MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Public School Monitoring

FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

Charter School or District: Lawrence FMR Onsite Year: 2018-2019 Program Area: Special Education

*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 Coordinated Program Review Final Report dated 06/06/2019.*

Mandatory One-Year Compliance Date: 06/06/2020

Summary of Required Corrective Action Plans in this Report

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| **Criterion** | **Criterion Title** | **FMR Rating** |
| SE 25 | Parental consent | Partially Implemented |
| SE 40 | Instructional grouping requirements for students aged five and older | Partially Implemented |

FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

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| **Criterion & Topic:**  SE 25 Parental consent | | **FMR Rating:**  Partially Implemented |
| **Department FMR Findings:**  A review of student records and staff interviews indicated that when the district is unable to obtain parental consent to the proposed IEP and placement in a special education program subsequent to the initial placement, the district does not consider with the parent whether such action will result in the denial of a free appropriate public education to the student. If the district determines that the parent's failure or refusal to consent will result in a denial of a free appropriate public education to the student, the district does not seek resolution of the dispute through the Bureau of Special Education Appeals (BSEA). | | |
| **Description of Corrective Action:**  All IEPs that have been sent out to parents/guardians twice and remain unsigned even with several attempts through phone calls, home visits, and work with collateral providers, will be sent to the BSEA once the 60 days for parent decision on the IEP has passed in order to seek resolution of the dispute in order and ensure student is not denied a free appropriate public education. To assist with the process of securing signatures, the district is working with its IEP System Provider to provide an electronic signature option. | | |
| **Title/Role(s) of Responsible Persons:**  Mary Toomey, Assistant Superintendent, and Special Education Zone Directors | | **Expected Date of Completion:** 08/31/2019 |
| **Evidence of Completion of the Corrective Action:**   1. The three IEPs that were noted as non-compliant during the review have already been resolved with parent/guardian signatures received by March 18, 2019. 2. Copies of notices to the BSEA relative to unsigned IEPs will be provided as evidence of submission 3. Reports from eSPED with IEP meeting date, sent to parent dates, and date sent to BSEA, as needed will be provided. | | |
| **Description of Internal Monitoring Procedures:**   1. Weekly biweekly review of unsigned IEPs by ETFs and clerks to monitor timelines as noted above with this review triggering additional outreach to parent/guardian after the initial 30 day period for review of the IEP as allowed by regulations to see if there are questions or concerns about the proposed IEP. 2. Monthly review of unsigned IEPs by the Special Education Zone Directors to determine which IEPs need to be forwarded to the BSEA due to no parental/guardian consent with outreach to family, as needed to discuss or determine if an additional meeting is needed. | | |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION** | | |
| **Criterion:**  SE 25 Parental consent | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 07/01/2019  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district incorrectly references 60 days instead of 30 days for parental decision on a proposed IEP.  The district must train staff on requirements regarding parental consent to the IEP. | | |

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| **Department Order of Corrective Action:**  Please revise the number of days for parent's decision on a proposed IEP from 60 to 30 days.  Provide training to special education staff and administrators on the requirement to follow up with parents/guardians who have not signed IEPs after 30 days and to consider with the parent whether such action will result in the denial of a free appropriate public education (FAPE) to the student; if the district determines that the parent's failure or refusal to consent will result in a denial of FAPE, the district must seek resolution of the dispute through the Bureau of Special Education Appeals (BSEA). |
| **Required Elements of Progress Report(s):**  By September 30, 2019, submit signed IEP signature pages for the three identified students to demonstrate that parental consent to the proposed IEP and placement has been obtained for each student.  By September 30, 2019, provide evidence (such as agenda, sign-in sheets, training materials) that special education staff and administrators have been trained on the requirement to follow up with parents/guardians who have not signed IEPs after 30 days. |
| **Progress Report Due Date(s):**  09/30/2019  10/30/2019 |

