

**Stoughton Public Schools**

**Tiered Focused Monitoring Report**

**Continuous Improvement and Monitoring Plan**

**For** **Group A Universal Standards**

**Tier Level** **1**

**Dates of Onsite Visit:** **April 3-4, 2023**

**Date of Final Report: November 8, 2023**

**Department of Elementary and Secondary Education Onsite Team Members:**

**Julie Evans, Chairperson**

**Henry Ndakalu**



Jeffrey C. Riley

Commissioner of Elementary and Secondary Education

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

**TIERED FOCUSED MONITORING REPORT**

**Stoughton Public Schools**

[TIERED FOCUSED MONITORING REPORT INTRODUCTION 3](#_Toc150412888)

[TIERED FOCUSED MONITORING FINAL REPORT 6](#_Toc150412889)

[DEFINITION OF COMPLIANCE RATINGS 7](#_Toc150412890)

[SUMMARY OF COMPLIANCE CRITERIA RATINGS 8](#_Toc150412891)

[SUMMARY OF INDICATOR DATA REVIEW 9](#_Toc150412892)

[CONTINUOUS IMPROVEMENT AND MONITORING PLAN 10](#_Toc150412893)

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

# **TIERED FOCUSED MONITORING REPORT INTRODUCTION**

During the 2022-2023 school year, Stoughton Public Schools participated in a Tiered Focused Monitoring Review (TFM) conducted by the Department’s Office of Public School Monitoring (PSM). The purpose of the Tiered Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on special education and civil rights.

Each school district, charter school, vocational school, and virtual school undergoes a Tiered Focused Monitoring Review every three years. The statewide Tiered Focused Monitoring cycle is posted at <<https://www.doe.mass.edu/psm/tfm/6yrcycle.html>>.

Regularly monitored standards are divided into two groups, known as Group A Universal Standards and Group B Universal Standards. Districts and schools are monitored on an alternate set of Universal Standards every three years.

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

The Department has also reserved a specific set of criteria, collectively known as Targeted Standards, employed if LEA or school level risk assessment data indicate there is a potential issue; the 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 September 20, 2022.

Civil Rights Methods of Administration and Other General Education Requirements (CR)

* Selected federal civil rights requirements, including requirements under the Every Student Succeeds Act (ESSA); 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.

**PSM Team:**

Depending upon the size of a school district and the number of special education programs to be reviewed, a team of one to four Department staff members conducts onsite activities over one to five days in a school district or charter school.

**Tier Level:**

The level of monitoring varies based on tier designation, aligning supports to the level of need and ensuring that districts and schools with greater needs receive appropriate supports to make sustained improvements.

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| Tier | Title | Description |
| 1 | Self-Directed Improvement | Data points indicate no concern on compliance and student outcomes. |
| 2 | Directed Improvement | No demonstrated risk in areas with close link to student outcomes. |
| 3 | Corrective Action | Areas of concern include both compliance and student outcomes. |
| 4 | Cross-unit Support and Corrective Action | Areas of concern have a profound effect on student outcomes and ongoing compliance. |

For the 2022-2023 school year, the tier assignments are based on:

* Annual drop-out rate for students with disabilities
* Five-year cohort graduation rate for students with disabilities
* Public School Monitoring compliance data from the previous review
* Problem Resolution System data, specifically findings of noncompliance
* Special education SPP/APR compliance Indicator data for Indicators 4B, 9 & 10
  + Indicator 4B: Significant discrepancy by race or ethnicity in removal of students with

IEPs greater than 10 days

* + Indicator 9: Overall disproportionate representation of racial and ethnic groups identified

as eligible for special education

* + Indicator 10: Disproportionate representation of racial and ethnic groups within specific

disability categories

* Special education SPP/APR performance Indicator data for Indicators 5 & 6
  + Indicator 5: Education Environments (6-21)
  + Indicator 6: Preschool Environments
* Significant Disproportionality data 2021-2022 & 2022-2023

Tiering adjustments may be made for districts engaged in work with the Department’s Statewide System of Support and have schools identified as requiring assistance and intervention. Tiering assignments may also be adjusted for schools and districts unable to remedy noncompliance within one year of the previous TFM review, as well as for charter schools requiring additional oversight based on conditions of their charter.

