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

##### SPECIAL EDUCATION AND CIVIL RIGHTS

##### MONITORING REVIEW

## CORRECTIVE ACTION PLAN

Frontier Regional - Union 38 School Districts

Monitoring Onsite Year: 2023-2024

Program Area: Special Education and Civil Rights

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 May 3, 2024

**Mandatory One-Year Compliance Date:** **May 2, 2025**

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

| **Criterion** | **Criterion Title** | **Rating** |
| --- | --- | --- |
| SE 8 | IEP Team composition and attendance | Partially Implemented |
| SE 18B | Determination of placement; provision of IEP to parent | Partially Implemented |
| SE 20 | Least restrictive program selected | Partially Implemented |
| CR 18 | Responsibilities of the school principal | Partially Implemented |

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| SPECIAL EDUCATION AND CIVIL RIGHTS  MONITORING REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  SE 8 IEP Team composition and attendance | | **Rating:**  Partially Implemented |
| **Department Findings:**  A review of student records and interviews indicate that when a Team member does not attend the Team meeting, the district does not consistently follow the required procedures, including the following:   * Documenting, in writing, that the district and parent agree the attendance of the Team member is not necessary because the member's area of the curriculum or related services is not being modified or discussed; or * Documenting, in writing, the district and parent agree to excuse a required Team member's participation and the excused member provides written input into the development of the IEP to the parent and the IEP Team prior to the meeting. | | |
| **Description of Corrective Action:**  Root cause analysis determined that the procedures to document parents' agreement that a Team member does not attend a meeting and the required procedures to document that the district and parent(s) agree to excuse a required Team member are not known by all faculty.     1. The district will provide training for all special education faculty that includes an overview of the procedures to document parents' agreement that a Team member does not attend a meeting and the required procedures to document that the district and parents agree to excuse a required Team member. The training will be provided by September 30, 2024.      1. The district will also update the IEP meeting checklist to include a reminder that documentation of the parent's agreement that a Team member does not attend or that a required Team member is excused be included with IEP meeting documentation along with the excused Team member's written summary. The checklist will be updated by September 30, 2024. | | |
| **Title/Role(s) of Responsible Persons:**  Karen Ferrandino, Director of Student Services | | **Expected Date of Completion:**  12/31/24 |
| **Evidence of Completion of the Corrective Action:**   * Updated district-wide checklist * Training agenda, sign in sheet, and materials | | |
| **Description of Internal Monitoring Procedures:**  Each year the Director of Student Services will review student records on an ongoing basis to ensure documentation of parent agreement when a Team member does not attend the meeting or a when a required Team member is excused and provided a written update. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 8 IEP Team composition and attendance | **Corrective Action Plan Status:** Approved  **Status Date:** 07/18/2024  **Correction Status:** Not Corrected | |
| **Required Elements of Progress Report(s):**  By September 30, 2024, the district will submit the revised IEP meeting checklist to include appropriate excusal procedures.  By September 30, 2024, the district will submit evidence that all special education faculty are trained on the procedures and updated IEP checklist. Evidence will include the training agenda, materials, and signed attendance.  By December 13, 2024, the Department will conduct a review of student records across all schools for evidence that when a Team member does not attend the Team meeting, the district documents, in writing, that:  1. The district and parent agree the attendance of the Team member is not necessary because the member's area of the curriculum or related services is not being modified or discussed; or  2. The district and parent agree to excuse a required Team member's participation and the excused member provides written input into the development of the IEP to the parent and the IEP Team prior to the meeting.  For any identified non-compliance, the district will submit a root cause analysis and a description of appropriate corrective actions. Subsequent progress reports may be required. | | |
| **Progress Report Due Date(s):**  09/30/2024  12/13/2024 | | |

