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

##### FOCUSED MONITORING REVIEW

## CORRECTIVE ACTION PLAN

Charter School or District: Chelsea 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 04/27/2023.

**Mandatory One-Year Compliance Date:** **04/27/2024**

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

| **Criterion** | **Criterion Title** | **FMR Rating** |
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| SE 7 | Transfer of parental rights at age of majority and student participation and consent at the age of majority | Partially Implemented |
| SE 17 | Initiation of services at age three and Early Intervention transition procedures | Partially Implemented |
| SE 20 | Least restrictive program selected | Partially Implemented |
| SE 34 | Continuum of alternative services and placements | Partially Implemented |
| SE 40 | Instructional grouping requirements for students aged five and older | Partially Implemented |

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| **Criterion & Topic:** SE 7 Transfer of parental rights at age of majority and student participation and consent at the age of majority | **FMR Rating:** Partially Implemented |
| **Department FMR Findings:** *A review of student records and interviews indicated that the district does not consistently inform students and parents, at least one year prior to the student reaching age 18, of the rights that will transfer from the parent to the student upon the student's 18th birthday.* |
| **Description of Corrective Action:** By August 2023, Chelsea Public Schools (CPS) will develop and implement clear and concise written procedures that ensure timely notification, at age 16, of students and parents/guardians regarding the transfer of rights from parents to students when the student reaches the age of 18. The notification will be hand-delivered in person between ages 16 and 17, at least one year prior to the student's 18th birthday, to allow sufficient time for students and parents/guardians to understand their respective rights and responsibilities.   By September 2023, CPS will conduct a thorough review of the Special Education Process and Procedure Manual section for Age of Majority to ensure that the transfer of parental rights when students reach the age of majority, as well as student participation and consent, are clearly defined and explained. During this meeting, CPS will revisit Administrative Advisory “SPED 2011-1: Age of Majority" and discuss its implications with all Special Education Coordinators and Evaluation Team Leaders during a Professional Learning Community (PLC) meeting. The aim of this review is to ensure that all staff members are fully informed and equipped to support students as they transition to adulthood and assume greater responsibility for their educational decision-making.   By February 2024, CPS will undertake an internal review by querying a selection of 10 students who need to be notified about the Age of Majority, retrieving their files, and ensuring compliance with our corrective action plan.  |
| **Title/Role(s) of Responsible Persons:**Administrator of Special Education/Assistant Director of Special Education | **Expected Date of Completion:**04/27/2024 |
| **Evidence of Completion of the Corrective Action:*** Sign-in sheet from PLC meeting
* Cover sheet of required documents for student files
* Process and Procedure Manual
* Evidence of Age of Majority Notification forms for a select subset of students
* Compliance Tracker
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| **Description of Internal Monitoring Procedures:** The district will hold quarterly meetings to ensure all original student documents are accounted for and in district student files. Special education documents will be sent to the Special Education District Office with a completed cover sheet. The District Clerk and Administrative Assistant will track missing documents and email schools with deadlines for submission. The Age of Majority form is included in the cover sheet, and if applicable, will be identified. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 7 Transfer of parental rights at age of majority and student participation and consent at the age of majority | **Corrective Action Plan Status:** Approved **Status Date:** 05/23/2023 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By August 31, 2023, Chelsea Public Schools (CPS) will submit written procedures that ensure timely notification to students and parents, at least one year prior to the student reaching age 18, of the rights that will transfer from the parent to the student upon the student's 18th birthday. By October 27, 2023, CPS will submit evidence of training for special education coordinators, educational Team leaders, and special education teachers on the written procedures and requirements for notification. Evidence will include the training materials, agenda, and signed attendance sheets with staff name, role, and signature. By February 22, 2024, CPS will submit the results of an internal review of 10 special education student records for evidence that notice is provided to students and parents at least one year prior to the student reaching age 18. The summary of results will include the number of records found compliant and those found noncompliant. For any records identified with noncompliance, CPS will conduct a root causes analysis and identify appropriate corrective action. |
| **Progress Report Due Date(s):** 08/31/202310/27/202302/22/2024 |

