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

 **Integrated Monitoring Review**

# Corrective Action Plan

Local Education Agency: Springfield Public Schools

Monitoring 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 07/16/2025.

**Mandatory One-Year Compliance Date:** **07/16/2026**

## Summary of Required Corrective Action Plans

| **Criterion** | **Criterion Title** | **Rating** |
| --- | --- | --- |
| SE 9 | Timeline for determination of eligibility | Partially Implemented |
| SE 18B | Determination of placement; provision of IEP to parent | Partially Implemented |
| SE 22 | IEP implementation and availability | Partially Implemented |
| SE 40 | Instructional grouping requirements for students aged five and older | Partially Implemented |
| SE 41 | Age span requirements | Partially Implemented |
| SE 42 | Programs for young children three and four years of age | Partially Implemented |
| SE 51 | Appropriate special education teacher licensure | Partially Implemented |
| SE 55 | Special education facilities and classrooms | Partially Implemented |

**Integrated Monitoring Review**

**Special Education Corrective Action Plan**

## SE 9 Local Education Agency Response

**Criterion & Topic:** SE 9 Timeline for determination of eligibility

**Rating:** Partially Implemented

**Department Findings:**

A review of student records and staff interviews indicated that within 45 school working days after receipt of the parent's written consent to an initial evaluation or re-evaluation, Springfield Public Schools does not always determine whether the student is eligible for special education and provide the parent with a proposed IEP and proposed placement.

**Description of Corrective Action:**

After reviewing multiple student records and staff caseloads, the administrative team determined that the root cause of the district's noncompliance with the 45-school-day timeline is that meetings are being scheduled too close to the deadline. When parents request to reschedule or do not attend, the meeting is then pushed beyond the 45-school-day limit.

Administration has provided guidance to the special education supervisors who oversee the evaluation team leaders (ETL), around the importance of scheduling team meetings upon receipt of receiving signed consent to evaluate from the parent/guardian and scheduling the team meeting not too close to the 45-day timeline.

Upon receipt of signed evaluation consent, the case manager/ETL will schedule the Team meeting to occur within 45-day timeline and send invitations to the parent/guardian and all required Team members to ensure that the meeting is scheduled with enough time to allow for a need to reschedule.

At the Team meeting, the IEP Summary and Procedural Safeguards will be provided (IEP summary document will be uploaded to student record) to the parent/guardian in hand or via email. The proposed IEP and placement will be sent to the parent/guardian within 5 calendar days of the Team meeting.

The senior administrator of special education compliance will track documentation and timelines quarterly to identify, address, and resolve any delays, using the quarterly checklist. Training will be conducted during the August professional development days, focused on caseload management, process of monitoring and tracking timelines and review of the quarterly checklist.

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

Senior administration, special education compliance, supervisors, and evaluation team leaders

**Expected Date of Completion:**

04/24/2026

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

Evidence provided:

Email to special education lead Supervisors providing guidance around timelines

Guidance document

Quarterly checklist

Training materials and signed attendance

Description of the procedures

**Description of Internal Monitoring Procedures:**

On a quarterly basis, the senior administrator for special education compliance will conduct a comprehensive review of all scheduled IEP meetings held during the quarter. This review will include verification of compliance with key timelines and documentation requirements, including timely completion of evaluations, determination of eligibility, and provision of proposed IEPs and placements. This review will be completed prior to the start of the following quarter to ensure timely corrective measures and continuous improvement.

**Department Approval Section**

**Criterion:** SE 9 Timeline for determination of eligibility

**Corrective Action Plan Status:** Approved

**Status Date:** 09/29/2025

**Correction Status:** Not Corrected

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

By October 31, 2025, the district will submit procedures to ensure that within 45 school working days after receipt of the parent's written consent to an initial evaluation or re-evaluation, the district determines whether the student is eligible for special education and provides the parent with a copy of the proposed IEP and proposed placement.

By October 31, 2025, the district will submit evidence of staff training on the procedures. Evidence will include training materials and verification of attendance.

By October 31, 2025, the district will submit, for students identified by the Department, documentation that compensatory services were discussed by the Team, along with the Team's decision (i.e., Notice of Proposed District Action, meeting notes, Additional Information). If the Team determined compensatory services are necessary, the district will submit a written description of such services, the amount to be provided, and the system for tracking to ensure that compensatory services are being delivered.

