

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

**FOCUSED MONITORING REVIEW**

**CORRECTIVE ACTION PLAN**

**Charter School or District: Uxbridge**

**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 09/16/2022.*

**Mandatory One-Year Compliance Date:**

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

| <b>Criterion</b> | <b>Criterion Title</b>        | <b>FMR Rating</b>     |
|------------------|-------------------------------|-----------------------|
| CR 24            | Curriculum review             | Partially Implemented |
| CR 25            | Institutional self-evaluation | Partially Implemented |

## FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

|  |   |
|--|---|
| <b>Criterion &amp; Topic:</b><br>CR 24 Curriculum review   | <b>FMR Rating:</b><br>Partially Implemented       |
| <b>Department FMR Findings:</b><br>A review of documents and administrative interviews indicated that the district recently developed a plan to ensure that individual teachers 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, and that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any stereotypes depicted in such materials. However, this plan is not scheduled for implementation until the 2022-2023 school year.  |   |
| <b>Description of Corrective Action:</b><br>Uxbridge Public Schools will implement the plan they have developed to ensure that individual teachers 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. The district will ensure that the appropriate activities, discussions and/or supplemental materials are used to provide balance and context for any such stereotypes depicted in such materials.   |   |
| <b>Title/Role(s) of Responsible Persons:</b><br>Role of Responsible Person(s)<br>Assistant Superintendent: Karen Dwyer<br>Building Principals  | <b>Expected Date of Completion:</b><br>08/03/2023 |
| <b>Evidence of Completion of the Corrective Action:</b><br><p>By December 2, 2022, the district will submit a copy of procedures, evaluative tool, and plans developed for use by individual teachers to identify bias and stereotypes and plans to provide balance and context for any such stereotypes depicted.</p> <p>By March 30, 2023, the district will submit evidence of training to all teachers/instructional staff on the procedures, evaluative tool, and plans for addressing identified bias and stereotypes. Evidence will include agendas, training materials, and sign-in sheets with staff roles.</p> <p>By May 30, 2023, the district will submit a description of the district's internal monitoring system to ensure individual teachers 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.</p> <p>By May 30, 2023, the district will submit the on-going training and support plan that will be provided to staff.</p> <p>By June 15, 2023, the district will submit the results of the internal monitoring. For any concerns identified, the district will implement appropriate corrective action, including feedback and additional staff training, when necessary.</p> |   |
| <b>Description of Internal Monitoring Procedures:</b>  |   |

By July 30, 2023 and beyond, all individual teachers in Uxbridge Public Schools will 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. The district will ensure that the appropriate activities, discussions and/or supplemental materials are used to provide balance and context for any such stereotypes depicted in such materials. Uxbridge Public Schools will implement an internal monitoring system that includes administrative oversight, classroom observation, completed evaluative tool review, and the provision of feedback, as necessary.

Evidence:

Procedures-evaluative tool

Description of internal monitoring system

Staff training agenda

Training materials

Signed Attendance sheets

Results of Internal Monitoring-including completed evaluative tools and corrective action

### **CORRECTIVE ACTION PLAN APPROVAL SECTION**

**Criterion:**

CR 24 Curriculum review

**Corrective Action Plan Status:** Approved

**Status Date:** 10/26/2022

**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 a copy of procedures, evaluative tool, and plans developed for use by individual teachers to identify bias and stereotypes and provide balance and context for any such stereotypes depicted.

By February 13, 2023, the district will submit evidence of training provided to all teachers/instructional staff on the procedures, evaluative tool, and plans for addressing identified bias and stereotypes. Evidence will include agendas, training materials, and sign-in sheets with staff roles.

By April 24, 2023, the district will submit a description of the district's internal monitoring system to ensure individual teachers 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.

