MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Public School Monitoring

FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

Charter School or District: Brockton 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 05/18/2019.*

Mandatory One-Year Compliance Date: 05/18/2020

Summary of Required Corrective Action Plans in this Report

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| **Criterion** | **Criterion Title** | **FMR Rating** |
| SE 51 | Appropriate special education teacher licensure | Partially Implemented |
| SE 52 | Appropriate certifications/licenses or other credentials -- related service providers | Partially Implemented |
| SE 54 | Professional development | Partially Implemented |
| 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 |
| CR 24 | Curriculum review | Partially Implemented |

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| **Criterion** | **Criterion Title** | **FMR Rating** |
| CR 25 | Institutional self-evaluation | Partially Implemented |

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

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| **Criterion & Topic:**  SE 51 Appropriate special education teacher licensure | | **FMR Rating:**  Partially Implemented |
| **Department FMR Findings:**  A review of teacher licensure indicated that four (4) individuals at the Huntington Therapeutic Day School who design and provide direct special education services described in IEPs are not appropriately licensed; specifically, these individuals provide instruction to special education students in a single content area but do not have certification in that subject. | | |
| **Description of Corrective Action:**  Four special education teachers at the Huntington Therapeutic Day School were identified as not being appropriately licensed for the content area taught. Shelly Foley teaches all four content areas within a substantially separate program within the day school. Ms.  Foley has a moderate disabilities license that would be appropriate for the classroom. The district will provide a class roster and class schedules for each student by September 2019.  Stephanie Roderick teaches Math at the Huntington Day School. Mrs. Roderick recently passed the Math MTEL. She will apply for licensure through DESE. A copy of her license will be provided.  The two other teachers, Jeff King and Ken Vanderbrink, both teach Social Studies. The distrit will meet with both teachers separately and inform them of the licensure issue. The Human Resources Department will provide them a letter outlining that they will need to be licensed in that field by June 2020 according to the teacher union contract. | | |
| **Title/Role(s) of Responsible Persons:**  Laurie Mason/Director of Special Education  Kathleen Moran/Executive Director of Human Resources | | **Expected Date of Completion:** 06/30/2020 |
| **Evidence of Completion of the Corrective Action:**  Provide class roster and schedules of each student by September 2019. Provide a copy of Stephanie Roderick's license by September 2019.  Provide letter from Human Resources to both teachers. | | |
| **Description of Internal Monitoring Procedures:**  Meet with the two identified teachers in November, January and March to determine MTEL status. | | |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION** | | |
| **Criterion:**  SE 51 Appropriate special education teacher licensure | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 07/18/2019  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district indicated that one individual's teaching assignment is covered by the license she currently holds; a second individual will seek the content license necessary for her teaching position because she recently passed the Math MTEL.  However, for the two individuals who will receive a formal letter stating they have one year to attain content licensure, this proposed action will exceed the federally required one-year timeline to complete all corrective actions (district one-year is May 18, 2020). | | |

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| Additionally, the district has not addressed how to ensure that individuals teaching one content area within the public day school will be appropriately licensed moving forward. |
| **Department Order of Corrective Action:**  Obtain a Educator Licensure waiver from the Department for the two individuals who were offer a year to obtain content; alternatively, the district can modify their teaching assignments to include at least 2 content areas.  Develop procedures to ensure individuals teaching within the public day school are appropriately licensed for their teaching assignment. |
| **Required Elements of Progress Report(s):**  By October 4, 2019, submit: 1) Shelly Foley's class roster and teaching schedule; 2) Stephanie Roderick's MTEL results and newly acquired license; 3) documentation that the district has offered Jeff King and Ken Vanderbrink 2 options for the upcoming school year (waivers and/or modifying teaching assignments to 2 content areas); 4) procedures to ensure individuals teaching in the public day school are appropriately licensed for their teaching assignment.  By November 22, 2019, submit waivers for Jeff King and Ken Vanderbrink to accommodate the one year window to obtain content licensure OR class roster and teaching schedule demonstrating these individuals are assigned at least two content areas.  By November 22, 2019, submit a description of the district's internal oversight and tracking system with periodic reviews, along with the date of the system's implementation and the name/role of the designated person. |
| **Progress Report Due Date(s):**  10/04/2019  11/22/2019 |