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| SPECIAL EDUCATION AND CIVIL RIGHTS  MONITORING REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  SE 18B Determination of placement; provision of IEP to parent | | **Rating:**  Partially Implemented |
| **Department Findings:**  A review of student records and staff interviews indicated that the district does not always issue a proposed IEP and proposed placement to the parent immediately following the development of the IEP. | | |
| **Description of Corrective Action:**  Upon review of records and analysis of the IEPs that went out to parents beyond 10 working days, the district determined that the root cause of the district not always issuing proposed IEPs and proposed placements to the parent immediately following the development of the IEP is that faculty responsible for writing the IEP are not submitting the IEP to the ETL or central office to send to parent within the allocated period.    Actions to address the root cause:  The district will provide training to all special education faculty to review the procedures for developing the IEP and submitting it to ETL or the central office to be sent to the parent. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services | | **Expected Date of Completion:**  12/31/2024 |
| **Evidence of Completion of the Corrective Action:**  Training agenda, sign in sheet, and materials | | |
| **Description of Internal Monitoring Procedures:**  Each year the Director of Student Services, or designee, will track the date of the IEP meeting and the date the IEP is sent to parents. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 18B Determination of placement; provision of IEP to parent | **Corrective Action Plan Status:** Approved  **Status Date:** 07/18/2024  **Correction Status:** Not Corrected | |
| **Required Elements of Progress Report(s):**  By September 30, 2024, the district will submit evidence that all special education faculty are trained on the procedures to ensure the provision of the proposed IEP and proposed placement to parents immediately following the development of the IEP. Evidence will include training agenda, materials, and signed attendance.  By December 13, 2024, the Department will conduct a review of student records across all schools for evidence that the district issues a proposed IEP and proposed placement to the parent immediately following the development of the IEP. For any identified non-compliance, the district will submit a root cause analysis and a description of appropriate corrective actions. Subsequent progress reports may be required. | | |
| **Progress Report Due Date(s):**  09/30/2024  12/13/2024 | | |
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| **Criterion & Topic:**  SE 20 Least restrictive program selected | | **Rating:**  Partially Implemented |
| **Department Findings:**  A review of student records and interviews indicate that if the student is removed from the general education classroom at any time, the Team does not always state why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. | | |
| **Description of Corrective Action:**  The district determined that the root cause of the IEP Team not always stating why the removal of a student from the general education classroom is critical to the student's program and the basis for its conclusion that the education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily is that the discussion does not occur as part of the Team process. Team members recommend "pull-out” services without clearly justifying the removal from the general education environment and if discussed, it is not summarized in the notes because it is not on the IEP Team meeting summary form.    Actions to address the root cause:   1. Provide training for all special education faculty reviewing the requirement to consider the least restrictive environment, with the use of supplemental aids and services before considering the removal from the general education environment. 2. Provide training for all special education faculty on the procedures for removal from the general education environment and documenting why the removal is considered critical to the student's program and the basis for its conclusion that the education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. 3. Update the meeting summary form to include a statement as to why the team determined the removal was critical to the student's program. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services | | **Expected Date of Completion:**  12/31/2024 |
| **Evidence of Completion of the Corrective Action:**   * Updated meeting summary form * Training agenda, sign in sheet, and materials | | |
| **Description of Internal Monitoring Procedures:**  Each year the Director of Student Services, or designee, will review meeting summary forms to ensure they include the IEP Team’s statement as to why removal is critical and will review all IEPs with C grid services for justification of removal statements from the Team prior to sending the IEP to parent(s). | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 20 Least restrictive program selected | **Corrective Action Plan Status:** Approved  **Status Date:** 07/18/2024  **Correction Status:** Not Corrected | |
| **Required Elements of Progress Report(s):**  By September 30, 2024, the district will submit the updated meeting summary form that includes a section to document the consideration of supplementary aides and services before determining a student's removal from general education.  By September 30, 2024, the district will submit evidence staff are trained on the considerations for Participation in the General Education Setting as indicated in the Department's new IEP format. Evidence will include training agenda, materials, and signed attendance.  By September 30, 2024, for students identified by the Department, the district will reconvene IEP Teams for consideration of Participation in the General Education Setting. Evidence will include signed Meeting Attendance (N3A), Notice of Proposed District Action (N1), and the proposed IEP using the new IEP format or amendment.  By December 13, 2024, the Department will conduct an onsite review of student records across all schools for evidence that any time the Team determines that the student's educational needs cannot be met in the general education setting, an explanation is provided in the IEP describing the extent to which the student will not participate in general education including a description of the specific supplementary aids and services considered before determining that the student will be removed from a general education class or activity. For any identified non-compliance, the district will submit a root cause analysis and a description of appropriate corrective actions. Subsequent progress reports may be required. | | |
| **Progress Report Due Date(s):**  09/30/2024  12/13/2024 | | |

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| **Criterion & Topic:**  CR 18 Responsibilities of the school principal | | **Rating:**  Partially Implemented |
| **Department Findings:**  During the 2023-2024 monitoring review conducted by the Office of Language Acquisition (OLA), it was determined that the district does not consistently offer adequate and appropriate services for linguistic minority students. OLA issued an ELE 5 Program Placement and Structure finding in February 2024 indicating the following:  The district does not consistently implement an ESL curriculum across all grades;  Not all students identified as English learners (ELs) receive direct ESL instruction;  ELs do not demonstrate sufficient growth in English language acquisition; and  The district's ELE program needs improvement to promote and support the rapid acquisition of English language proficiency by ELs.  Corrective action required will be reviewed and verified by OLA. | | |
| **Description of Corrective Action:**  Please see the district’s approved Continuous Improvement and Monitoring Plan (CIMP) approved by the Office of Language Acquisition (OLA) in March 2024. | | |
| **Title/Role(s) of Responsible Persons:**  See OLA Continuous Improvement and Monitoring Plan | | **Expected Date of Completion:**  06/25/2025 |
| **Evidence of Completion of the Corrective Action:**  Please see the district’s approved Continuous Improvement and Monitoring Plan (CIMP) approved by the Office of Language Acquisition (OLA) in March 2024. | | |
| **Description of Internal Monitoring Procedures:**  Please see the district’s approved Continuous Improvement and Monitoring Plan (CIMP) approved by the Office of Language Acquisition (OLA) in March 2024. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 18 Responsibilities of the school principal | **Corrective Action Plan Status:** Approved  **Status Date:** 07/18/2024  **Correction Status:** Not Corrected | |
| **Required Elements of Progress Report(s):**  Corrective action for this finding will be reviewed and approved by the Office of Language Acquisition (OLA) through the district's Continuous Improvement Monitoring Plan (CIMP), approved by OLA in March 2024. The Office of Public School Monitoring (PSM) will maintain communication with OLA throughout the progress reporting stage to track the district's progress towards correction of noncompliance. | | |
| **Progress Report Due Date(s):**  09/30/2024  12/13/2024 | | |