**Report: For Tier 1 & 2 Tiered Focused Monitoring Reviews**

Following the onsite visit, the PSM team holds an informal exit meeting to summarize the review for the superintendent or charter school leader. Within approximately 20 business days of the onsite visit, the chairperson forwards the TFM Feedback Summary that includes findings from the Tiered Focused Monitoring Review to the superintendent or charter school leader.

As part of the reporting process, all districts/charter schools in Tiers 1 and 2 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 is due to the Department within 20 business days after the issuance of the Feedback Summary and is subject to the Department’s review and approval. 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. Department staff provide support and assistance to districts and charter schools on the development of a CIMP.

Once the CIMP is approved, it is issued as the Final Report.

Department staff also provide ongoing technical assistance as the school or district is implementing the approved CIMP. **School districts and charter schools must demonstrate effective resolution of noncompliance identified by the Department as soon as possible but in no case later than one year from the issuance of the Department’s Feedback Summary.**

For more information regarding the TFM Review Process, including district and parent resources, please visit < <https://www.doe.mass.edu/psm/tfm/default.html>>.

# **TIERED FOCUSED MONITORING FINAL REPORT**

**for Stoughton Public Schools**

The Massachusetts Department of Elementary and Secondary Education conducted a Tiered Focused Monitoring Review in Stoughton Public Schools during the week of April 3, 2023, to evaluate the implementation of Group A Universal Standards in the program areas of special education, civil rights, and other related general education requirements. The team appreciated the opportunity to interview staff and parents, to observe facilities, and to review the programs underway in the district.

In preparing this report, the team reviewed extensive written documentation regarding the operation of the district's programs, together with information gathered by means of the following Department program review methods:

**Self-Assessment Phase:**

* District review of special education and civil rights documentation for required elements including document uploads.
* District review of a sample of special education student records selected across grade levels, disability categories, and levels of need.
* District review of student records related to the Indicator Data Collection for Indicators 11, 12, and 13.
* Upon completion of the self-assessment, the district submitted the data to the Department for review.

**On-site Verification Phase:**

* Interviews of administrative and support staff consistent with those criteria selected for onsite verification.
* Interviews of parent advisory council (PAC) representatives and other telephone interviews, as requested by parents.
* Review of additional documents for special education and civil rights.
* Surveys of parents of students in special education: Parents of students in special education were sent a survey that solicited information regarding their experiences with the district’s implementation of special education programs, related services, and procedural requirements.
* 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 have been met.
* Observations of classrooms and other facilities.

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| The Tiered Focused Monitoring Report includes those criteria that were found by the team to be implemented in a “Commendable” manner, as well as criteria receiving a rating of "Partially Implemented," "Not Implemented," and “Implementation in Progress.” (Refer to the “Definition of Compliance Ratings” section of the report.) Tiered Focused Monitoring Reports do not include criteria receiving a rating of “Implemented” or “Not Applicable.” This will allow the district/school and the Department to focus their efforts on those areas requiring corrective action. Districts are expected to incorporate the corrective actions into their district and school improvement plans, including their professional development plans. |
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# **DEFINITION OF COMPLIANCE RATINGS**

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| **Commendable** | Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation. |
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| **Implemented** | The requirement is substantially met in all important aspects. |
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| **Implementation in Progress** | This rating is used for criteria containing new or updated legal requirements; 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. |
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| **Partially Implemented** | The requirement, in one or several important aspects, is not entirely met. |
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| **Not Implemented** | The requirement is totally or substantially not met. |
| **Not Applicable** | The requirement does not apply to the school district or charter school. |