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| **Criterion & Topic:** SE 17 Initiation of services at age three and Early Intervention transition procedures | **FMR Rating:** Partially Implemented |
| **Department FMR Findings:** *A review of student records and administrative interviews indicated that the district does not participate in transition planning conferences for young children with disabilities transitioning from Early Intervention Programs.* |
| **Description of Corrective Action:** By August 2023, CPS will develop and implement clear and concise written procedures that ensure the district participates in transition planning conferences for young children with disabilities transitioning from Early Intervention Programs, as well as attends all individual transition meetings for students who will be turning three within the 2023-2024 school year.   By October 2023, CPS will collaborate with Early Intervention to identify the children transferring from EI to CPS and schedule planning conference dates. Monthly meetings will be held between CPS and EI to discuss all students who are transitioning from EI. Individual meetings will be held between CPS and EI for each student who will turn three within the 2023-2024 school year. CPS will provide training to the Coordinator of Related Services and Coordinator of Special Education for our Early Learning Center on these mentioned procedures, as well as the EI agency representatives.   By March 2024, CPS will undertake an internal review to ensure that all students referred from Early Intervention who turned three between September 2023 and February 2024 had a transition planning conference to maintain compliance with our corrective action plan.  |
| **Title/Role(s) of Responsible Persons:**Administrator of Special Education/Assistant Director of Special Education | **Expected Date of Completion:**04/27/2024 |
| **Evidence of Completion of the Corrective Action:*** Written procedures for how the district participate in transition planning conferences for young children with disabilities transitioning from Early Intervention Programs.
* Attendance sheets from EI transition planning conferences
* Sign-in sheets from monthly collaboration meetings with CPS and EI
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| **Description of Internal Monitoring Procedures:** The district will hold monthly meetings with EI to ensure a CPS representative participates in all transition planning conferences for students transferring from EI to CPS. The district will ensure that a CPS staff member is invited and attends a transition meeting for each student who will be transitioning from EI to CPS. By taking these steps, CPS is committed to ensuring that young children with disabilities receive the support they need during this important transition period. The Assistant Special Education Director will meet monthly with the Coordinator of Related Services to review the spreadsheet of EI planning meetings.    |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 17 Initiation of services at age three and Early Intervention transition procedures | **Corrective Action Plan Status:** Approved **Status Date:** 05/23/2023 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By August 31, 2023, Chelsea Public Schools (CPS) will submit written procedures that ensure the district participates in transition planning conferences for young children with disabilities transitioning from Early Intervention Programs. By October 27, 2023, CPS will submit evidence of training for the Coordinator of Related Services and the Coordinator of Special Education for the Early Learning Center on the procedures for transition planning conferences. Evidence will include the training materials, agenda, and signed attendance sheet with staff name, role, and signature. By October 27, 2023, CPS will develop and submit a SY 2023-2024 schedule indicating the students transferring from Early Intervention Programs and dates of the planned transition conferences.By February 22, 2024, CPS will submit the results of an internal review of 10 special education student records for students who required a transition planning conference between November 2023 and February 2024. The summary of results will include the number of records found compliant and those found noncompliant. For any records identified with noncompliance, CPS will conduct a root causes analysis and identify appropriate corrective action. |
| **Progress Report Due Date(s):** 08/31/202310/27/202302/22/2024 |

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| **Criterion & Topic:** SE 20 Least restrictive program selected | **FMR Rating:** Partially Implemented |
| **Department FMR Findings:** *An analysis of data and staff interviews indicated that IEP Teams do not always consider the least restrictive environment for students, with consideration given to any potential harmful effect on the student or on the quality of services that he or she needs. Data demonstrated the following:**For eligible students ages 6-22:* * *Approximately 62.5% of students are in full inclusion or partial inclusion placements, a rate lower than the state rate at approximately 80.2%.*
* *Approximately 21.9% of students are enrolled in substantially separate placements, a rate higher than the state rate at approximately 13.2%.*

*For eligible students ages 3-5:* * *Approximately 29.5% of students are in full inclusion or partial inclusion placements, a rate lower than the state rate at approximately 72.2%.*
* *Approximately 58.8% of eligible students are enrolled in substantially separate placements, a rate more than twice that of the state rate at approximately 22.2%.*

