

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

**FOCUSED MONITORING REVIEW**

**CORRECTIVE ACTION PLAN**

**Charter School or District: Springfield**

**FMR Onsite Year: 2021-2022**

**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 09/08/2022.*

**Mandatory One-Year Compliance Date: 09/08/2023**

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

<b>Criterion</b>	<b>Criterion Title</b>	<b>FMR Rating</b>
SE 51	Appropriate special education teacher licensure	Partially Implemented
SE 52	Appropriate certifications/licenses or other credentials -- related service providers	Partially Implemented
SE 56	Special education programs and services are evaluated	Not 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
CR 25	Institutional self-evaluation	Not Implemented

## FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

<b>Criterion &amp; Topic:</b> SE 51 Appropriate special education teacher licensure	<b>FMR Rating:</b> Partially Implemented
<b>Department FMR Findings:</b> Document review and interviews indicated that four special education teachers who design and/or provide direct special education services described in Individualized Education Programs (IEPs) are not appropriately licensed or on an approved waiver.	
<b>Description of Corrective Action:</b> Four special education teachers were found to not be appropriately licensed and not on a waiver.  The hiring process is as follows: Principals recommend educators to hire to the Senior Administrator of Human Resources and Educator Development through the online platform of Recruit and Hire. The Senior Administrator of Human Resources and Educator Development will review the licensure of each candidate, prior to hiring, to ensure the requirements are met for each position. If the candidate is not licensed, an emergency license or waiver, when necessary will be applied for per DESE guidelines.	
<b>Title/Role(s) of Responsible Persons:</b> Senior Administrator of Human Resources and Educator Development	<b>Expected Date of Completion:</b> 06/22/2023
<b>Evidence of Completion of the Corrective Action:</b> The Springfield Public Schools will produce data from the DESE Dropbox Central, Educator License Status report to verify all valid licensure or DESE approved waivers for all special education teachers.	
<b>Description of Internal Monitoring Procedures:</b> <ol style="list-style-type: none"> <li>1. Senior Administrator of Human Resources will review the certification status at the time of hiring all new Special Education teachers.</li> <li>2. By October 5, a Licensure Audit for all special education teachers in the district will be completed through the DESE Dropbox Central, Educator License Status report.</li> <li>2. All educator licenses that have expired will be reviewed by Human Resource Analysts and the Senior Administrator of Human Resources.</li> <li>3. Communication will be made to the educators with expired licenses and the expectation of license renewal.</li> <li>4. If a licensure is not able to be obtained the educator will be placed on a waiver.</li> <li>6. Upon hire, a Waiver will be submitted for every educator who does not hold a license.</li> <li>7. Monthly audits will occur to verify that a waiver has been submitted and approved by DESE for unlicensed hires.</li> </ol>	
<b>CORRECTIVE ACTION PLAN APPROVAL SECTION</b>	
<b>Criterion:</b> SE 51 Appropriate special education teacher licensure	<b>Corrective Action Plan Status:</b> Approved <b>Status Date:</b> 11/16/2022 <b>Correction Status:</b> Not Corrected
<b>Basis for Decision:</b>	
<b>Department Order of Corrective Action:</b>	
<b>Required Elements of Progress Report(s):</b>	

By December 19, 2022, the district will submit the appropriate license or approved waiver for the four special education teachers identified by the Department.

By February 27, 2023, the district will submit the results of the internal monitoring process. For any staff not appropriately licensed or on an approved waiver, the district will submit detailed corrective action steps to ensure special education teachers are appropriately licensed or on an approved waiver.