**Stoughton Public Schools**

# **SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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|  | **Universal Standards**  **Special Education** | **Universal Standards**  **Civil Rights and Other General Education Requirements** |
| **IMPLEMENTED** | SE 1, SE 3, SE 3A, SE 6, SE 8, SE 9A, SE 10, SE 11, SE 12, SE 13, SE 18A, SE 19, SE 20, SE 22, SE 25, SE 26, SE 29, SE 34, SE 35, SE 37, SE 39, SE 40, SE 41, SE 43, SE 48, SE 49 | CR 13, CR 14, CR 18 |
| **PARTIALLY**  **IMPLEMENTED** | SE 2, SE 7, SE 9, SE 14, SE 17, SE 42 |  |
| **PARTIALLY**  **IMPLEMENTED** |  |  |
| **NOT**  **APPLICABLE** | SE 38 |  |

The full list of criteria and information regarding the requirements can be found in Appendix B of the Tiered Focused Monitoring Toolkit available at < <https://www.doe.mass.edu/psm/resources/tfm-toolkit.docx>>.

# **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 PSM team reviewed the results of Indicator data submissions for Indicators 11, 12 and 13. The Indicator review is completed prior to the onsite visit and helps inform the scope of the onsite review. 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 district’s submissions for these Indicators are as follows:

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|  | **Compliant** | **Non-Compliant** | **Not Applicable** |
| **Indicator 11 – Initial**  **Evaluation Timelines** | X |  |  |
| **Indicator 12 – Early**  **Childhood Transition** |  | X |  |
| **Indicator 13 –**  **Secondary Transition** | X |  |  |

On September 16, 2022, the Department found Stoughton Public Schools out of compliance with Indicator 12: Early Childhood Transition requirements. The Department ordered corrective action to address the noncompliance, which included updated policies and procedures, an internal monitoring system, and additional data sets. All required evidence was submitted, however, continued noncompliance was found in two subsequent data sets provided by the district, as well as during the Department’s onsite review of records. Ongoing noncompliance will be addressed under the “*SE 17 – Initiation of services at age three and Early Intervention transition procedures*” finding in the CIMP section of this report.