By February 23, 2026, staff from the Department's Office of Public School Monitoring will conduct a review of student records across schools to ensure that within 45 school working days after receipt of the parent's written consent to an initial evaluation or re-evaluation, the district determines whether the student is eligible for special education and provides the parent with a proposed IEP and proposed placement. For any identified non-compliance, the district will submit a

root cause analysis and a description of appropriate corrective actions. Subsequent progress reports may be required.

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

10/31/2025

02/23/2026

**Integrated Monitoring Review**

**Special Education Corrective Action Plan**

## SE 18B Local Education Agency Response

**Criterion & Topic:** SE 18B Determination of placement; provision of IEP to parent

**Rating:** Partially Implemented

**Department Findings:**

A review of student records and staff interviews indicated that Springfield Public Schools does not always provide the parent with a proposed IEP and proposed placement immediately following the development of the IEP.

**Description of Corrective Action:**

After reviewing multiple student records and staff caseloads by the administrative team it is determined that the root cause of not providing parents/guardians with a proposed Individualized Education Program (IEP) and proposed placement immediately following the development of the IEP was determined to be that evaluation team leaders (ETLs) were not routinely uploading the IEP summary document that was given to the parent at the close of the team meeting.

To address delays in providing parents with a proposed IEP and placement immediately following its development, it is expected that at the end of the IEP Team meeting, the ETLs will ensure that the IEP Summary and Notice of Procedural Safeguards are provided to the parent/guardian in hand or via email (modifications to the IEP software have been made so that summary can be created in the student file and will be saved to the student's document page).

 The ETLs will ensure that the full proposed IEP and placement will be finalized and sent to the parent/guardian as soon as possible, and no later than 5 school days from the Team meeting date. Administration has already provided guidance to the special education supervisors who oversee the evaluation team leader (ETL), around the importance of provision of the proposed IEP, placement and notice immediately after the IEP Team meeting.

The senior administrator of special education compliance will track documentation and timelines quarterly to identify, address, and resolve any delays, using the quarterly checklist. Training will be conducted during the August professional development days, focused on caseload management, including development of the IEP summary within the IEP software in the student record, process of monitoring and tracking timelines and review of quarterly checklist.

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

Senior administration, special education compliance, supervisors, and evaluation team leaders

**Expected Date of Completion:**

04/24/2026

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

Evidence provided:

Email providing guidance around timelines

Guidance document

Quarterly checklist

Training materials and signed attendance

**Description of Internal Monitoring Procedures:**

On a quarterly basis, the senior administrator for special education compliance in collaboration with special education supervisors will conduct a comprehensive review of all scheduled IEP meetings held during the quarter. This review will include verification of compliance with key timelines and documentation requirements, including timely completion of evaluations, determination of eligibility, and provision of proposed IEPs and placements. This review will be completed prior to the start of the following quarter to ensure timely corrective measures and continuous improvement.

**Department Approval Section**

**Criterion:** SE 18B Determination of placement; provision of IEP to parent

**Corrective Action Plan Status:** Approved

**Status Date:** 09/29/2025

**Correction Status:** Not Corrected

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

By October 31, 2025, the district will submit procedures to ensure the district provides the parent with a proposed IEP and proposed placement immediately following the development of the IEP.

By October 31, 2025, the district will submit evidence of training on the procedures. Evidence will include training materials and verification of attendance.

By October 31, 2025, the district will submit, for students identified by the Department, documentation that compensatory services were discussed by the Team, along with the Team's decision (i.e., Notice of Proposed District Action, meeting notes, Additional Information). If the Team determined compensatory services are necessary, the district will submit a written description of such services, the amount to be provided, and the system for tracking to ensure that compensatory services are being delivered.

By February 23, 2026, staff from the Department's Office of Public School Monitoring will conduct a review of student records across schools to ensure that the district provides the parent with a proposed IEP and proposed placement 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. Subsequent progress reports may be required.

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

10/31/2025

02/23/2026

**Integrated Monitoring Review**

**Special Education Corrective Action Plan**

## SE 22 Local Education Agency Response

**Criterion & Topic:** SE 22 IEP implementation and availability

**Rating:** Partially Implemented

**Department Findings:**

Document review and staff interviews indicated that when there is a lack of personnel, Springfield Public Schools and the Springfield Empowerment Zone do not always provide the services on the accepted IEP without delay. In such cases, parents are not immediately informed, in writing, of the delayed services, reasons for delay, actions that the district is taking to address the lack of personnel and offered alternative methods to meet the goals on the accepted IEP.

