS Placement Test (WAPT), which is now an approved test for Kindergarten level only”
- Medfield Action: The district uses the Pre- IPT Oral Screener for the pre-k, the WAPT for K only, and the WIDA Screener for grades 1-12 which is in compliance with this Criteria. This will be made known to DESE



Partially Implemented- English Learner Education #14

Licensure Requirements

- “Staff interviews and the relevant SEI endorsement data indicated that most core academic teachers assigned to provide sheltered English instruction to English learners hold the SEI Teacher Endorsement, but some do not. Similarly, most principals, assistant principals, and supervisors/directors assigned to supervise or evaluate core academic teachers who provide sheltered English instruction to English learners hold the SEI Teacher Endorsement or the SEI Administrator Endorsement, but some do not.”
 - Medfield Action: The district will require more teachers to receive SEI Endorsement
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Implementation in Progress- English Learner Education #17

Program Evaluation

- “The district's ELE program is less than two years old and, therefore, there is insufficient data to evaluate the program; however, the district commits to evaluate its ELE program after a reasonable time of implementation.”
- Medfield Action: The district will utilize the DESE recommended ELE program evaluation tool to analyze data and evaluate the program's effectiveness



Next Steps

- Corrective Action submitted November 5, 2018
- Response from DESE with timelines for completion of corrective action steps given within 2-4 weeks
- All corrective action required to be completed by September, 2019