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| **Criterion & Topic:**  SE 40 Instructional grouping requirements for students aged five and older | **FMR Rating:**  Partially Implemented |
| **Department FMR Findings:**  A review of documentation and staff interviews indicated that when eligible students are assigned to instructional groupings outside of the general education classroom for 60% or less of the students' school schedule, some instructional groupings exceed the maximum student-to-staff ratios of 8 students with a licensed special educator; 12 students with a licensed special educator and 1 aide; and 16 students with a licensed special educator and 2 aides.  The following instructional groupings exceed the maximum student-to-staff ratio:  School Instructional Group Student/Teacher/Aide Ratio Lawrence High School Ninth Grade Academy Resource Room Algebra 11:1:0 Lawrence High School Ninth Grade Academy Academic Reinforcement period 2 12:1:0 Lawrence High School Ninth Grade Academy Reading Analysis period 3 10:1:0 Lawrence High School Tenth Grade Academy Academic reinforcement block 3 9:1:0 Arlington Middle School Academic Reinforcement block 3 9:1:0 Guilmette Middle School Grade 5 Intervention class 15:1:0 Guilmette Middle School Grade 7 Intervention class 10:1:0 UP Academy Oliver Middle School Grade 8 Math period 6 13:1:1 Parthum Middle School Academic Support  (2:15-2:55) 13:1:1 Parthum Elementary School Phonics 1 class 9:1:0 Parthum Elementary School Math class 11:1:0 Oliver Partnership School ELA 5X weekly 10:1:0 Oliver Partnership School Math 5X weekly 10:1:0 Oliver Partnership School Reading 5X weekly 10:1:0 Oliver Partnership School Math-daily 10:1:0 | |
| **Description of Corrective Action:**   1. All instructional groupings for classes serving students who spend 60% or less of their school schedule outside of the general education classroom will be in compliance with the regulatory requirements noted in the finding for the start the 2019-2020 school year. 2. Training will be provided to all principals and ETFs relative to the instructional grouping requirements prior to the start of the school year and the need to immediately notify the Zone Director/Special Education Administrator if any class is not in compliance in order to review schedules and make adjustments to schedule or staffing as needed. 3. An audit of special education paraprofessional assignments and duties is being conducted over the summer to identify where staffing changes can be made to address instructional grouping needs, as all findings noted were due to lack of a paraprofessional in place to assist the licensed special educator. 4. Biweekly review of instructional groupings by special education teachers and ETF's 5. Monthly review of instructional groupings by Zone Directors and Principals, if needed | |
| **Title/Role(s) of Responsible Persons:**  Mary Toomey, Assistant Superintendent, Zone Directors, ETFs,and Principals | **Expected Date of Completion:** 11/30/2019 |
| **Evidence of Completion of the Corrective Action:**  1) Instructional groupings for special education students assigned to schools identified in | |

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| finding will be provided by August 19, 2019.   1. Summary of audit or paraprofessional roles and assignments will be provided by August 19, 2019. 2. Documentation of bi-weekly review of instructional groupings by teachers and ETFs will be maintained as evidence of action completion and outcome. 3. Documentation of monthly review of instructional groupings by Zone Directors and Principals will be maintained as evidence of action completion and outcome. | |
| **Description of Internal Monitoring Procedures:**   1. Biweekly review of instructional groupings by special education teachers and ETF's 2. Monthly review of instructional groupings by Zone Directors and Principals, if needed 3. Quarterly audit of instructional groupings across the district by the Special Education Administration to identify any needs and make adjustments in staffing patterns of students scheduling practices | |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION** | |
| **Criterion:**  SE 40 Instructional grouping requirements for students aged five and older | **Corrective Action Plan Status:** Approved  **Status Date:** 07/01/2019  **Correction Status:** Not Corrected |
| **Basis for Decision:** | |
| **Department Order of Corrective Action:** | |
| **Required Elements of Progress Report(s):**  By September 30, 2019 submit evidence of training of all school building administrators and evaluation team facilitators on instructional grouping requirements for special education students receiving instruction outside of the general education classroom 60% or less of their school schedule.  By September 30, 2019, complete and submit the Instructional Gouping and Age Span worksheet for all special education students assigned to the classrooms identified in the finding. | |
| **Progress Report Due Date(s):**  09/30/2019 | |