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

# INTEGRATED MONITORING REVIEWCORRECTIVE ACTION PLANAuburn Public SchoolsMonitoring Onsite Year: 2024-2025

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 Integrated Monitoring Review Report dated 04/11/2025.

**Mandatory One-Year Compliance Date:** **04/11/2026**

## Summary of Required Corrective Action Plans in this Report

| **Criterion** | **Criterion Title** | **Rating** |
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| SE 18B | Determination of placement; provision of IEP to parent | Partially Implemented |
| SE 42 | Programs for young children three and four years of age | Partially Implemented |

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| INTEGRATED MONITORING REVIEW**CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:** SE 18B Determination of placement; provision of IEP to parent | **Rating:** Partially Implemented |
| **Department Findings:** Student record review and interviews indicated that the district does not consistently issue the proposed IEP and proposed placement to the parent immediately following the development of the IEP. |
| **Description of Root Cause Analysis:** As part of the root cause analysis, the Director of Pupil Services met with the Special Education Team Chairs and the Special Education Administrative Assistant. Individualized Education Plan (IEP) timelines to review the district’s process for promptly issuing IEPs. Following this root cause analysis, it was determined that the district's review and editing process was the primary cause of IEPs not being sent to parents within the required timeline. IEPs need to be reviewed and edited at a faster rate.Moving forward, the district will ensure that IEPs are sent to parents in a timely manner after they are developed. The district has purchased DocuSign to send out and receive special education documents. This is also being utilized as a tracking system for when IEPs are sent to families. The district will continue to use DocuSign to review, edit, and distribute IEPs to families promptly as well as our internal tracking system.  |
| **Title/Role of Responsible Persons:**Director of Pupil ServicesSpecial Education AssistantSpecial Education Team Chairs | **Expected Date of Completion:**06/18/2025 |
| **Evidence of Completion of the Corrective Action:*** Spreadsheet with meeting dates, the IEP notice date, the date the IEP was sent to the parents, and signature dates.
* Calendar dates of monthly internal meetings to review data of the IEP timelines
* The district will track the percentage of IEPs completed and sent to families on time after an IEP meeting.
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| **Description of Internal Monitoring Procedures:** * The Special Education Department will have monthly audit meetings to review report data. The Director of Pupil Services and Special Education Administrative Assistant will be responsible for these meetings.
* The Director of Pupil Services will be responsible for scheduling monthly meetings with the district's special education team chairs to provide them with data and feedback.
* The Director of Pupil Services, Assistant Superintendent, and Superintendent will meet quarterly with district administration for compliance checks.
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| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 18B Determination of placement; provision of IEP to parent | **Corrective Action Plan Status:** Partially Approved **Status Date:** 06/04/2025 **Correction Status:** Not Corrected |
| **Basis for Decision:** The district indicated that the internal review and editing process was among the root causes for the issues of non-compliance. However, the district's internal monitoring does not directly address internal review and editing procedures to ensure the proposed IEP and proposed placement are provided to the parent immediately following the development of the IEP. |
| **Department Order of Corrective Action:** The district must develop internal monitoring procedures that address and account for the internal review and editing process to ensure parents are provided with the proposed IEP and proposed placement immediately following the development of the IEP. The district must train relevant staff members on these procedures. |
| **Required Elements of Progress Reports:** By July 25, 2025, the district will submit the updated internal monitoring procedures on the requirements of immediate provision of the IEP to the parent to address the internal review and editing process. By July 25, 2025, the district will provide a description of how compensatory services are considered by the Team whenever there is a noncompliant delay in the IEP implementation.By October 3, 2025, the district will submit evidence (agendas, training materials, and attendance sheets) of training provided to relevant staff on the updated procedures. By January 12, 2026, staff from the Office of Public School Monitoring (PSM) will conduct a review of student records for evidence that the district issues the proposed IEP and proposed placement to the parent immediately following the development of the IEP. For any identified non-compliance, the district will submit a root cause analysis and a description of appropriate corrective actions. Upon completion of any such corrective actions, PSM staff will conduct an additional review of student records. |
| **Progress Report Due Dates:** 07/25/202510/03/202501/12/2026 |