*A review of student records also indicated that if a student is removed from the general education classroom at any time, the Team does not always state in the IEP Non-participation Justification statement why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily.* |
| **Description of Corrective Action:** By August 25, 2023, CPS will develop written procedures to ensure IEP teams always consider the least restrictive environment for students, with consideration given to any potential harmful effect on the student or on the quality of services that the student needs. The written procedure will address the IEP Nonparticipation Justification statement as to why the removal is considered critical to the student’s program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily.   By October 14, 2023, CPS will train school-based administrators, general and special education teachers, and related service providers to ensure IEP Teams always consider and state in the IEP Nonparticipation Justification statement why removal is considered critical to a student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. CPS will also examine school and district special education achievement and placement data, and detailed reports from the Inclusive Practice Project Review which occurred SY 22-23 to determine barriers to achieving LRE.   By December 22, 2023, CPS will establish an action plan to increase inclusive opportunities for students with disabilities to ensure the least restrictive placement. CPS will initiate Inclusion Task Force Teams at each school as part of the Principal's Instructional Leadership Team (ILT) meetings to focus on growing inclusive supports and structures to ensure least restrictive placement.   By February 9, 2024, CPS will conduct an internal review of 15 special education student records across all schools to ensure that if a student is removed from the general education classroom at any time, the IEP Team always states why the removal is considered critical to the student's program.  |
| **Title/Role(s) of Responsible Persons:**Administrator of Special Education/Assistant Director of Special Education | **Expected Date of Completion:**04/20/2024 |
| **Evidence of Completion of the Corrective Action:*** Written procedures
* Training materials
* Inclusion Assessments
* Meeting materials from Inclusion Task Form teams (sign-in sheets, agendas)
* Summary of internal record review
* Inclusion action plans
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| **Description of Internal Monitoring Procedures:** CPS will hold monthly meetings with building principals to monitor LRE data, along with work and progress of Inclusion Task Force teams. The Director of Special Education and the Assistant Director of Special Education will conduct biannual reviews of student records to ensure the IEP nonparticipation justification statement reflects LRE |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 20 Least restrictive program selected | **Corrective Action Plan Status:** Approved **Status Date:** 05/23/2023 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By August 31, 2023, Chelsea Public Schools (CPS) will submit written procedures that ensure IEP Teams always consider the least restrictive environment for students, 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 2023-24 school year, and the Participation in the General Education Setting section of the new IEP is completed during the 2024-25 school year and beyond.  By October 27, 2023, CPS will submit evidence of training for school-based administrators, 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 February 22, 2024, CPS will submit evidence of an internal review of 10 special education student records across all schools to ensure that if a student is removed from the general education classroom at any time, the IEP Team always states why the removal is considered critical to the student's program. The summary of results will include the number of records found compliant and those found noncompliant. For any records identified with noncompliance, CPS will conduct a root causes analysis and identify appropriate corrective action. Please see SE 34 for progress reports related to special education placement data. |
| **Progress Report Due Date(s):** 08/31/202310/27/202302/22/2024 |

