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

##### INTEGRATED MONITORING REVIEW

## CORRECTIVE ACTION PLAN

Framingham Public Schools

Monitoring Onsite Year: 2024-2025

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 Integrated Monitoring Review Report dated 02/08/2025.

**Mandatory One-Year Compliance Date:** **02/08/2026**

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

| **Criterion** | **Criterion Title** | **Rating** |
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| SE 51 | Appropriate special education teacher licensure | Partially Implemented |

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| INTEGRATED MONITORING REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  SE 51 Appropriate special education teacher licensure | | **Rating:**  Partially Implemented |
| **Department Findings:**  A review of documents and staff interviews indicated that five individuals who design and provide direct special education services described in IEPs are not appropriately licensed. | | |
| **Description of Corrective Action:**  Background:  It was identified that five individuals employed by Framingham Public Schools, who design and provide direct special education services for students on Individualized Education Plans (IEPs) were not appropriately licensed or did not hold a valid waiver. The following root cause analysis seeks to determine the root cause behind these licensing issues and recommend corrective actions to prevent future occurrences.  Findings:  Upon onboarding, each of the five staff members either had a license or waiver pending or had been licensed but in a different content area and not special education. However, in each case, the licensure process did not reach full approval due to missing components for an approved license or waiver, or they had not yet initiated the process to obtain licensure in special education in addition to their content area license. In each of these cases, the individuals either failed to pass the MTEL, failed to apply for licensure in special education despite holding a teaching license in another content area, or had pending but not fully approved waivers.  Root Causes:  Through analysis, the following root causes were identified as contributing factors to these licensing issues:  1) Oversight during hiring and onboarding  To be hired under the teachers collective bargaining agreement, an educator needs to have a Department of Elementary and Secondary Education (DESE) license. The Office of Human Resources hires educators but informs them that they must obtain a license in special education. They also inform principals that an educator cannot provide services on a service delivery grid until they obtain such a license. While one educator’s missing license was inadvertently missed during the hiring process, others failed to obtain a license in special education in the appropriate time frame.  2) Licensure applications or waivers pending but not fully approved  While some staff had pending applications or scheduled MTEL exams, these did not progress from pending to valid and active status, resulting in a lapse in proper licensure.  3) Licensure progression monitoring and compliance system timelines  Although the district sends multiple reminders and reviews licensure regularly to ensure staff licenses are renewed and up to date, staff have taken a longer time to obtain the required licensure or waivers, creating gaps. | | |
| **Title/Roles of Responsible Persons:**  Assistant Superintendent for Human Resources  Executive Director of Student Supports | | **Expected Date of Completion:**  06/30/2025 |
| **Evidence of Completion of the Corrective Action:**  1) A copy of updated procedures will be created and provided that will ensure all individuals who design and provide direct special education services described in IEPs are appropriately licensed or hold an approved waiver. These procedures will include support offered to staff navigating the licensure or waiver process.  2) Evidence to demonstrate that the five identified individuals are appropriately licensed or have obtained a waiver. | | |
| **Description of Internal Monitoring Procedure02/08/2026s:**  To prevent the recurrence of this issue, the following steps will be taken:  1) No one will be hired under the teachers collective bargaining agreement until such time that they possess either a Special Education license, DESE related service provider license, or valid waiver.  2) At least quarterly, the Assistant Superintendent for Human Resources, or Human Resources designee, will review licensure for all individuals who design and provide direct special education services as described in IEPs to ensure all individuals who design and provide direct special education services as described in IEPs are appropriately licensed or hold an approved waiver.  3) Additionally, Human Resources staff will be provided with an annual review of licensure requirements for individuals who design and provide special education services to ensure that all employed staff are appropriately licensed or hold a valid waiver prior to beginning employment.  4) A system for proactive follow up and individualized support will be developed and implemented to support the five identified staff either obtain valid licensure or a valid waiver or are no longer working in roles that provide direct special education services to students on IEPs.  By enhancing our verification procedures, tracking mechanisms, and individualized support to staff in navigating the licensure or waiver process, Framingham Public Schools will ensure that all staff working to provide direct services to students on IEPs will hold and maintain active and valid licensure or a valid waiver moving forward. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 51 Appropriate special education teacher licensure | **Corrective Action Plan Status:** Approved  **Status Date:** 03/12/2025  **Correction Status:** Not Corrected | |
| **Required Elements of Progress Reports:**  By May 12, 2025, Framingham Public Schools will submit procedures to ensure all individuals who design and provide direct special education services described in IEPs are appropriately licensed or hold an approved waiver. In addition to ongoing review of teacher licensure, the procedures should include district support for teachers navigating the licensure process and appropriate corrective action when noncompliance is identified.  By May 12, 2025, Framingham Public Schools will also submit evidence demonstrating that the five identified individuals are appropriately licensed or have obtained a waiver. For any special education teacher not appropriately licensed or who has not obtained a waiver, the district will provide an action plan for each teacher who remains unlicensed. Based on the licensure status, subsequent progress reports may be required. | | |
| **Progress Report Due Date:**  05/12/2025 | | |