**Progress Report Due Date(s):**

12/19/2022

02/27/2023

## FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

<b>Criterion &amp; Topic:</b> SE 52 Appropriate certifications/licenses or other credentials -- related service providers	<b>FMR Rating:</b> Partially Implemented
<b>Department FMR Findings:</b> Document review and interviews indicated that two related service providers are not appropriately certified, licensed, board registered, or otherwise approved to provide related services by the relevant professional standards board or agency for the profession.	
<b>Description of Corrective Action:</b> The SPS coded physical therapist and occupational therapist in the same job class. Both individuals that were cited hold one of the two licenses.	
<b>Title/Role(s) of Responsible Persons:</b> Senior Administrator of Human Resources and Educator Development	<b>Expected Date of Completion:</b> 10/31/2022
<b>Evidence of Completion of the Corrective Action:</b> The PT/OT coding in munis will be divided into two specific job classes. Physical Therapist will be assigned to the PT code and Occupational Therapist will be assigned to the OT code.	
<b>Description of Internal Monitoring Procedures:</b> <ol style="list-style-type: none"> <li>1. Verification that the Physical Therapist and Occupational Therapist have separate job classes by October 31, 2022.</li> <li>2. Yearly audit to verify that PT and OT are properly assigned to the appropriate job class.</li> <li>3. By October 5, a Licensure Audit will be run, through DESE Dropbox Central, Educator License Status, capturing all licensed and unlicensed educators.</li> <li>4. All educator licenses that expired will be reviewed by Human Resource Analysts and the Senior Administrator of Human Resources.</li> </ol>	
<b>CORRECTIVE ACTION PLAN APPROVAL SECTION</b>	
<b>Criterion:</b> SE 52 Appropriate certifications/licenses or other credentials -- related service providers	<b>Corrective Action Plan Status:</b> Partially Approved  <div style="text-align: right;"> <b>Status Date:</b> 11/16/2022  <b>Correction Status:</b> Not Corrected         </div>
<b>Basis for Decision:</b> The district's description of internal monitoring process addresses an audit through DESE Dropbox Central in ELAR. However, the Department does not license physical or occupational therapists. Those professional licenses are obtained through the Commonwealth of Massachusetts.	
<b>Department Order of Corrective Action:</b> The district will develop internal monitoring procedures to ensure related service providers are appropriately licensed by the relevant professional standards board or agency for the profession.	
<b>Required Elements of Progress Report(s):</b> By December 19, 2022, the district will submit the appropriate license for the two related service providers identified by the Department.  By December 19, 2022, the district will submit the newly developed monitoring procedures, including steps the district will take when a license has expired, to ensure all	

related service providers are appropriately certified, licensed, board registered or otherwise approved by the relevant professional standards.

By February 27, 2023, the district will submit the results of the internal monitoring process. For any related service staff not appropriately licensed, the district will submit detailed corrective action steps to ensure all related service providers are appropriately licensed by the relevant professional standards board or agency for the profession.

**Progress Report Due Date(s):**

12/19/2022

02/27/2023

## FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

<b>Criterion &amp; Topic:</b> SE 56 Special education programs and services are evaluated	<b>FMR Rating:</b> Not Implemented
<b>Department FMR Findings:</b> Document review and interviews indicated that special education district leadership developed a three-year plan in collaboration with an outside consultant to regularly evaluate special education programs and services. However, this plan has yet to be implemented and the district does not currently evaluate all special education programs and services.	
<b>Description of Corrective Action:</b> Description: A newly revised three- year evaluation plan has been finalized. A rotating focus for each of the years was outlined and a consultant hired to complete the evaluations. Allan Blume is contracted to assist the district in evaluating Special Education programs and services for the next 3 years. Allan Blume has completed many systemic evaluations for other districts. The focus for each year is as follows:  Year 1: Inclusive philosophy and practices in the district and sub-group data by race, gender, and disability; IEP document review; program evaluations and descriptions.  Year 2: Professional development opportunities; parental involvement/participation; behavioral strategies/interventions; related service delivery models.  Year 3: Placement decisions (in-district, out-of-district); guidelines for program placement; graduation rates; new IEP implementation.  The plan may be revised annually based on data collected during the prior cycle.	
<b>Title/Role(s) of Responsible Persons:</b> Allan Blume, Consultant Executive Officer and Asst. Officer Special Ed. & RSO	<b>Expected Date of Completion:</b> 06/30/2023
<b>Evidence of Completion of the Corrective Action:</b> By November 30, 2022, the district will submit an updated identification of inclusive opportunities, data regarding IEP trends noted, revised program descriptions, attendance sheets, as well as the district's response to the consultant's findings.  By March 31, 2023, the district will submit samples of the tools used by the consultant and data collected. Attendance sheets from various meetings and focus groups, and a summary of the district's response to the consultant's report.  By June 30, 2023 , the district will submit copies of newly generated program descriptions, a review of program placement guidelines, Special Education sub-group graduation data, areas of need for further training regarding sections of the newly	

adopted IEP format, and the district's response to the consultant's report.