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

12/19/2022

02/13/2023

04/24/2023

## FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

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| <b>Criterion &amp; Topic:</b><br>CR 25 Institutional self-evaluation   | <b>FMR Rating:</b><br>Partially Implemented       |
| <p><b>Department FMR Findings:</b><br/> A review of documents and administrative interviews indicated that the district recently developed a plan to 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. However, this plan is not scheduled for implementation until the 2022-2023 school year.</p> <p><b>Description of Corrective Action:</b><br/> The district will form a district-wide/school community group of stakeholders (Educational Equity and Access Advisory Council) that is representative of the district and student population and develop a process detailing how data will be collected and who will review data to ensure students have equal access to all education programs, regardless of their race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability or housing status, have equal access to all programs.</p> <p>An institutional self-evaluation tool/survey will be identified or developed by the Educational Equity and Access Advisory Council and disseminated to the Principals, Civil Rights Coordinator/Assistant Superintendent, Director of Student Services and staff that will be used to collect student, parent, staff and administrator data to determine whether or not 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. The Educational Equity and Access Advisory Council will oversee the implementation of the institutional evaluation, review data to determine access and/or barriers to student participation in all aspects of its K-12 program and make changes to district programming as indicated by the evaluation. To do this, Uxbridge will develop a system that will monitor and report on the data collection as well as analyze the results of the data. In addition, the Uxbridge Public Schools at the elementary and high school levels will participate in the MTSS Academy for Culturally Responsive Teaching and Learning, starting in the school year 2022-2023 as a three year commitment.</p> |   |
| <b>Title/Role(s) of Responsible Persons:</b><br>Superintendent<br>Assistant Superintendent<br>Director of Student Services<br>Building Administrators  | <b>Expected Date of Completion:</b><br>08/30/2023 |
| <p><b>Evidence of Completion of the Corrective Action:</b><br/> By November 30, 2022, the district will form a district-wide/school community group of stakeholders (Educational Equity and Access Advisory Council) that is representative of the district and student population and develop a process detailing how data will be collected and who will review data to ensure students have equal access to all education programs, regardless of their race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability or housing status, have equal access to all programs.</p>   |   |

By February 28, 2023, an institutional self-evaluation tool/survey will be identified or developed by the Educational Equity and Access Advisory Council and disseminated to the Principals, Civil Rights Coordinator/Assistant Superintendent, Director of Student Services and staff that will be used to collect student, parent, staff and administrator data to determine whether or not 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.

By March 30, 2023, the district will submit a copy of the self-evaluation tool.

By April 30, 2023, the district will submit the written process for data collection and review of data to ensure equal access.

By May 30, 2023, the Educational Equity and Access Advisory Council will oversee the implementation of the institutional evaluation, review data to determine access and/or barriers to student participation in all aspects of its K-12 program and make changes to district programming as indicated by the evaluation. To do this, Uxbridge will develop a system that will monitor and report on the data collection as well as analyze the results of the data.

By May 30, 2023, the district will submit evidence of an Educational Equity and Access Advisory Council. Evidence will include a list of all team members' names and roles, meeting agendas, meeting minutes and sign in sheets for relevant meetings related to the corrective action.

By June 15, 2023, the district will submit evidence of training on the Institutional Self-Evaluation process and tool. Evidence will include Training materials, agendas, and sign in sheets.

By July 30, 2023, the district will submit an analysis of the institutional self-evaluation results and actions taken.

**Description of Internal Monitoring Procedures:**

District leadership which includes the Superintendent, Assistant Superintendent, the Director of Student Services and building principals will ensure that the Educational Equity and Access Advisory Council meets regularly throughout the year, data is collected and reviewed and changes are made to district programming as indicated by the evaluation. The data will be assessed at the end of the 2022-2023 school year and a plan for actions determined for the following school year. To assess the implementation of the plans, the district leadership will focus on the monitoring of the changes and the effectiveness of the changes at the beginning, middle and end of the year.

The monitoring process will include discussions regarding the self-evaluation process and the data in the Superintendent's weekly leadership meetings with administrators and principals' continuous review of their school's programs. The discussions will also be held in the special education department's review of programs for students with disabilities.

To inform the larger community of the results, there is opportunity for the information to be discussed in School Committee meetings that are televised as well as more informal venues such as the Superintendent's virtual coffees and his blog.

### **CORRECTIVE ACTION PLAN APPROVAL SECTION**

**Criterion:**  
CR 25 Institutional self-evaluation

**Corrective Action Plan Status:** Approved  
**Status Date:** 10/26/2022  
**Correction Status:** Not Corrected

**Basis for Decision:**

**Department Order of Corrective Action:**

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

By December 19, 2022, Uxbridge Public Schools will submit the name and role/title of the Educational Equity and Access Advisory Council members and a copy of the evaluation tool(s) and process developed to ensure students have equal access to all education programs, regardless of their race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability or housing status, have equal access to all programs.

By February 13, 2023, Uxbridge Public Schools will submit evidence of training provided to the Educational Equity and Access Advisory Council on the completion of an institutional self-evaluation. Evidence will include training materials, agendas, and signed attendance.

By April 24, 2023, Uxbridge Public Schools will submit the analysis of the institutional self-evaluation data, actions taken as a result, and a detailed description of ongoing monitoring and data collection and analysis.

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

12/19/2022  
02/13/2023  
04/24/2023