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

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| **Criterion & Topic:**  SE 52 Appropriate certifications/licenses or other credentials -- related service providers | | **FMR Rating:**  Partially Implemented |
| **Department FMR Findings:**  A review of documents and staff interviews indicated that eight (8) individuals who provide direct therapeutic services for special education students are not appropriately certified, licensed, board registered or otherwise approved to provide such services by the relevant professional standards board or agency for the profession. | | |
| **Description of Corrective Action:**  Members of Therapeutic Support Services have been identified as not holding a license to provide students therapeutic services on IEPs. The Human Resources Department will provide them a letter outlining that they will need to be licensed in that field according to their individual 1:1 contract.  The district will meet with each individual therapeutic staff and discuss licensure options. Each non licensed TSS will apply for a LSWA- Licensed Social Worker Assistant, a licensed issued by The Commonwealth of Massachusetts. | | |
| **Title/Role(s) of Responsible Persons:**  Laurie Mason/Director of Special Education  Kathleen Moran/Executive Director of Human Resources | | **Expected Date of Completion:** 06/30/2020 |
| **Evidence of Completion of the Corrective Action:**  Provide letter from Human Resources Provide the LSWA license | | |
| **Description of Internal Monitoring Procedures:**  Meet with the TSS in November, January and March to determine licensure | | |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION** | | |
| **Criterion:**  SE 52 Appropriate certifications/licenses or other credentials -- related service providers | **Corrective Action Plan Status:** Disapproved  **Status Date:** 07/18/2019  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district's HR office will notify unlicensed therapeutic staff that the position requires a license and of the options they have moving forward. However, the district is offering the option of a Social Worker Assistant license.  The Department's Licensure office has affirmed that the Social Worker Assistant license is not accepted for the work currently performed by BPS' therapeutic support staff; this license allows only the provision of basic, non-clinical services under the direct supervision of an LSW, LCSW, or LICSW. | | |
| **Department Order of Corrective Action:**  Ensure that BPS therapeutic staff are appropriately licensed by the start of the 2019-20 school year. Therapeutic staff must hold one of the professional support personnel licenses (School Counselor, School Psychologist, School Social Worker/School Adjustment Counselor) as required by 603 CMR 28.02(3) and 603 CMR 7.11. | | |

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| Develop an internal oversight and tracking system for the district's therapeutic staff to ensure that they are appropriately licensed. The tracking system should include oversight and periodic reviews by the Director of Special Education or her designee to ensure ongoing compliance. |
| **Required Elements of Progress Report(s):**  By October 4, 2019, submit a district roster of therapeutic staff, including their name, type of license, and school assignment.  By November 22, 2019, submit a description of the district's internal oversight and tracking system with periodic reviews, along with the date of the system's implementation and the name/role of the designated person. |
| **Progress Report Due Date(s):**  10/04/2019  11/22/2019 |