**Description of Internal Monitoring Procedures:**

Data from the prior year will be reviewed by the Executive Officer of Special Education, the Assistant Executive Officer of Special Education and shared with the Special Education Supervisors and Evaluation Team Leaders. The data will be shared in various Special Education training and will drive future goals for Special Education staff evaluations. The Executive Officer of Special Education and Related Services will share the data with building principals during an annual principals' meeting to assist in developing informed practices.

**CORRECTIVE ACTION PLAN APPROVAL SECTION**

**Criterion:**

SE 56 Special education programs and services are evaluated

**Corrective Action Plan Status:** Approved

**Status Date:** 11/16/2022

**Correction Status:** Not Corrected

**Basis for Decision:**

**Department Order of Corrective Action:**

**Required Elements of Progress Report(s):**

By December 19, 2022, the district will demonstrate steps taken in Year 1 of the special education evaluation process. Evidence will include a list of inclusive opportunities in the district; IEP trends noted for sub-group data by race, gender, and disability; revised program descriptions; attendance sheets, as well as the district's response to the consultant's findings.

By May 26, 2023, the district will submit the results of the year-long evaluation. Evidence will include the district's response to the consultant's report, including any changes to the district's special education programming.

**Progress Report Due Date(s):**

12/19/2022

05/26/2023

## FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

<b>Criterion &amp; Topic:</b> CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion	<b>FMR Rating:</b> Partially Implemented
<b>Department FMR Findings:</b> Document review and interviews indicated that the district recently developed a notice to send to former students who have not yet earned their competency determination and who have not transferred to another school; however, the notice has yet to be sent annually to students who attended high school in the district within the past two years.	
<b>Description of Corrective Action:</b> All students that leave Springfield Public Schools without a high school diploma should be contacted after 10 days absent. Any student aged 16 or older who has not earned a diploma should receive a letter to schedule an exit interview. The purpose of the exit interview is to support the student and guardian with pathways to earn a high school diploma or return to school. Students who have left school and not yet earned their competency determination or transferred to another school will also receive an annual notice to the last known address for two years informing them of the availability of publicly funded post-high school academic support programs and encouraging them to participate in those programs.  These guidelines will ensure that there is consistency across the district in ensuring that intentional engagement is made and documented to ensure that every student that stops out of a Springfield Public School high school is provided with options to earn a high school credential.  October 2022 o Identify the designee at each high school that will be the point of contact to operationalize the annual notification to students 16 years or over that have left high school without a diploma and/or have met the competency determination in the last two years. o Establish at each high school the team that will monitor the list of students that have stopped out? o Meet with the teams from each high school for an initial training to review the district guidelines and implementation plan. Will also share the tools to operationalize the guidelines. Will use this as an opportunity to solicit feedback and revise the tools as needed.  November 2022 o List of students 16 and over were not re-enrolled on October 1st, will be available to each high school along with the annual notification letter and exit interview meeting.  Ongoing	



- o Students 16 and over that decide to exit school without a diploma or have met the CD will be provided with an exit interview meeting to provide options to remain in school or seek other options to earn a diploma or high school equivalent credential.
- o Create an automated system to ensure that every student 16 year or older that stops out of SPS without a diploma and/or has met the CD receives the letter and opportunity to learn more about options to earn a high school credential.

Spring 2023

Prepare the next list of annual notifications that were not included in the Fall 2022 notifications.

March 2023

- o Notices are distributed and exit interviews are provided

April 2023

- o Review our processes and provide the teams with an introduction to the automated reporting system that will be developed.

Ongoing

- o Annual check in with the school-based teams to review exit interview information which will be used to inform the district's instructional programs and expanding alternative school pathways to earning a diploma for students that have stopped out.

**Title/Role(s) of Responsible Persons:**

Yolanda Johnson, Chief of Student Services

**Expected Date of**

**Completion:**

06/30/2023

**Evidence of Completion of the Corrective Action:**

Copy of the approved letter.

Copy of the memo and district guidelines for notice for 16 year old's.