**Description of Corrective Action:**

After reviewing multiple student records and staff caseloads by the administrative team it is determined that the root cause as to why there were delays in providing service on accepted Individualized Education Programs (IEPs) is due to lack of personnel. The district will develop a notice outlining the process to follow when there is a delay in IEP services. This notice will ensure that parents are informed promptly of any delays, the reasons for the delay, the steps being taken to address the lack of personnel, and the alternative methods that will be used to meet the goals of the IEP. The notice will also be clearly outlined for all responsible parties.

The district will provide the Department with a copy of the notice that is sent to parent/guardian without delay when there is a delay in the provision of services on an accepted IEP due to lack of personnel, including the reason for the delay and the actions the district is taking to address the lack of personnel, including alternative methods to meet/address the goals on the accepted IEP.

Training will be conducted during the August 2025 professional development days, focused on the process developed and the notice developed for when there is a delay in the provision of services on an accepted IEP. The senior administrator of special education compliance, in collaboration with special education supervisors, will track IEP implementation, service delivery, and adherence to district processes when services are delayed and resolve any delays, using the quarterly checklist.

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

Senior administration, special education compliance, supervisors, and evaluation team leaders

**Expected Date of Completion:**

04/24/2026

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

Evidence provided:

Notice

Training materials and signed attendance

**Description of Internal Monitoring Procedures:**

On a quarterly basis, the senior administrator for special education compliance will conduct a comprehensive review of all scheduled IEP meetings held during the quarter. This review will include verification of compliance with key timelines and documentation requirements, including any delays identified to services on an accepted IEP. This review will be completed prior to the start of the following quarter to ensure timely corrective measures and continuous improvement.

## Department Approval Section

**Criterion:** SE 22 IEP implementation and availability

**Corrective Action Plan Status:** Partially Approved

**Status Date:** 09/29/2025

**Correction Status:** Not Corrected

**Basis for Decision:**

While the district's Corrective Action Plan (CAP) includes a description of procedures that includes administrative monitoring, the historical and systemic nature of the finding requires more robust oversight.

**Department Order of Corrective Action:**

The district will develop procedures that include frequent and systemic administrative oversight and monitoring of the delivery of special education services, including alternative methods of delivering such services.

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

By October 31, 2025, the district will submit the procedures to ensure that when there is a delay in services, parents are immediately informed in writing of the delayed services, reasons for delay, actions that the district is taking to address the lack of personnel and offered alternative methods to meet the goals on the accepted IEP. The procedures will include a provision for frequent, systemic oversight and monitoring of the implementation of IEP services. Additionally, the district will submit the notice developed to inform parents.

By October 31, 2025, the district will submit evidence of training on the procedures. Evidence will include training materials and verification of attendance.

By December 4, 2025, for each student who experienced a delay in services, the district will submit evidence that parents were informed in writing of the delayed services, reasons for delay, actions the district is taking to address the lack of personnel, and the alternative methods offered to meet the goals on the accepted IEP. The district will also submit evidence demonstrating that upon agreement of the parents, alternative methods were immediately implemented until the lack of space or personnel issues are resolved. Subsequent progress reports may be required based on review of individual student information.

By February 23, 2026, staff from the Department's Office of Public School Monitoring will conduct a review of student records across schools to ensure that if there was a delay in the provision of services on the accepted IEP due to lack of personnel, the district immediately informs parents, in writing, of the delayed services, reasons for delay, actions that the district is taking to address the lack of personnel and offers alternative methods to meet the goals on the accepted IEP. For any identified non-compliance, the district will submit a root cause analysis and a description of appropriate corrective actions. Subsequent progress reports may be required.

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

10/31/2025

12/04/2025

02/23/2026

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## SE 40 Local Education Agency Response

**Criterion & Topic:** SE 40 Instructional grouping requirements for students aged five and older

**Rating:** Partially Implemented

**Department Findings:**

Document review and staff interviews indicated that 16 instructional groupings in Springfield Public Schools and three instructional groupings in the Springfield Empowerment Zone exceed the maximum instructional grouping student to staff ratios for eligible students receiving services outside the general education classroom.

