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

##### FOCUSED MONITORING REVIEW

## CORRECTIVE ACTION PLAN

Charter School or District: Lynn Public Schools

FMR Onsite Year: 2022-2023

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 06/08/2023.

**Mandatory One-Year Compliance Date:** **06/08/2024**

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

| **Criterion** | **Criterion Title** | **FMR Rating** |
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| CR 3 | Access to a full range of education programs | Partially Implemented |
| CR 10C | Student Discipline | Partially Implemented |

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| FOCUSED MONITORING REVIEW**CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:** CR 3 Access to a full range of education programs | **FMR Rating:** Partially Implemented |
| **Department FMR Findings:** *Analysis of data and staff interviews indicated all students do not 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:**For eligible students ages 6-22:* * + *Approximately 64.0% of students are in full inclusion and partial inclusion placements, a rate lower than the state rate of approximately 80.2%.*

*For eligible students ages 3-5:* * + *Approximately 50% of eligible students are enrolled in substantially separate placements, a rate more than twice that of the state of approximately 22.2%.*
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| **Description of Corrective Action:** The District will ensure that all students have equal access to the full range of general education programs in the LRE. |
| **Title/Role(s) of Responsible Persons:**Administrator of Special EducationDeputy Administrator of Special Education | **Expected Date of Completion:**05/30/2024 |
| **Evidence of Completion of the Corrective Action:**By September 2023, Lynn Public Schools will update the Special Education Procedure Manual with instructions to ensure IEP Teams always consider the least restrictive environment for students at each Initial and Reevaluation, with consideration given to any potential harmful effect on the student or on the quality of services that the student needs. The written procedures will ensure the IEP Non-participation Justification Statement is appropriately completed during the 2023-2024 school year, and the Participation in the General Education Setting section of the new IEP is completed during the 2024-2025 school year and beyond.By November 2023, Lynn Public Schools will submit evidence of training for IEP Chairpersons, General and Special Education Teachers, and Related Service Providers on the written procedures. Evidence will include the training materials, agenda and signed attendance sheets with staff name, role, and signature.By November 2023, Lynn Public Schools will submit evidence of training for IEP Chairpersons and Special Education Teachers on the following: appropriate documentation in Service Delivery Grids to indicate a student’s participation in the general education setting inclusive of lunch, recess, and specials/electives; encouragement of push-in services by Related Service Providers when appropriate; and guidance on determining appropriate service delivery times for individual students. Evidence will include the training materials, agenda and signed attendance sheets with staff name, role, and signature.By May 30, 2024 Lynn Public Schools will develop an Inclusion Task Force Team (inclusive of Special Education Administration and building Principals who support substantially separate programs), to meet quarterly throughout the 2024-2025 school year to identify programmatic adjustments that can be made within buildings to increase overall inclusion rates of students with disabilities. |
| **Description of Internal Monitoring Procedures:** Submission of Special Education Department procedure manual in regard to updated LRE practices, training materials, agendas with signed attendance sheets. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Approved **Status Date:** 07/21/2023 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 29, 2023, Lynn Public Schools will convene a cross-functional team of general and special educators and administrators from across the district to address the district's low rates of full and partial inclusion for students ages 6-22, as well as the high rates of substantially separate placements for students ages 3-5. The team will conduct a root cause analysis to help inform next steps. By October 27, 2023, Lynn Public Schools will submit an inclusion plan based on the root cause analysis that includes proposed action steps to increase inclusive opportunities for students with disabilities. The plan will outline details for involving various stakeholders including the Superintendent's Executive team, building administrators, teachers, and the Special Education Parent Advisory Council (SEPAC). By February 16, 2024, Lynn Public Schools will conduct progress monitoring activities that include analysis of inclusion data to gauge the effectiveness of the inclusion plan. Subsequent progress updates may be required based on the results of the data analysis. |
| **Progress Report Due Date(s):** 09/29/202310/27/202302/16/2024 |