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| INTEGRATED MONITORING REVIEW**CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:** SE 42 Programs for young children three and four years of age | **Rating:** Partially Implemented |
| **Department Findings:** A review of documents and staff interviews indicated that two instructional groupings in the integrated preschool program at the Auburn Senior High School do not meet the following requirements for appropriate student to staff ratios and class sizes:Inclusionary programs:For public school programs that integrate students with and without disabilities, the class size does not exceed 20 students with 1 teacher and 1 aide and no more than 5 students with disabilities. If the number of students with disabilities is 6 or 7 then the class size does not exceed 15 students with 1 teacher and 1 aide.Specifically, each of the two inclusion groupings listed below serve six students with disabilities and have class sizes exceeding a total of 15 students.Full Day Inclusion A: 6 Students w/Disabilities; 11 Students w/o Disabilities; 1 Teacher; 2 AidesFull Day Inclusion B: 6 Students w/Disabilities; 13 Students w/o Disabilities; 1 Teacher; 3 Aides |
| **Description of Root Cause Analysis:** The Director of Pupil Services, the Preschool Team chair, the preschool administrative assistant, the Assistant Superintendent/Preschool principal, and the Superintendent met to conduct a root-cause analysis. The Team identified two reasons the district's preschool did not meet the appropriate student-to-staff ratios. The team determined that many students entered preschool without educational or behavioral concerns but later qualified for special education services. The second cause was that there were families that moved into the district with preschool students with disabilities. Moving forward, the district will ensure that the integrated preschool will meet the appropriate student-to-staff ratios and class sizes for students with and without disabilities. The district will accomplish this by taking the following steps:* The district has already removed five spots in the 4-year-old half-day afternoon program to accommodate the enrollment of seven students with IEPs. This changes the projected classroom roster from 20 students to 15 for the school year, to follow the DESE ratio.
* Open preschool registration at the beginning of February.
* Preschool screening required to be completed for each student before the start of the school year.
* The Director of Pupil Services, the Pre-school Team chair, the preschool administrative assistant, the Assistant Superintendent/Preschool principal, and the Superintendent will meet in April, May, and June to review student rosters and classroom sizes to identify students with and without disabilities.
* Maintain an internal tracking system for Early Intervention referrals for the school year.
* Assign dedicated preschool spots across all classrooms for students with disabilities.
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| **Title/Role of Responsible Persons:**Assistant SuperintendentDirector of Pupil ServicesAdministrative Preschool Assistant | **Expected Date of Completion:**06/18/2025 |
| **Evidence of Completion of the Corrective Action:*** Classroom rosters with projections before the school year 2025-2026, with the appropriate student-to-staff ratio and classroom size for students with and without disabilities.
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| **Description of Internal Monitoring Procedures:** * The Administrative Preschool Assistant will monitor preschool registrations on a weekly basis through the district’s school registration software.
* The Administrative Preschool Assistant and the Preschool Special Education Team chair will meet when a new student registers for preschool to review classroom placement to ensure appropriate student ratios.
* Bi-weekly meetings will be held between the Assistant Superintendent/Preschool principal and the Preschool administrative assistant to review rosters and waitlists.
* The Assistant Superintendent/Preschool Principal, Director of Pupil Services, the Administrative Preschool Assistant, and the Preschool Special Education Team will meet monthly to review current students/groupings, incoming students, and referrals from early intervention.
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| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 42 Programs for young children three and four years of age | **Corrective Action Plan Status:** Approved **Status Date:** 06/04/2025 **Correction Status:** Not Corrected |
| **Required Elements of Progress Report:** By October 3, 2025, the district will submit the completed Preschool Grouping Worksheet, located in the WBMS Document Library, demonstrating compliance for all preschool instructional groupings for school year 2025-2026. |
| **Progress Report Due Date:** 10/03/2025 |