**Description of Corrective Action:**

Review of data by the administrative team determined the root cause of the district exceeding the maximum instructional grouping staff to student ratios for eligible students receiving services outside the general education classroom, was due to lack of understanding of the regulations and monitoring. The team identified the school personnel who make the class assignments for special education students that receive instruction outside of the general education setting across schools in the district and will provide guidance and training regarding the regulations to ensure all identified personnel understand the regulations and will implement them when scheduling for future compliance.

The district will provide building administrators with guidance on instructional groupings of special education students and student to staff instructional ratios. Feedback and guidance were subsequently provided to the principals and office staff in the identified schools, including a review of the regulations for instructional groupings.

Training will be conducted during the August professional development days, reviewing the regulations for instructional groupings and the importance of not exceeding the maximum instructional groupings of student and staff ratios for eligible students receiving services.

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

Senior administration, special education compliance, supervisors, and ETLs; school leaders

**Expected Date of Completion:**

04/24/2026

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

Evidence provided:

Provided building administrators with instructional groupings of special education students and staff ratios.

Guidance document

Training materials and signed attendance

Instructional groupings of the 25-26 school year of the identified schools.

**Description of Internal Monitoring Procedures:**

Each quarter, the senior administrator of special education compliance, in collaboration with special education level supervisor and building administrators, will review class rosters across the district.

## Department Approval Section

**Criterion:** SE 40 Instructional grouping requirements for students aged five and older

**Corrective Action Plan Status:** Approved

**Status Date:** 09/29/2025

**Correction Status:** Not Corrected

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

By October 31, 2025, the district will submit procedures on the requirements of instructional groupings of special education students.

By October 31, 2025, the district will submit evidence of training on the procedures. Evidence will include training materials and verification of attendance.

By October 31, 2025, the district will submit the 2025-2026 school year Instructional Groupings and Age Span Spreadsheet for the groupings identified by the Department. For any identified non-compliance, the district will submit a root cause analysis and a description of appropriate corrective actions. Subsequent progress reports may be required.

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

10/31/2025

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## SE 41 Local Education Agency Response

**Criterion & Topic:** SE 41 Age span requirements

**Rating:** Partially Implemented

**Department Findings:**

Document review indicated that in one instructional grouping at the Springfield Empowerment Zone the ages of the youngest and oldest student differ by more than 48 months.

**Description of Corrective Action:**

The administrative team determined that the root cause of the noncompliance related to exceeding the allowable age span requirements was due to lack of knowledge of the regulations when scheduling students. In this incident, SEZP senior administrator indicated unexpected mid-year enrollment changes combined with limited class assignment options for students with similar needs to be the cause of the noncompliance. In this case, a new student's assignment in an existing specialized instructional grouping unintentionally resulted in an age span exceeding 48 months.

The SEZP senior administrator investigated this finding, the class waiver process was started but adjusting the student roster to ensure compliance was implemented in lieu of the waiver.

SEZP senior administrator will provide guidance and training to all school personnel involved in creating class rosters, including review of the regulations concerning age span requirements and the waiver request process. Age span requirements and waiver procedures will be shared annually in August, and as needed for new hires.

Quarterly review of class rosters to ensure compliance will take place moving forward.

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

Senior administration, special education compliance, supervisors, and ETLs; school leaders

**Expected Date of Completion:**

04/24/2026

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

Evidence provided:

Guidance document

Procedures

Training materials and signed attendance

**Description of Internal Monitoring Procedures:**

Assistant principals (APs) of special education will review the age span in any specialized instructional grouping at the start of the school year and whenever a new student with IEP services is added or reassigned to a specialized class. The senior administrators will conduct a quarterly audit of all specialized class rosters to verify compliance and confirm documentation of any approved waivers if applicable. Additionally, each quarter, the senior administrator of special education compliance will review SPS instructional groupings to ensure that age span compliance.

## Department Approval Section

**Criterion:** SE 41 Age span requirements

**Corrective Action Plan Status:** Approved

**Status Date:** 09/29/2025

**Correction Status:** Not Corrected

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

By October 31, 2025, the district will submit procedures for age span requirements within instructional groupings of special education students.

By October 31, 2025, the district will submit evidence of training on the procedures. Evidence will include the training materials and verification of attendance.