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| **Criterion & Topic:** SE 34 Continuum of alternative services and placements | **FMR Rating:** Partially Implemented |
| **Department FMR Findings:** *See SE 20 regarding the lack of inclusive opportunities for students within the special education continuum of alternative services and placements.* |
| **Description of Corrective Action:** In September 2023, CPS will complete a root cause analysis to define the strengths and limitations of the continuum of services and placements within CPS using the Inclusion reports completed during the 2022-2023 school year.   By November 2023, CPS will create an action plan to train teachers and related service providers so that staff are more comfortable servicing in the general education setting.   By April 2024, CPS will develop training and support to carry out the action plan created above. CPS will communicate the action plan out to stakeholders with an expected implementation during the '24-'25 school year.    |
| **Title/Role(s) of Responsible Persons:**Administrator of Special Education/Assistant Director of Special Education | **Expected Date of Completion:**04/27/2024 |
| **Evidence of Completion of the Corrective Action:*** Root cause analysis
* Action Plan Training materials
* Internal communications about action plan
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| **Description of Internal Monitoring Procedures:** The Administrator of Special Education and the Assistant Director of Special Education will hold quarterly meetings with district principals to review iReady scores of students with disabilities compared to non-identified peers and look for trends in order to determine where in the continuum their services should be provided.  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 34 Continuum of alternative services and placements | **Corrective Action Plan Status:** Approved **Status Date:** 05/23/2023 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By August 31, 2023, Chelsea Public Schools (CPS) will convene a cross-functional team of general and special educators and administrators from across the district to analyze rates of full inclusion, partial inclusion, and substantially separate placements. The team will conduct a root cause analysis to identify barriers contributing to low inclusion rates. By October 27, 2023, CPS will submit an inclusion action plan that includes proposed steps to increase inclusive opportunities for students. The plan will outline details for involving and training various stakeholders including the Superintendent's Executive Team, building administrators, general and special education teachers, and the Special Education Parent Advisory Council (SEPAC). CPS will also initiate “Inclusion Task Force Teams” at each school who will focus on growing inclusive supports and structures to ensure all students have access to the least restrictive environment. Subsequent progress reports will be based on the root cause analysis and steps set forth in the action plan. |
| **Progress Report Due Date(s):** 10/27/202302/22/2024 |

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| **Criterion & Topic:** SE 40 Instructional grouping requirements for students aged five and older | **FMR Rating:** Partially Implemented |
| **Department FMR Findings:** *A review of documents indicated that three instructional groupings in Chelsea High School exceed the maximum instructional grouping student to staff ratios for eligible students receiving services outside the general education classroom.* |
| **Description of Corrective Action:** By August 2023, CPS will develop and implement clear and concise written procedures that ensure instructional groupings do not exceed the maximum instructional grouping student-to-staff ratios for eligible students receiving services outside the general education classroom.   By September 2023, CPS will conduct a thorough review of the created Special Education Student Profile Data Tracker to ensure the Instructional Grouping requirement for students aged five and older are in compliance with CPS. A collective review of the state regulations will be discussed for their importance and implications with all Special Education Coordinators and Educational Team Leaders during a Professional Learning Community (PLC) meeting. The aim of this review is to ensure that all staff members are fully informed and equipped to consistently project program and classroom enrollment. If instructional groupings exceed the maximum instructional grouping student-to-staff ratios due to staffing vacancies, CPS will complete waiver forms and send them to DESE.   By February 2024, the Administrator of Special Education and Assistant Director of Special Education will meet individually with principals to review state regulations on instructional group sizes. The aim of this process will be to ensure that all school leaders are fully informed and equipped to consistently monitor program and classroom enrollment.  |
| **Title/Role(s) of Responsible Persons:**Administrator of Special Education/Assistant Director of Special Education | **Expected Date of Completion:**04/27/2024 |
| **Evidence of Completion of the Corrective Action:*** Student Special Education Student Data Tracker Waiver forms (if applicable) if group sizes exceed state regulations
* CPS written procedures for instructional group size
* PLC Attendance Sheets Agenda for meetings with principals and attendance sheets
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| **Description of Internal Monitoring Procedures:** The district will hold monthly meetings with special education coordinators and evaluation team leaders to review the Student Data Tracker and ensure instructional group sizes follow state regulations.  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 40 Instructional grouping requirements for students aged five and older | **Corrective Action Plan Status:** Approved **Status Date:** 05/23/2023 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By August 31, 2023, CPS will submit written procedures that ensure compliance with the size and composition requirements of instructional groupings for eligible students. This plan will include a description of protocols addressing the following: * Internal district systems that track and monitor instructional grouping sizes;
* Alerts to relevant staff when ratios are noncompliant; and
* Provision of written notification to the Department and the parents of all group members.

By October 27, 2023, CPS will submit evidence of training provided to applicable staff on the instructional grouping procedures. Evidence will include the training materials, agenda, and signed attendance sheets with staff name, role, and signature. By October 27, 2023, CPS will submit an updated Special Education Instructional Grouping and Age Span document, which can be found in the WBMS Document Library, for the three instructional groupings identified by the Department. |
| **Progress Report Due Date(s):** 08/31/202310/27/202302/22/2024 |