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

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| **Criterion & Topic:**  SE 54 Professional development | | **FMR Rating:**  Partially Implemented |
| **Department FMR Findings:**  A review of documents and staff interviews indicated that although the district provides optional training opportunities on special education laws, regulations, and local policies and procedures, the district does not ensure that general education and special education teachers receive this required training. In addition, document review and staff interviews indicated that special education and general education teachers, teaching assistants, and paraprofessionals do not always receive training on methods of collaboration to accommodate diverse learning styles of all students in the general education classroom. | | |
| **Description of Corrective Action:**  The district will create 2 PowerPoint modules for training all school staff and provide training in October and November. The modules will be presented by identified special education staff in each building. The Special Education Department Administrators will identify two special education staff members in each building to be trained in September. Support Staff will have the option to attend the school base training or attend a district early release day training in October and November. The district training will be presented by special education administrators. | | |
| **Title/Role(s) of Responsible Persons:** June Saba-Maguire/ Chief Academic Officer Laurie Mason/Director of Special Education | | **Expected Date of Completion:** 12/30/2019 |
| **Evidence of Completion of the Corrective Action:**  Principals will send dates to Laurie Mason and June Saba-Maguire prior to the start of school year 2019-2020. The Special Education Department will set a training date prior to the start of school year 2019-2020 for the identified staff.  Attendance will be taken at each school and submitted to Special Education and Office of Teaching and Learning. Each school will also keep a copy of attendance.  Attendance will be taken at the district early release days. | | |
| **Description of Internal Monitoring Procedures:**  The Special Education Office will contact principals in September to ensure the training is scheduled for October and November.  The Special Education Department will meet with the identified teachers after the first training to discuss any concerns before the November training. | | |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION** | | |
| **Criterion:**  SE 54 Professional development | **Corrective Action Plan Status:** Approved  **Status Date:** 07/18/2019  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 4, 2019, submit the professional development calendar, training materials, and description of professional development for ensuring that special education and general education teachers receive annual training on special education laws, regulations, and local policies and procedures and all staff, specifically special education and general | | |

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| education teachers, teaching assistants, and paraprofessionals, receive training on methods of collaboration to accommodate diverse learning styles of all students in the general education classroom.  By November 22, 2019, submit evidence of training for staff on special education laws, regulations, local policies and procedures and training on methods of collaboration to accommodate diverse learning styles of students in general education classrooms for the 2019-2020 school year. Include the training agendas, signed attendance sheets that identify staff by name and role, and the name and role of presenters. |
| **Progress Report Due Date(s):**  10/04/2019  11/22/2019 |

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

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| **Criterion & Topic:**  SE 55 Special education facilities and classrooms | **FMR Rating:**  Partially Implemented |
| **Department FMR Findings:**  Facility observations, a review of documents, and staff interviews indicated the following:  The location of substantially separate classrooms at the Downey and Angelo Elementary Schools do not minimize the separation or stigmatization of eligible students or maximize the inclusion of these students into the life of the school. At the Downey Elementary School, the school's instructional layout is by grade-level clusters with four open-air classrooms per grade. All substantially separate classrooms are located outside of these grade clusters. One K-1st grade and two 3rd-5th grade life skills classrooms are clustered together adjacent to the main entrance of the school, away from same-age peers.  Another 3rd-5th grade life skills class is located next to kindergarten and grade 2 general education classrooms, away from same-age peers. Similarly, two therapeutic classrooms are located at opposite ends of the same hallway on a different floor from same-age peers.  At the Angelo Elementary School, two 3rd-5th grade autism classrooms are situated in a hallway surrounded by non-instructional spaces and are separate from same-age peers. Also at the Angelo Elementary School, the 1st-2nd grade substantially separate autism classroom is located in a hallway with kindergarten classrooms.  At the Barrett Russell Early Childhood Center, special education facilities are not at least equal in all physical respects to the average standards of general education facilities and classrooms. Specifically, speech and language, occupational and physical therapy, and adaptive physical education services are delivered to students in corridors. In addition, a teacher of deaf students provides special education services to students in a cubby located in the teacher workroom.  At the Brockton Champion High School, the substantially separate classroom supporting students with emotional disabilities and a general education English classroom are located in two rooms that are separated by a partial wall, which creates significant auditory distractions. | |
| **Description of Corrective Action:**  The Champion High School Emotionally Impaired Inclusion HUB classroom will be moved to another location within the building that has walls.  At the Angelo Elementary School, two substantially separate classrooms, grades 3-5, are situated in a hallway by non-instructional spaces and separate from same-aged peers and one grade 1-2 substantially separate classroom is located in a hallway with kindergarten classrooms. The grade 1-2 substantially separate classroom will be a grade 2-3 for the school year, 2019-2020. This classroom will be moved and located between a grade 2 | |