By October 31, 2025, the district will submit the 2025-2026 school year Instructional Groupings and Age Span Spreadsheet for the groupings identified by the Department. For any identified non-compliance, the district will submit a root cause analysis and a description of appropriate corrective actions. Subsequent progress reports may be required.

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

10/31/2025

**Integrated Monitoring Review**

**Special Education Corrective Action Plan**

## SE 42 Local Education Agency Response

**Criterion & Topic:** SE 42 Programs for young children three and four years of age

**Rating:** Partially Implemented

**Department Findings:**

Document review and staff interviews indicated that one instructional grouping for students three and four years of age in Springfield Public Schools does not meet the requirements for appropriate class sizes and ratios.

Specifically, the grouping below does not meet the following inclusionary program requirement:

When the number of students with disabilities is 6 or 7, the class size does not exceed 15 students with 1 teacher and 1 aide.

Group A: 1 teacher, 1 aide, 6 students with disabilities, 12 students without disabilities.

**Description of Corrective Action:**

After reviewing multiple student records and staff caseloads, the administrative team determined that the root cause of the noncompliance related to exceeding the allowable class size and ratio in the preschool instructional grouping was identified as a principal's decision to support the assignment of a sibling group at their boundary school building. While the intent was to accommodate a family need, this action resulted in exceeding the regulatory limits for inclusionary preschool settings. Feedback and guidance were subsequently provided to the principal and office staff, including a review of the regulations governing class sizes and staff-to-student ratios for PreK classrooms.

Training will be conducted during the August professional development days, reviewing the regulations for instructional groupings and the importance of not exceeding the maximum instructional groupings of student and staff ratios for eligible students receiving services outside the general education classroom.

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

Building administrators and senior administrator of special education compliance

**Expected Date of Completion:**

04/24/2026

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

Evidence provided:

Guidance document

Training materials and signed attendance

## Department Approval Section

**Criterion:** SE 42 Programs for young children three and four years of age

**Corrective Action Plan Status:** Approved

**Status Date:** 09/29/2025

**Correction Status:** Not Corrected

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

By October 31, 2025, the district will submit procedures for instructional grouping requirements for students three and four years of age.

By October 31, 2025, the district will submit evidence of staff training on the procedures. Evidence will include training materials and verification of attendance.

By October 31, 2025, the district will submit the 2025-2026 school year Preschool Instructional Groupings Worksheet for the groupings identified by the Department. For any identified noncompliance, the district will submit a root cause analysis and a description of appropriate corrective actions. Subsequent progress reports may be required.

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

10/31/2025

**Integrated Monitoring Review**

**Special Education Corrective Action Plan**

## SE 51 Local Education Agency Response

**Criterion & Topic:** SE 51 Appropriate special education teacher licensure

**Rating:** Partially Implemented

**Department Findings:**

A review of documents and staff interviews indicated that 91 individuals at Springfield Public Schools and 18 individuals at the Springfield Empowerment Zone who design and provide direct special education services described in IEPs are not appropriately licensed.

**Description of Corrective Action:**

After conducting research, it was determined that the root cause of not having licensed teachers is the lack of special educators applying for positions in the Springfield Public Schools. The district continues to engage in multiple recruitment efforts, including job fairs, district expos, local college recruitment events, a paraeducator-to-teacher pipeline with reduced college tuition incentives and district-funded tuition stipends, and a comprehensive in-district Structured Guidance Program. This program includes supervised and mentored fieldwork as well as district-provided courses in the seven competencies required for Moderate Disabilities special education licensure. These efforts have been a strong tool in helping waivered educators obtain their licensure in Moderate Disabilities.

Additional district efforts include:

Partnering with local community colleges HCC and STCC to create a feeder system, enabling graduates of their paraeducator programs to work in the district and later transition into the para-to-teacher pipeline programs with local colleges.

Developing a new pipeline in partnership with Bay Path College specifically for candidates interested in becoming special education teachers.

Posting Moderate Disabilities teaching vacancies on Indeed, Facebook, LinkedIn, digital displays at the Holyoke Mall, and through TV ads.

Partnering with MassHire.

Hosting and participating in job fairs, including:

Wayfinders Job Fair

City-wide job fair at MGM Casino

Virtual job fairs nationwide

Holyoke Mall Fair

Job fairs targeting Hispanic-serving institutions and HBCUs.