| **CONTINUOUS IMPROVEMENT AND MONITORING PLAN** |
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| **Improvement Area** **1** |
| **Criterion:** SE 2 - Required and optional assessments |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of student records and staff interviews indicated that the district does not always conduct all required assessments for initial and re-evaluations. Specifically, evaluations do not always include an educational assessment completed by a school representative that includes a history of the student's educational progress in the general curriculum (Educational Assessment A) and an assessment completed by a teacher(s) with current knowledge of the student's specific abilities, attention skills, participation behaviors, communication skills, memory, and social skills (Educational Assessment B). |
| **LEA Outcome:** The district will ensure that when evaluations are conducted, all required assessments are always completed. Specifically, the district will ensure an educational assessment is completed by a school representative that includes a history of the student's educational progress in the general curriculum (Educational Assessment A) and an assessment is completed by a teacher(s) with current knowledge of the student's specific abilities, attention skills, participation behaviors, communication skills, memory, and social skills (Educational Assessment B). |
| **Action Plan:** By November 30, 2023, the district will complete the Educational Assessments A and B for the students identified by the Department. For each student, the district will submit a copy of the completed assessments, the Notice of Proposed School District Action (N1), and an amendment or revised Individualized Education Program (IEP), if applicable.  By November 30, 2023, the district will develop and submit procedures for completing educational assessments. The procedures will include an internal tracking and monitoring system to ensure future compliance and administrative oversight.  By January 26, 2024, the district will submit evidence of training for all special education Team chairpersons and other relevant staff on the district's evaluation and internal monitoring procedures.  By April 26, 2024, the district will submit the results of an internal review of a representative sample of five initial evaluation and five re-evaluation student records to ensure all required educational assessments were completed. For any identified noncompliance, the district will submit a root cause analysis and a description of appropriate corrective actions. |
| **Success Metric:** By April 2024 and beyond, the district will ensure that when evaluations are conducted, all required assessments are always completed, including Educational Assessments A and B.  Evidence:   * Completed educational assessments, Notice of Proposed School District Action (N1), and an amendment or revised Individualized Education Program (IEP), if applicable * Written evaluation procedures, including internal monitoring/tracking system * Training agendas, materials, and attendance sheets * Results of internal record review * Root cause analysis and corrective action, if necessary |
| **Measurement Mechanism:** Continuing after the completion due date, the Director of Special Education will implement the internal monitoring system and hold a bi-monthly special education administrator's oversight meeting to ensure that all required assessments are completed for each initial evaluation and re-evaluation. For any noncompliance identified, the district will conduct a root cause analysis and implement appropriate corrective action. Additionally, all relevant staff will be trained on the requirements at the beginning of each school year. |
| **Completion Timeframe:** 04/26/2024 |
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| **Improvement Area 2** |
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| **Criterion:** SE 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of student records and staff interviews indicated that although the district notifies the student and the parent/guardian of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday, the district does not always provide the notice at least one year prior to the student reaching age 18. |
| **LEA Outcome:** At least one year prior to the student reaching age 18, the district will ensure that the student and parents/guardians are informed of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday. |
| **Action Plan:** By November 30, 2023, the district will submit evidence that transfer of rights information was provided for the student identified by the Department. The district will review the current procedures and make any necessary revisions. The updated procedures will also describe the district's internal monitoring system to ensure compliance.  By January 26, 2024, the district will submit evidence of training for all relevant staff on the updated age of majority procedures and the internal monitoring system.  By April 26, 2024, the district will submit the results of a review of ten relevant student records from the current school year to ensure that the requirements are being met. For any identified noncompliance, the district will submit a root cause analysis and a description of appropriate corrective actions. |
| **Success Metric:** By April 2024 and beyond, the district will consistently inform the student and parents/guardians of the rights that will transfer from the parents/guardians to the student upon the student's 18th birthday at least one year prior to a student reaching the age of 18.  Evidence:   * Notice to identified student and parents/guardians * Age of majority procedures, including internal monitoring/tracking system * Training agendas, materials, and attendance sheets * Results of internal record review * Root cause analysis and corrective action, if necessary |
