**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

Public School Monitoring

Integrated Monitoring Review

# Corrective Action Plan

Local Education Agency: Sutton 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 07/15/2025.

**Mandatory One-Year Compliance Date:** **07/15/2026**

Summary of Required Corrective Action Plans

**Criterion:** SE 42

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

**Rating:** Partially Implemented

**Integrated Monitoring Review**

**Special Education Corrective Action**

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:**

A review of documents and interviews indicated that four instructional groupings in the preschool program 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 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.

Substantially separate programs: Substantially separate programs are programs in which more than 50% of the students have disabilities. Substantially separate programs operated by the district limit class sizes to 9 students with 1 teacher and 1 aide.

Specifically, the inclusion grouping below does not meet the requirements for an inclusionary program:

Instructional Grouping A, Full Day: 1 teacher; 1 aide; 8 students with disabilities;

8 students without disabilities

In addition, the three groupings below are listed as inclusion groupings, however, each consist of more than 50% of students with disabilities. Groupings in which students with disabilities make up more than 50% of enrollment are considered substantially separate and must align with the requirements identified above.

* Instructional Grouping B, Morning: 1 teacher; 1 aide; 9 students with disabilities; 4 students without disabilities
* Instructional Grouping C, Morning: 1 teacher; 2 aides; 8 students with disabilities; 6 students without disabilities
* Instructional Grouping D, Afternoon: 1 teacher; 1 aide; 9 students with disabilities; 6 students without disabilities

**Description of Corrective Action:**

The Director of Special Education, Principal and Executive Assistant completed a root cause analysis of our current enrollment for preschool. We identified a few factors leading to the current noncompliance for instructional groupings (SE 42). Results indicate an ongoing struggle to enroll general education students in the preschool program. We had 29 students sign up for seats then five declined the seats at the beginning of the 24-25 school year.

During the 24-25 school year, four students originally placed in general education, were identified during the school year as students with disabilities. During the school year, we had two general education students move out of the district. The grouping structure for school year 24-25 limited the placement of general education students as staff were placing students based on age structures for each room:

A: 4 year old full day students only

B: 3 year old half day students only

C: 4 year old students

D: 4 year old half day students

For the 25-26 school year, we will be opening an additional AM classroom to help adjust our ratios.

The team, including the Superintendent, identified enrollment concerns during the Winter 2025. The team met to discuss options for school year 25-26 several times during Spring 2025. The team determined that we would expand our enrollment practices to include both staff and neighboring communities. We also discussed opening some of the half-day general education seats to become full day seats, to entice families. Our increased enrollment practices were announced at the June 2025 School Committee meeting.

**Title/Roles of Responsible Persons:**

Jessica Burque, Director

Courtney Bachand, Principal

Julie Mitchell, Executive Assistant/Preschool

**Expected Date of Completion:**

10/01/2025

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

The district will provide documentation on recruitment for general education students and enrollment information. The district will send an instructional groupings memo to the Preschool Team (Team Chairperson, teachers, related service providers). Classroom rosters will be submitted at the end of September 2025 to show current enrollment. The Director of Special Education and Principal will meet quarterly to review enrollment numbers; a schedule will be sent in September. The screening schedule for September will also be submitted.

Evidence will include:

* Documentation of recruitment for general education students and enrollment information.
* Instructional grouping memo to Preschool Team, including but not limited to special education, general education, related service providers, Team Chairperson, Principal and Assistant Principal.
* Instructional grouping for SY 25-26
* Schedule of quarterly meetings to review enrollment data between Director of Special Education and Principal
* Screening Schedule

**Description of Internal Monitoring Procedures:**

The Executive Assistant for Student Services will monitor preschool enrollment bi-weekly. There will be a shared roster with the preschool teaching team, Team Chairperson, Principal and Director to ensure multiple views as an internal monitoring system. Principal and Director will have quarterly meetings to review enrollment. Open enrollment numbers will be shared monthly in Superintendent’s newsletter to inform families of current openings. As new students enroll, the Executive Assistant will notify the Principal, Director, Team Chairperson and Teachers. If ratios become out of compliance, the team will meet to discuss options, not limited to adjusting class enrollment and/or staffing.

Department Approval Section

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

**Corrective Action Plan Status:** Approved

**Status Date:** 08/01/2025

**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