Meeting twice a month with education programs at all surrounding local colleges, including Springfield College, Elms College, AIC, UMASS Amherst, Mount Holyoke, Westfield State University, Western New England University, Smith College, and Bay Path University.

A memorandum was sent outlining the expectation that all building administrators submit a comprehensive support plan for all teachers of record (TORs). This plan must identify specific personnel who will directly support the TOR in key areas such as lesson planning, instructional delivery, and classroom management.

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

HR senior administrator for recruitment

**Expected Date of Completion:**

04/24/2026

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

Evidence provided:

Procedures

Training materials and signed attendance

Flyers from recruitment events

List of job fairs the district attended in a effort to recruit Moderate Disabilities vacancies

Paraprofessional pipeline opportunities including local colleges see attached literature

District structured guidance program for special education teachers on waivers supporting licensure in moderate disabilities

**Description of Internal Monitoring Procedures:**

HR senior administrator for recruitment will monitor the number of teachers of record and waivered teachers in special education classrooms and implementation of all the efforts above to reduce these numbers and move towards 100% licensure across the district classrooms on a quarterly basis.

## Department Approval Section

**Criterion:** SE 51 Appropriate special education teacher licensure

**Corrective Action Plan Status:** Approved

**Status Date:** 09/29/2025

**Correction Status:** Not Corrected

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

By October 31, 2025, the district will submit a status update, for each identified individual delivering special education services who are not appropriately licensed. For any individual no longer in the role, the district will provide the name and license number of the individual filling that role.

By October 31, 2025, the district will submit procedures to monitor licensure of special education teaching staff. Procedures will include, but not be limited to, school and district oversight of appropriate licensure, details on the structured guidance program, individual support plans, and ongoing review of teacher licensure. In addition, the district will submit evidence that applicable administrative staff have been trained on the procedures. Evidence will include training materials and verification of attendance.

By December 4, 2025, for any individual identified by the Department that remains unlicensed, the district will submit individual support plans that demonstrate continuous progress toward licensure. Subsequent progress report may be required.

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

10/31/2025

12/04/2025

**Integrated Monitoring Review**

**Special Education Corrective Action Plan**

## SE 55 Local Education Agency Response

**Criterion & Topic:** SE 55 Special education facilities and classrooms

**Rating:** Partially Implemented

**Department Findings:**

Observations of all time-out rooms in Springfield Public Schools and the Springfield Empowerment Zone indicated that one time-out room at Springfield Public Day Elementary is not safe or appropriate for the purposes of calming.

**Description of Corrective Action** The root cause of the time-out space no longer being safe was due to the lack of monitoring of the environment when the damage to the light cover, ceiling tiles, and wall padding occurred when a student was utilizing the space causing the timeout room to no longer being safe to utilize as a time out space.

This space will not be utilized until all identified repairs are completed. An email has been sent to the principal indicating that the timeout space is currently unavailable. Dese will be notified when the necessary work is completed.

Training on the checklist to monitor that the timeout room is clean, safe and appropriate for the purpose of calming (e.g. light fixture, floor tiles, etc.).

Work that needs to be completed:

Broken light covers

Damaged ceiling tiles

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

Building administrator

**Expected Date of Completion:**

04/24/2026

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

Evidence provided:

Monthly checklist

Training materials and signed attendance

Photographs that damages have been corrected

**Description of Internal Monitoring Procedures:**

The building administrator or designee will monitor the timeout space monthly to ensure they are safe and appropriate by utilizing the checklist.

## Department Approval Section

**Criterion:** SE 55 Special education facilities and classrooms

**Corrective Action Plan Status:** Approved

**Status Date:** 09/29/2025

**Correction Status:** Not Corrected

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

By October 31, 2025, the district will submit evidence of training on monitoring timeout rooms. Evidence will include training materials and verification of attendance.

By October 31, 2025, the district will submit a copy of the correspondence sent to the principal of the Springfield Public Day Elementary School indicating that the timeout space is currently unavailable.

By December 4, 2025, staff from the Office of Public School Monitoring will conduct an onsite observation to ensure the identified Springfield Public Day Elementary time-out room is safe and appropriate for the purposes of calming.

Subsequent progress reports may be required.

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

10/31/2025

12/04/2025