| **Measurement Mechanism:** Continuing after the completion due date, all relevant staff will be trained on the transfer of rights requirements at the beginning of each school year. The Director of Special Education will also implement internal monitoring procedures to ensure that students and their parents/guardians are informed, at least one year prior to the student reaching age 18, of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday. For any noncompliance identified, the district will conduct a root cause analysis and implement appropriate corrective action. |
| **Completion Timeframe:** 04/26/2024 |
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| **Improvement Area 3** |
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| **Criterion:** SE 9 - Timeline for determination of eligibility |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of student records and staff interviews indicated that within 45 school-working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, IEP Teams do not always meet to review the results and determine whether the student is eligible for special education and, if eligible, develop and provide the parents with a proposed IEP and placement. |
| **LEA Outcome:** Within 45 school-working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, district IEP Teams will always meet to review the results and determine whether the student is eligible for special education and, if eligible, develop and provide the parents with a proposed IEP and placement. |
| **Action Plan:** By November 30, 2023, the district will revise and submit updated timeline procedures to ensure that within 45 school-working days after the receipt of a parent's written consent to an initial evaluation or re-evaluation, the district provides the parent with a proposed IEP and placement for eligible students. The procedures will include an internal tracking and monitoring system to ensure ongoing compliance and administrative oversight.  By January 26, 2024, the district will submit evidence that all relevant staff have been trained on the timeline procedures and internal monitoring system.  By April 26, 2024, the district will submit the results of an internal review of a representative sample of 10 applicable student records to ensure all required evaluation and IEP provision timelines were met. For any identified noncompliance, the district will submit a root cause analysis and a description of appropriate corrective actions. |
| **Success Metric:** By April 2024 and beyond, the district will always meet the required timelines for eligibility determination and the provision of a proposed IEP and placement within 45 days of the district's receipt of consent to an initial evaluation or reevaluation.  Evidence:   * Timeline procedures, including internal monitoring/tracking system * Training agendas, materials, and attendance sheets * Results of internal record review * Root cause analysis and corrective action, if necessary |
| **Measurement Mechanism:** Continuing after the completion deadline, the Director of Special Education and the Special Education Administrative Team will implement the internal monitoring system to ensure that the required timelines for eligibility determination and the provision of a proposed IEP and placement are met. For any noncompliance identified, the district will conduct a root cause analysis and implement appropriate corrective action. All relevant staff will be trained at least annually on the required timelines. |
| **Completion Timeframe:** 04/26/2024 |
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| **Improvement Area 4** |
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| **Criterion:** SE 14 - Review and revision of IEPs |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of student records and staff interviews indicated that the district does not always hold a Team meeting at least annually, on or before the anniversary date of the IEP, to consider the student's progress and to review, revise, or develop a new IEP. |
| **LEA Outcome:** The district will ensure that IEP meetings are always held at least annually, on or before the anniversary of the date of the IEP, to consider the student's progress and to review, revise or develop a new IEP. |
| **Action Plan:** By November 30, 2023, the district will review and update the procedures for conducting annual Team meetings. The procedures will include an internal tracking and monitoring system to ensure ongoing compliance and administrative oversight.  By January 26, 2024, the district will submit evidence that all relevant staff have been trained on the Team meeting procedures and internal monitoring system.  By April 26, 2024, the district will submit the results of an internal review of at least 10 student records to ensure the requirements are being met. For any identified noncompliance, the district will conduct a root cause analysis and implement appropriate corrective actions. |
| **Success Metric:** By April 2024 and beyond, the district will ensure that Team meetings occur at least annually, on or before the anniversary date of the IEP, to consider the student's progress and to review, revise, or develop a new IEP.  Evidence:   * Team meeting procedures, including internal monitoring/tracking system * Training agendas, materials, and attendance sheets * Results of internal record review * Root cause analysis and corrective action, if necessary |
| **Measurement Mechanism:** Continuing after the completion due date, the Director of Special Education, the district's special education coordinators, and other relevant staff will review the Team meeting procedures and annual review timelines at the beginning of each school year. Additionally, the Director of Special Education will implement internal monitoring procedures to ensure ongoing compliance with this regulation. For any noncompliance identified, the district will conduct a root cause analysis and implement appropriate corrective action. |
| **Completion Timeframe:** 04/26/2024 |
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| **Improvement Area 5** |
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| **Criterion:** SE 17 - Initiation of services at age three and Early Intervention transition procedures |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of student records and interviews indicated that the district does not consistently ensure the development and implementation of an IEP for eligible children by the date of the student's third birthday, in accordance with federal requirements. |
