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| **MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION****Public School Monitoring** |

##### SPECIAL EDUCATION AND CIVIL RIGHTS

##### MONITORING REVIEW

## CORRECTIVE ACTION PLAN

Quincy Public Schools

Monitoring Onsite Year: 2023-2024

All corrective action must be fully implemented and all noncompliance corrected as soon as possible and no later than one year from the issuance of the Special Education and Civil Rights Monitoring Report dated 08/16/2024.

**Mandatory One-Year Compliance Date:** **08/16/2025**

**Summary of Required Corrective Action Plans in this Report**

| **Criterion** | **Criterion Title** | **Rating** |
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| SE 55 | Special education facilities and classrooms | Partially Implemented |
| CR 3 | Access to a full range of education programs | Partially Implemented |
| CR 16 | Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | Partially Implemented |

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| SPECIAL EDUCATION AND CIVIL RIGHTSMONITORING REVIEW**CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:** SE 55 Special education facilities and classrooms | **Rating:** Partially Implemented |
| **Department Findings:** A review of documents, staff interviews, and facilities observations indicated that special education classrooms are not given the same priority as general education classrooms in the allocation of instructional space in order to minimize stigmatization and separation of eligible students. Specifically, at the South West Middle School, three Learning Development Center substantially separate special education classrooms are clustered together on the school's lower level near the auditorium and gymnasium and away from other classrooms. |
| **Description of Corrective Action:** Quincy Public Schools will ensure that the placement of substantially separate classrooms at the South West Middle School minimizes the separation of students participating in these programs and maximizes opportunities for inclusion into the life of the school. The relocation of substantially separate classrooms is expected to be completed by the start of the 2024-2025 school year. |
| **Title/Role(s) of Responsible Persons:**Julie Graham, Director of Special EducationCourtney Mitchel, Principal South west Middle School | **Expected Date of Completion:**06/30/2025 |
| **Evidence of Completion of the Corrective Action:*** Middle school floor plan identifying the proposed locations of the Learning Development Center substantially separate classrooms that minimize the separation of eligible students and maximize the inclusion of these students into the life of the school.
* By Oct. 18, 2024, a representative of the Office of Public School Monitoring will conduct an onsite visit at the South West Middle School to verify the locations of the substantially separate classrooms.
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| **Description of Internal Monitoring Procedures:** The Special Education Administrator and building principals will review locations of special education classrooms in each school annually to ensure that the classrooms minimize the separation of students with disabilities and maximize the inclusion of the students into the life of the school. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Approved **Status Date:** 09/11/2024 **Correction Status:** Not Corrected |
| **Required Elements of Progress Report(s):** By Sept. 30, 2024, Quincy Public Schools will submit a middle school floor plan identifying the proposed locations of the Learning Development Center substantially separate classrooms that minimize the separation of eligible students and maximize the inclusion of these students into the life of the school.By October 18, 2024, the Department will conduct an onsite visit at the South West Middle School to verify the locations of the substantially separate classrooms. |
| **Progress Report Due Date(s):** 09/30/202410/18/2024 |