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| and grade 3 general education classroom. The other two substantially separate classrooms, grades 3-5 will be moved on the same floor as general education grade 4 and grade 5 classes.  The Downey Elementary School is a pod school where general education classrooms and inclusion classrooms receive instruction in an open space format(no walls). Substantially separate classrooms are housed in walled classrooms. These classrooms requires a quieter more contained space. The three substantially separate life skills classrooms are located near the nurses offices due to the special education students medical needs. The classrooms have had renovations; air conditioners, updated bathrooms within the classrooms and new tiles for the floor. The other substantially separate life skills classroom is located between a grade 1 pod and a K pod. These students are also close to the nurses office. A teacher bathroom located at the end of the hall was transformed into a student bathroom for this classroom to access for the students. These students are integrated into the life of the school throughout the day in periods such as lunch, recess, assemblies, and special events. After a thorough analysis, the district has determined that moving these classrooms will be detrimental to the special education students.  There are two Emotionally Impaired classrooms at the Downey School. One EI classroom has changed grades to serve students in grades 2 and grades 3. The classroom is located diagonally from the grade 2 pod. The grade 2 pod is one level above the grade 2 pod.  The other Emotionally Impaired classrooms is located at the end of a hallway. that classroom services students in grade 3 and grade 4. That classroom will be moved to another location in the building accessing grade level peers.  The Barrett Russell Early Child Center provides pull out services for Speech, OT and Teacher of the Deaf services in the hallways and corridors. The district will make modifications to the existing structure providing separate work areas for related service therapists to provide services as outlined in students IEPs. The OT, Speech and Teacher of the Deaf will have separate spaces to provide services. The APE and PT will use the multipurpose room to provide PT services and Adaptive Physical Education services to students as outlined on their IEPs. | | |
| **Title/Role(s) of Responsible Persons:** Laurie Mason/Director of Special Education June Saba-McGuire/Chief Academic Officer | | **Expected Date of Completion:** 05/17/2020 |
| **Evidence of Completion of the Corrective Action:**  A map of the new classroom space at the Champion High School will be provided.  A map of the Angelo school identifying the new spaces for the three substantially separate classrooms located near same-aged peers will be provided.  A map of the Downey School identifying the new space for the Emotionally Impaired classroom located near same aged peers will be provided.  A map of the Barrett Russell identifying new spaces for Speech, OT, Teacher of the Deaf. Schedule for APE and PT utilizing the multipurpose room. | | |
| **Description of Internal Monitoring Procedures:**  Check in with building principals to ensure classroom space/related service provider space continues. | | |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION** | | |
| **Criterion:**  SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Approved  **Status Date:** 07/18/2019  **Correction Status:** Not Corrected | |

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| **Basis for Decision:** |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):**  By October 4, 2019, provide the 2019-20 floor plans for the Downey Elementary, Angelo Elementary, Barrett Russell Early Childhood Center, and Brockton Champion High indicating the relocation of classrooms or spaces for service delivery, along with a written narrative describing the remedy.  On or before October 4, 2019, progress report date, a Department representative will schedule and conduct an onsite visit to the Downey and Angelo Elementary Schools, Barrett Russell Early Childhood Center, and Brockton Champion High School to verify corrective actions. |
| **Progress Report Due Date(s):**  10/04/2019 |

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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:**  A review of documents and staff interviews indicated that high school students attending the alternative programs at Champion High School and Fredrick Douglass Academy begin school forty minutes later than other district high school students. Because the school day ends later for these alternative schools, the students do not have equal access to extracurricular clubs and activities available to Brockton High School and Huntington Alternative School students.  A review of documents and staff interviews also indicated that students in substantially separate placements at the Angelo Elementary and the Downey Elementary Schools do not have the opportunity to participate in non-academic and specials programming with their general education peers. | |
| **Description of Corrective Action:**  All students in the substantially separate classrooms at Angelo and Downey Elementary School will be integrated with same aged peers for lunch, recess, school events, and performances. Students in the Emotionally Impaired Classrooms will be integrated with same aged peers for specialists. Students in the lifeskills classrooms at the Downey and the ASD classrooms at the Angelo will be integrated into specialists when the team determines it is educationally beneficial for the student. A rubric will be developed in accordance with the necessary skill set for SWD to be successfully included into specialists and academic classes. The district encourages thoughtful inclusion practices and determines this on an individual basis. Specialists must be provided training in accommodations, modifications and disability awareness before SWD are included. The goal is for all students to benefit and learn effectively within the classroom setting.  A review of documents indicated that the district does not evaluate all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities.  September 2019 Brockton Public Schools District Executive Team will inform schools the districts commitment to equity in the areas of academics, athletics and extracurricular activities, which will include data analysis of student participation. School will be required to provide the district a list of academic, athletic and extracurricular programs and the ways in which students and families are informed of those offerings. In cases where students can access programming at other schools, the Office of Student Support Services will work with principals and counselors provide students and families with information about those opportunities.  September 2019 Brockton Public Schools Athletic Director will provide information to | |