| **LEA Outcome:** The district will consistently ensure an IEP is in place for each eligible child by the date of the student's third birthday. |
| **Action Plan:** By November 30, 2023, the district will conduct a root cause analysis of the noncompliance found during the district’s additional Indicator 12 record reviews and the Department’s onsite record review. Utilizing the results of the root cause analysis, the district will revise current procedures, internal monitoring system, and training materials to ensure the development and implementation of the IEP by the child’s third birthday. The district will also submit evidence that all relevant staff have been trained on the updated written procedures, requirements, and internal monitoring system.    By January 26, 2024, the district will submit the results of an internal review of ten records for eligible students who turned three during the 2023-2024 school year to ensure that the IEP was implemented by the student's third birthday. Record review data will be submitted by the district in the Indicator 12 section of the Department’s web-based monitoring system (WBMS). For any noncompliance identified, the district will conduct a root cause analysis and implement appropriate corrective action. |
| **Success Metric:** By January 2024 and beyond, the district will ensure that IEP services for each eligible child begin by the student's third birthday.  Evidence:   * Updated procedures and internal monitoring/tracking system based on root cause analysis * Training agendas, materials, and attendance sheets * Results of internal record review (submitted under Indicator 12 section of WBMS) * Root cause analysis and corrective action, if necessary |
| **Measurement Mechanism:** Continuing after the completion due date, the Director of Special Education, along with the Preschool Director and Assistant Administrator, will implement the internal monitoring system to ensure that IEPs for eligible students are developed and implemented by the student's third birthday. For any noncompliance identified, the district will conduct a root cause analysis and implement appropriate corrective actions. Additionally, all relevant staff will be trained on the requirements at the beginning of each school year. |
| **Completion Timeframe:** 01/26/2024 |
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| **Improvement Area 6** |
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| **Criterion:** SE 42 - Programs for young children three and four years of age |
| **Rating:** Partially Implemented |
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| **Description of Current Issue:** A review of documents and staff interviews indicated that four instructional groupings at Jones Early Childhood Center do not meet the following requirements for appropriate student to staff ratios and class sizes:  Inclusionary programs:   * For public school programs that integrate students with and without disabilities, the class size does not exceed 20 students with 1 teacher and 1 aide and no more than 5 students with disabilities. If the number of students with disabilities is 6 or 7 then the class size does not exceed 15 students with 1 teacher and 1 aide.   Substantially separate programs:   * Substantially separate programs are programs in which more than 50% of the students have disabilities. * Substantially separate programs operated by the district limit class sizes to 9 students with 1 teacher and 1 aide.   Specifically, the instructional grouping sizes and ratios for the four identified groups are as follows:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Class Type | Students with Disabilities | Students without disabilities | Teacher | Aides | | Inclusion Half Day | 7 | 5 | 1 | 2 | | Inclusion Half Day | 7 | 5 | 1 | 2 | | Inclusion Half Day | 7 | 6 | 1 | 2 | | Inclusion Half Day | 8 | 8 | 1 | 2 | |
| **LEA Outcome:** The district will ensure that the instructional groupings at Jones Early Childhood Center meet the requirements for appropriate student to staff ratios and class sizes. |
| **Action Plan:** By November 30, 2023, the district will submit procedures for ensuring the preschool instructional groupings meet requirements throughout each school year. The procedures will include a description of the internal monitoring and tracking system to ensure ongoing compliance. The district will also upload a preschool instructional grouping worksheet demonstrating compliance for the identified preschool classes.  By January 26, 2024, the district will submit evidence that all relevant staff have been trained on the requirements for preschool instructional groupings, district procedures, and the internal monitoring system. The district will also submit evidence that any additional parties necessary for the approval of procedure elements, such as budgeting and staffing, have been informed of the preschool special education grouping requirements.  By April 26, 2024, the district will confirm that the internal monitoring system is utilized to track compliance and proactively address any potential issues. |
| **Success Metric:** By April 2024 and beyond, the district will ensure that all preschool groupings meet requirements.  Evidence:   * Preschool instructional grouping worksheets * Grouping procedures, including internal monitoring/tracking system * Training agendas, materials, and attendance sheets * Confirmation of implementation of tracking system |
| **Measurement Mechanism:** Continuing after the completion due date, the Director of Special Education, along with the Preschool Director and Assistant Administrator, will implement the internal monitoring system to ensure ongoing compliance with the requirements. For any noncompliance identified, the district will conduct a root cause analysis and implement appropriate corrective actions. Additionally, all relevant staff will be trained on the requirements at the beginning of each school year. |
| **Completion Timeframe:** 04/26/2024 |
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