Annually, review the district guidelines and implementation. This will provide an opportunity to solicit feedback and revise the tools/process as needed.

**Description of Internal Monitoring Procedures:**

List that contains the designee at each high school

Attendance certification from TeachPoint/Vector of attending the annual training.

**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:** 11/17/2022

**Correction Status:** Not Corrected

**Basis for Decision:**

**Department Order of Corrective Action:**

**Required Elements of Progress Report(s):**

By December 19, 2022, the district will submit evidence it has identified a designee at each high school that will be the point of contact to operationalize the annual notification to students 16 years or over that have left high school without a diploma and/or have not met the competency determination in the last two years. Evidence will include a list of the title/role of each school designee.

By December 19, 2022, the district will submit evidence it established a team at each high school who will monitor the list of students that have dropped out and efforts made to reengage students. Evidence will include a list of the titles/roles of each high school's Team.

By December 19, 2022, the district will submit evidence of initial training, provided to designees and teams, to review the district expectations, notices, and tools to operationalize the procedures. Evidence will include agenda(s), training materials, signed attendance, expectations, procedures, tools, and the notice sent to students and parent/guardians.

By February 27, 2023, the district will submit evidence that students 16 and over who were not re-enrolled on October 1st, 2022, received annual notification. Evidence will include the list of students who did not re-enroll, and the date notices were sent.

**Progress Report Due Date(s):**

12/19/2022

02/27/2023

## FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

<b>Criterion &amp; Topic:</b> CR 24 Curriculum review	<b>FMR Rating:</b> Partially Implemented
<b>Department FMR Findings:</b> Document review and interviews indicated that the district continues to pilot, with select teachers and district administrators, tools and training materials to ensure individual teachers in the district 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. However, these tools and training materials have yet to be implemented throughout the district.	
<b>Description of Corrective Action:</b> The District must ensure individual teachers in the district 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. Appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials. The District has created a process to use with educators to review all educational materials. We have used this tool with some educators over the 21-22 school year. The Chief Instructional Officer will work with two outside partners to review this document. The two partners we have been working with is Paul Gorski and the Center for Leadership and Educational Equity. Their feedback will be shared with the District Race and Equity Team and with the Academic Directors. We will then decide if the current tool is something we want to roll out to the entire District or if we will revise the tool based on the new feedback. The team that decides on the tool will be made up of directors, supervisors, and teachers. The committee will meet 3 times over the next year. We will review progress in November 2022, March 2023, and May 2023. The tool created will be shared with all ELA coaches and department chairs in June 2023. All educators will be trained on how to use the tool in August of 2023.	
<b>Title/Role(s) of Responsible Persons:</b> Chief Instructional Officer	<b>Expected Date of Completion:</b> 08/30/2023
<b>Evidence of Completion of the Corrective Action:</b> 1. Copies of the documents shared with the 2 outside partners 2. Copy of revisions or new tool 3. Meeting Agendas from the 2 committee meetings 4. The final document 5. Agendas from the rollout meetings with Leadership Specialists and Department Chairs 6. TeachPoint description for all educator training in August 2023	
<b>Description of Internal Monitoring Procedures:</b> Annually, the Chief Instructional Officer will review the process. If revisions are needed, the committee will reconvene and the process will be revised.	
<b>CORRECTIVE ACTION PLAN APPROVAL SECTION</b>	
<b>Criterion:</b> CR 24 Curriculum review	<b>Corrective Action Plan Status:</b> Approved <b>Status Date:</b> 11/16/2022 <b>Correction Status:</b> Not Corrected
<b>Basis for Decision:</b>	

**Department Order of Corrective Action:****Required Elements of Progress Report(s):**

By December 19, 2022, the district will submit the results of the review of procedures and tools used by some staff/schools during the 2021-2022 school year.

By February 27, 2023, the district will submit evidence of the District Race and Equity Team and academic directors' progress meetings. Evidence will include all meeting agendas, minutes, products created, and signed attendance.

By April 10, 2023, the district will submit evidence that all educators have been trained on the district's procedures.

By May 26, 2023, the district will submit the results of the internal monitoring process, which includes classroom observations. For any concerns identified, the district will implement appropriate corrective action, including individualized coaching and support, when necessary.