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| students at Champion High School of athletic opportunities available on the Brockton High School campus. Also, the principal of Champion High School will provide information about extracurricular opportunities at Brockton High School that are available and ensure interested students are scheduled accordingly. This process will be repeated at the beginning of each athletic season and semester change. | | |
| **Title/Role(s) of Responsible Persons:**  Laurie Mason/Director of Special Education  June Saba Maguire/Sharon Wolder Executive Team | | **Expected Date of Completion:** 05/17/2020 |
| **Evidence of Completion of the Corrective Action:**  Lunch/Recess Schedules for all substantially separate classroom sat Angelo and Downey School  Specialist Schedules for the two Emotionally Impaired Classrooms at the Downey Inclusion Rubric/Decision Making for Effective Inclusion  Training Schedule for Specialist (Art, Music, PE) in the areas of Disability Awareness, Accommodations and Modifications  Lists from each school of program offerings | | |
| **Description of Internal Monitoring Procedures:**  Monthly meetings with Department Heads for the ASD and Lifeskills classrooms to review student data from rubric to support inclusion opportunities. | | |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION** | | |
| **Criterion:**  CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 07/18/2019  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district has developed a number of means to ensure equal access for the identified schools/students. To start, students in the substantially separate classrooms at Angelo and Downey Elementary School will be integrated with same-aged peers for lunch, recess, school events, and performances, and students in the emotionally impaired classrooms will be integrated with same-aged peers for specials. The district also referenced consistently evaluating K-12 student access to all programming, including extracurricular activities, as part of its remedy (see CR 25). Once these data points are available, the district will work with principals & counselors to ensure that opportunities to access programming at other school is made available to all families. Finally, the Athletic Director will consistently inform the principal of Champion HS of available athletic opportunities at BHS to ensure equal access and the principal of all other extracurricular activities.  However, the district also proposed developing a rubric to determine if students in the Lifeskills classrooms at the Downey and the ASD classrooms at the Angelo can be integrated into specials. To assess a student with disabilities, the district must use only technically sound instruments that are used for purposes for which the assessments or measures are valid and reliable. Therefore, an internally developed rubric cannot be employed for the purpose of evaluating a student's "skill set" for inclusion. As per IDEA, when a student is placed in a more restrictive setting, the student must be integrated to the maximum extent appropriate. Least restrictive placement is an integral part of the Team's IEP development, and the Team should already have evaluation data to support a student's inclusion in the general education classroom and other settings with non- disabled peers.  The district may rely on already collected data, including ABA data, progress reports, and | | |