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| **Criterion & Topic:** CR 3 Access to a full range of education programs | **Rating:** Partially Implemented |
| **Department Findings:** An analysis of special education placement data and staff interviews indicated that not all students have equal access to the full range of general education programs. Specifically, IEP Teams do not consistently consider the least restrictive environment for students with disabilities; data demonstrated the following: Approximately 67.9% of eligible special education students are served in full or partial inclusion placements, a rate significantly lower than the combined state rate of approximately 80.2%. Approximately 23.8% of eligible special education students are served in substantially separate placements, a rate significantly higher than the state rate of approximately 13.2%. |
| **Description of Corrective Action:** Quincy Public Schools will ensure that all students have equal access to the full range of general education programs. IEP Teams will consistently consider the least restrictive environment for students with disabilities, and each school will ensure that appropriate supports and interventions are available in general education programs to support increased participation of eligible students in full inclusion settings |
| **Title/Role(s) of Responsible Persons:**Julie Graham, Director of Special EducationJennifer Leary, Coordinator of Special Education | **Expected Date of Completion:**06/30/2025 |
| **Evidence of Completion of the Corrective Action:*** Names and titles of members of the district-wide inclusion team.
* Results of a root-cause analysis conducted by the inclusion team, along with a corresponding action and progress monitoring plan.
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| **Description of Internal Monitoring Procedures:** Each fall and spring, the principals and Director of Special Education will review the district's special education placement data to ensure continued progress in addressing the overall inclusion rates. Additionally, the district will provide ongoing professional development to all relevant staff on LRE requirements and strategies for ensuring appropriate support and services in full inclusion settings. Other initiatives will be implemented based on the root cause analysis, action plan, and results from ongoing progress monitoring. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Approved **Status Date:** 09/12/2024 **Correction Status:** Not Corrected |
| **Required Elements of Progress Report(s):** By Sept. 30, 2024 Quincy Public Schools will establish a district-wide inclusion team including district administrators, general education teachers, and special education teachers to support increased participation of eligible students in full inclusion settings. Evidence will include the names and titles of the members of the inclusion team. By Nov. 30, 2024 Quincy Public Schools will submit the results of a root-cause analysis conducted by the inclusion team, along with a corresponding action and progress monitoring plan. The action plan will outline steps the team will take to increase full inclusion placements and ensure that appropriate supports and interventions are available in general education programs. Evidence: \* Data analysis results \* Root cause analysis and prioritization \* Action plan to increase the rate of full inclusion. Subsequent progress reports will be based on the root cause analysis and steps set forth in the action plan. |
| **Progress Report Due Date(s):** 09/30/202411/30/2024 |

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| **Criterion & Topic:** CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | **Rating:** Partially Implemented |
| **Department Findings:** A review of documents and staff interviews indicated that the district does not consistently send annual written notice to former students who attended the Quincy Public Schools within the past two years, and who have not yet earned their competency determination or 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 such programs. |
| **Description of Corrective Action:** Quincy Public Schools will develop and send an annual written notice to former students who have not earned their competency determination or transferred to another school to inform them of the available publicly funded post-secondary academic support programs and encourage them to participate in such programs. |
| **Title/Role(s) of Responsible Persons:**Julie graham, Director of Special EducationMaura Papile, Director of Student Supports | **Expected Date of Completion:**06/30/2025 |
| **Evidence of Completion of the Corrective Action:*** Revised annual written notice to send to former students who have not yet earned their competency determination and who have not transferred to another school.
* Procedures and an internal monitoring system to ensure the letters are sent.
* Evidence of staff training including the training agenda, training materials, and staff attendance sheet(s)
* Internal tracking and monitoring system
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| **Description of Internal Monitoring Procedures:** Continuing after the completion due date, the Coordinator of District Data & Accountability will implement the internal monitoring system on a quarterly basis to ensure that annual written notices are sent as required, and the content of the notices is current, accurate, and encourage student re-engagement. For any noncompliance identified, district leadership will identify the root cause(s) and implement the necessary corrective actions. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | **Corrective Action Plan Status:** Approved **Status Date:** 09/12/2024 **Correction Status:** Not Corrected |
| **Required Elements of Progress Report(s):** By Sept. 30, 2024, the district will develop an annual written notice and procedures for outreach to former students who have not yet earned their competency determination and who have not transferred to another school. In addition, the district will develop an internal monitoring system to ensure implementation. Evidence: \* Annual notice to former students \* Outreach procedures and internal monitoring system. By October 18, 2024, the district will submit evidence of training of all relevant staff on the updated notices, procedures, and internal monitoring system. Evidence: \* Staff training materials, agenda, and signed attendance sheets.By January 31, 2025, the district will submit the results of internal monitoring to ensure that annual written notices for former students are sent as required. The district will conduct a root cause analysis and implement corrective action for any noncompliance identified. Evidence: \* Review of records with root cause analysis and corrective action, as needed. |
| **Progress Report Due Date(s):** 09/30/202410/18/202401/31/2025 |