**Progress Report Due Date(s):**

12/19/2022

02/27/2023

04/10/2023

05/26/2023

## FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

<b>Criterion &amp; Topic:</b> CR 25 Institutional self-evaluation	<b>FMR Rating:</b> Not Implemented
<p><b>Department FMR Findings:</b>  Document review and interviews indicated that the district is in the process of developing procedures to annually evaluate student access to all educational programs. However, the procedures have yet to be implemented and the district does not currently 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.</p> <p><b>Description of Corrective Action:</b>  The district will refine and execute a formal process for annual institutional self-evaluation focused on access to all educational programs for all students and specifically evaluating access for protected sub-groups. The steps that will be take to refine the process will be:  1) By November 2022, convening an institutional self-evaluation team charged with finalizing data collection instruments and proposed process for self-evaluation (team will include at minimum the the Chief of Special Education and Related Services, Chief of Student Services, Chief Instructional Officer, and Chief of Strategy, Innovation, and Accountability);  2) By March 2023, reviewing and adapting data collection instruments focused on student access to educational programming inside and outside the school day (priority will be placed on embedding data collection within existing opportunities such as student SEL surveys as well as leveraging existing data such as the VOCAL survey administered through DESE);  3) By March 2023, designing an annual process and timeline for data collection, analysis of data, review of findings by the Superintendent's cabinet, and identification of opportunities and action steps for improvement; and,  4) By March 2023, communicating the proposed process to the Superintendent's Cabinet for approval.</p> <p>By June 2023, once the instruments and process have been approved, the process will be implemented for the 2022-2023 school year through the following steps:  1) Data collection;  2) Data analysis to identify areas of strength and concern;  3) Presentation of findings to Cabinet;  4) Cabinet identification of opportunities for improvement and necessary action steps; and,  5) Implementation of identified action steps.</p>	
<b>Title/Role(s) of Responsible Persons:</b> Superintendent of Schools Superintendent's Cabinet (department heads)	<b>Expected Date of Completion:</b> 08/31/2023
<b>Evidence of Completion of the Corrective Action:</b> <ul style="list-style-type: none"> <li>* Adopted data collection instruments.</li> <li>* Outline of institutional evaluation process.</li> <li>* Agenda and summary notes from meetings for the institutional self-evaluation team.</li> <li>* Agenda and summary notes from Cabinet meetings reviewing and approval the</li> </ul>	

proposed data collection instruments and process.

\* Agenda and summary notes from Cabinet meetings in which key findings are presented, opportunities for improvement discussed, and action steps identified.

**Description of Internal Monitoring Procedures:**

The Institutional Self-Evaluation team will create a project management plan that will identify tasks, responsibility, and deadline for all activities that have to be completed each year to collect and analyze data, review data, identify opportunities for improvement with Cabinet, and act on opportunities for improvement.

The Chief of Strategy, Innovation, and Accountability, or their designee, will be responsible for regularly tracking completion of the activities in the project management plan and following up on activities not completed by prescribed deadlines.

**CORRECTIVE ACTION PLAN APPROVAL SECTION**

**Criterion:**

CR 25 Institutional self-evaluation

**Corrective Action Plan Status:** Approved

**Status Date:** 11/16/2022

**Correction Status:** Not Corrected

**Basis for Decision:**

**Department Order of Corrective Action:**

**Required Elements of Progress Report(s):**

By December 19, 2022, the district will submit evidence that the team (Chief of Special Education and Related Services; Chief of Student Services; Chief Instructional Officer; and Chief of Strategy, Innovation, and Accountability) met to finalize data collection instruments and the process to complete the annual institutional self-evaluation. Evidence will include meeting agendas, minutes, products, and signed attendance.

By February 27, 2023, the district will submit evidence the Team reviewed/adapted data collection instruments focused on student access to educational programming inside and outside the school day leveraging, where possible, existing data collection opportunities. Evidence will include copies of the data collection tool(s) the district will use.

By May 26, 2023, the district will submit the annual institutional self-evaluation, and identification of opportunities and action steps for improvement. Evidence will include a copy of the evaluation, results of the data analysis, and the improvement plan.

**Progress Report Due Date(s):**

12/19/2022

02/27/2023

05/26/2023