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| teacher/parent reports, to support increasing a student's inclusion opportunities. Again, as per IDEA, LRE is essential given the documented harm to students when they have insufficient access to non-disabled peers. |
| **Department Order of Corrective Action:**  Ensure students in substantially separate placements at the Angelo Elementary and the Downey Elementary Schools have the opportunity to participate in non-academic and specials programming with their general education peers to the maximum extent possible, using FBAs, ABA collected data, and parent and teacher reports as the basis of decision- making. |
| **Required Elements of Progress Report(s):**  By August 23, 2019, submit procedures for how the district intends to communicate opportunities, ensure access, and track participation in academic, athletic, and extracurricular programming offered at Brockton High School and across the district for students attending Champion High School and Fredrick Douglass Academy.  By October 4, 2019, submit student rosters and student schedules demonstrating that all students in the substantially separate classrooms at Angelo and Downey Elementary School participate in non-academic and specials programming with their general education peers.  By November 22, 2019, submit evidence of training specialists and other relevant staff, potentially lunch and recess staff in accommodations, modifications and disability awareness. Include the training agendas, signed attendance sheets that identify staff by name and role, and the name and role of presenters.  By November 22, 2019, submit evidence of the district communicating opportunities and ensuring access to academic, athletic, and extracurricular programming at Brockton High School and across the district for students attending Champion High School and Fredrick Douglass Academy. Evidence should include dissemination of opportunities and documentation of student scheduling and participation in opportunities.  By February 7, 2020, submit evidence of the district's internal oversight and tracking system with periodic reviews to ensure students attending Champion High School and Fredrick Douglass Academy are participating in academic, athletic, and extracurricular programming at Brockton High School and across the district. |
| **Progress Report Due Date(s):**  08/30/2019  10/04/2019  11/22/2019  02/07/2020 |

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

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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 | **FMR Rating:**  Partially Implemented |
| **Department FMR Findings:**  Although the district has procedures and outreach notices in place, a review of documents and student attendance records indicated the district does not consistently send the initial notice to students or parents within five days from the student's tenth consecutive absence. This delays or prevents the exit interview between the superintendent (or designee), the student, and the parent/guardian to discuss the reasons for the student permanently leaving school and to consider alternative education programs and services available to the student. | |
| **Description of Corrective Action:**  Although the district has procedures and outreach notices in place, a review of documents and student attendance records indicated the district does not consistently send the initial notice to students or parents within five days from the student's tenth consecutive absence. This delays or prevents the exit interview between the superintendent (or designee), the student, and the parent/guardian to discuss the reasons for the student permanently leaving school and to consider alternative education programs and services available to the student.  August 2019 Brockton Public Schools Guidance Department will send a reengagement letters to all students under the age of 16 who have been identified for nonattendance. The Guidance Department, School Administrators and the Pathways Reengagement Center staff will attempt to reengage students who left school prior to completion.  September 2019 Brockton Public Schools Office of Student Support Services will provide a training for all high school principals, deans, the Coordinator of Guidance, and appropriate administrative assistants. The training will include:  ? Using Infinite Campus to generate attendance reports to identify students with consecutive absences.  ? Meeting deadlines for generating letters to the student and parent after 10 consecutive absences  ? Using email or text messaging when available to contact students and parents  ? Documenting attempts to reach the student and family, the reengagement meeting and outcomes  ? Reporting data to the Office of Student Supports Services  September 2019 Brockton Public School will hire a Reengagement Team (including a certified Guidance Counselor, Tier II Behavior Interventionist and a Career Exploration Coach) to reengage and support student in completing high school. All will work closely with the Coordinator of Guidance and the principals to identify students for reengagement. This team will meet with the Chief Officer of Student Support Services monthly to provide reports on reengagement efforts and outcomes. | |

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| Office of Student Support Services will begin monitoring student attendance weekly and communicate with the school officials regarding student attendance and reengagement efforts. A monthly data report of letters sent, communication and outcomes will be collected from each high school monthly. | | |
| **Title/Role(s) of Responsible Persons:**  Sharon R. Wolder, Chief Officer of Student Support Services Principals/Coordinator of Guidance | | **Expected Date of Completion:** 05/17/2020 |
| **Evidence of Completion of the Corrective Action:** School leaders and designees? attendance at trainings Letters to students and parents  Weekly attendance reports  Monthly log of efforts to reengage students | | |
| **Description of Internal Monitoring Procedures:**  Office of Student Support Services will monitor student attendance. Principals will submit copies of reengagement letters and outcomes for students with 10 or more consecutive days absent. The Reengagement team will meet Monthly with the Chief Officer of Student Support Services to provide information on reengagement efforts. | | |
| **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:** 07/18/2019  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By August 23, 2019, submit the district's procedures to ensure that students 16 and over and their parents are notified within five days of the student's tenth consecutive absence and procedures to contact former students who have left school, not enrolled elsewhere and not earned their diploma, and inform them of the availability of publicly funded post- high school academic support programs and to encourage them to participate in those programs.  By October 4, 2019, submit evidence of training high school principals, deans, the coordinator of guidance, and appropriate administrative assistants on procedures for students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion. Include the training agendas, signed attendance sheets that identify staff by name and role, the name and role of presenters, and training materials.  By November 22, 2019, provide evidence of hiring a Re-Engagement Team (including a certified Guidance Counselor, Tier II Behavior Interventionist, and Career Exploration Coach) to support students in completing high school. Include the job descriptions and the resumes of the individuals hired.  By February 7, 2019, submit the results of an internal review of all students 16 or older | | |