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| FOCUSED MONITORING REVIEW**CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:** CR 10C Student Discipline | **FMR Rating:** Partially Implemented |
| **Department FMR Findings:** *A review of documents and staff interviews indicated that the district has a data collection system that allows for disaggregation of student discipline data by race and ethnicity, gender, socio-economic status, English language learner status, and disability status. However, the district does not periodically assess the extent and impact of disciplinary actions, such as in-school suspensions, short and long-term suspensions, expulsions, and emergency removals, on selected student populations so that disciplinary practices can be modified to address any discrepancies. Data demonstrated the following:* *The overall suspension rate for students with disabilities during the 2021-2022 school year was approximately 9.18%, a rate higher than the district's overall suspension rate of approximately 5.19%.* |
| **Description of Corrective Action:** The District will periodically assess the extent and impact of disciplinary actions, such as in-school suspensions, short and long-term suspensions, expulsions, and emergency removals, on selected student populations so that disciplinary practices can be modified to address any discrepancies. |
| **Title/Role(s) of Responsible Persons:**District Compliance OfficerSpecial Education Administrator | **Expected Date of Completion:**12/31/2023 |
| **Evidence of Completion of the Corrective Action:**By June 2023, Lynn Public Schools will conduct staff training (“Hope & Healing”) to support the implementation of culturally responsive instructional practices and equitable disciplinary practices. For any staff member needing extra support in implementing these practices, the Deputy Superintendents and building principals will provide targeted coaching and/or professional development.By June 2023, the Lynn Public Schools Compliance Officer will conduct trainings for all secondary school leadership teams and elementary principals regarding school discipline, including, but not limited to, changes to the 37 H ¾ law regarding alternative remedies. During the 2023-24 school year, the Lynn Public Schools will conduct or arrange for similar discipline trainings for relevant staff.By August 31, 2023, the Lynn Public Schools will ensure that the district’s handbook includes up to date district's disciplinary practices including, but not limited to, changes to the 37 H ¾ law regarding alternative remedies, as well as discipline of students who may be eligible for Special Education.By December 31, 2023, the Lynn Public Schools will conduct an analysis of the SY 2022-2023 discipline data to assess the impact of suspensions, emergency removals, and expulsions on selected student populations. Upon completion of the data review, the Corrective Action Team (consisting of Superintendent or Deputy Superintendent(s), Compliance Officer(s), and Special Education Administrator(s)) will conduct a root cause analysis to address any continued discrepancies and make further modifications to discipline practices as necessary. |
| **Description of Internal Monitoring Procedures:** Analysis of data review, updated handbooks, data review cycle and protocols, training materials. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10C Student Discipline | **Corrective Action Plan Status:** Approved **Status Date:** 07/21/2023 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By August 31, 2023, Lynn Public Schools will submit updated written procedures that ensure the district periodically assesses the extent and impact of disciplinary actions, such as in-school suspensions, short and long-term suspensions, expulsions, and emergency removals, on selected student populations including students with disabilities so that disciplinary practices can be modified to address any discrepancies. By September 29, 2023, Lynn Public Schools will submit evidence of training for special education administrators, IEP chairpersons, principals, and general and special education providers on the written procedures. Evidence will include the training materials, agenda, and signed attendance sheets with staff name, role, and signature. By November 30, 2023, Lynn Public Schools’ Corrective Action Team (consisting of the Superintendent or Deputy Superintendent(s), Compliance Officer(s), and Special Education Administrator(s)) will conduct a root cause-analysis and develop an action plan to address the identified discrepancies for the suspension of students with disabilities. The action plan may include ongoing training for all instructional staff on the implementation of culturally responsive instructional practices, alternatives to suspension, and equitable disciplinary practices. By February 16, 2024, Lynn Public Schools will conduct progress monitoring activities that include an analysis of special education discipline data to gauge the effectiveness of the action plan. Subsequent progress updates may be required based on the results of the data analysis. |
| **Progress Report Due Date(s):** 08/31/202309/29/202311/30/202302/16/2024 |