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| who left the district within the past two years indicating their status in obtaining a diploma or competency determination. The report should note the date the student left the district and whether they have transferred to another district. If the student has not transferred to another district, include the date the district sent the student a notice with information on the availability of publicly funded post-high school academic support programs and encouraging them to participate in available programs. |
| **Progress Report Due Date(s):**  08/30/2019  10/04/2019  11/22/2019  02/07/2020 |

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

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| **Criterion & Topic:**  CR 24 Curriculum review | **FMR Rating:**  Partially Implemented |
| **Department FMR Findings:**  A review of documents and staff interviews indicated that individual teachers do not review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. | |
| **Description of Corrective Action:**  A review of documents and staff interviews indicated that individual teachers do not review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation.  Description:  June 2019 Brockton Public School Diversity Education Steering Committee (DESC) will provide a Cultural Capacity training for all Principals, Assistant Principals, Associate Principals, Deans, Assistant Deans, Coordinators, Directors and Department Heads. The training will include an examination of the Cultural Proficiency Continuum. Also, participants will analyze several equity checklists provided by the Department of Elementary and Secondary Education and provide feedback to DESC for the creation of the BPS equity checklists for teachers, administrators and school staff.  Summer 2019 Curriculum Subcommittee of DESC will complete the development the equity checklists for the school system. DESC will also develop trainings on how to use the tools.  October 2019 DESC will provide training for all school and district administrators on the checklists and will include scripts so that the leaders can provide training to their faculty and staff. DESC will support those trainings.  January 2020 All schools will introduce train faculty and staff on using the equity checklists and incorporate their use during common planning time and faculty meetings involving curriculum, instruction and student work.  March 2020 Schools will provide evidence of the incorporation of the equity checklists by all teachers, as well as information on supports including resources provided to teacher to broaden the range of materials and perspectives included in their lessons.  SY 2019-2020 Office of Teaching and Learning will monitor the progress of each school and support faculty and administration in gaining resources needed to ensure access to  ?appropriate activities, discussions and/or supplementary materials used to provide | |

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| balance and context? for any curriculum that includes stereotypes or lacks representation of multiple perspectives. | | |
| **Title/Role(s) of Responsible Persons:**  Sharon R. Wolder, Chief Student Support Services Officer June Saba Maguire, Chief Academic Officer | | **Expected Date of Completion:** 05/17/2020 |
| **Evidence of Completion of the Corrective Action:**  Presentation of the Cultural Capacity Training Signed attendance from all trainings  Equity Checklist Tool  Agendas from faculty meetings Lesson plans  Resources provided to schools | | |
| **Description of Internal Monitoring Procedures:**  Chief Academic officer will continue to assess progress and resources needs during meetings with Principals. Chief Officer of Student Support Services and the Diversity Education Steering Committee will use feedback from evaluations to develop additional trainings and resources. | | |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION** | | |
| **Criterion:**  CR 24 Curriculum review | **Corrective Action Plan Status:** Approved  **Status Date:** 07/18/2019  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By August 23, 2019, submit evidence that the Diversity Education Steering Committee (DESC) and school administrators reviewed and discussed LEA Toolkit for Identifying & Addressing Curriculum Bias in the web based monitoring Document Library that includes the agenda and signed attendance.  By October 4, 2019, submit the district's revised curriculum review process, which includes a means for individual teachers to review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation, along with evidence of training of relevant staff.  By February 7, 2019, submit evidence of training teachers and administrators on the district's revised curriculum review process. Include the training agendas, signed attendance sheets that identify staff by name and role, the name and role of presenters, and training materials. | | |
| **Progress Report Due Date(s):**  08/30/2019  10/04/2019  02/07/2020 | | |

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

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| **Criterion & Topic:**  CR 25 Institutional self-evaluation | **FMR Rating:**  Partially Implemented |
| **Department FMR Findings:**  A review of documents indicated that the district does not evaluate all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. | |
| **Description of Corrective Action:**  A review of documents indicated that the district does not evaluate all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities.  September 2019 Brockton Public Schools District Executive Team will inform schools the districts commitment to equity in the areas of academics, athletics and extracurricular activities, which will include data analysis of student participation. School will be required to provide the district a list of academic, athletic and extracurricular programs and the ways in which students and families are informed of those offerings. In cases where students can access programming at other schools, the Office of Student Support Services will work with principals and counselors provide students and families with information about those opportunities.  September 2019 Brockton Public Schools Athletic Director will provide information to students at Champion High School of athletic opportunities available on the Brockton High School campus. Also, the principal of Champion High School will provide information about extracurricular opportunities at Brockton High School that are available and ensure interested students are scheduled accordingly. This process will be repeated at the beginning of each athletic season and semester change.  October 2019 District Data Analysis Team (which will include the Executive Director of Data and Assessment, Chief Officer of Student Support Services, representatives from bilingual, special education, academic department heads and representation from athletics) will use the information about programming provided by the schools to create a data gathering system to include students? names and demographic information.  November 2019 Schools will be trained on accessing and importing information into the data gathering system as well as running reports that provide opportunities for schools to self-assess on how effectively they are ensuring all students have access to programming.  December 2019 District Data Analysis Team will monitor use of the data gathering tool by each school and analyze data submitted. | |

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| February 2020 District Data Analysis Team will meet with each principal and/or school team to identify target areas for improvement in increasing access and enrollment of all students. School teams, with the appropriate support from the district, will create a plan for improving target areas. Those plans may include interviewing students and families, collecting survey data and increasing outreach efforts to provide information.  March 2020 District Data Analysis Team will continue to provide support in data analysis and monitoring of all student enrollment in programing at each school.  May 2020 District Data Analysis Team will meet with each school to assess outcomes and ensure plan, including summer outreach is appropriate for increasing access in SY 2021. | | |
| **Title/Role(s) of Responsible Persons:** Michael Thomas, Interim Superintendent Executive Team Members | | **Expected Date of Completion:** 05/17/2020 |
| **Evidence of Completion of the Corrective Action:**  Signed Attendance at meeting with Executive team and trainings Lists from each school of program offerings  Data gathering system  Identified target areas for each school Action plans to address any disparities  Data on effectiveness of addressing disparities | | |
| **Description of Internal Monitoring Procedures:**  Executive Director of Data and Assessment will oversee the Data Analysis Team in creating the data gathering tool and providing training for all schools. The Data Analysis will monitor schools? use of the tool and evaluate the data provided. The superintendent?s executive committee will receive monthly updates and determine what additional steps need to be taken by the Data Analysis Team or school system. | | |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION** | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 07/18/2019  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By August 23, 2019, submit the district's plan for implementation, including timeline and key staff responsible for an institutional self-evaluation to ensure the district provides equal access to all programming across all grades pre-K to 12.  By October 4, 2019, submit evidence of presenting the districts commitment to equity in the areas of academics, athletics and extracurricular activities, which includes recording participation data and analysis of student participation across schools and the district.  By November 22, 2019, submit the evaluation tools and preliminary results of the self- evaluation, with evidence documenting the implementation of the plan to evaluate policies | | |

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| and programming access.  By March 27, 2020, submit a written narrative summary of the outcomes of the institutional self evaluation, changes the district is implementing to address any barriers to equal access, and evidence of sharing results and commitments with the Brockton school community. |
| **Progress Report Due Date(s):**  08/30/2019  10/04/2019  11/22/2019  03/27/2020 |