**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

Public School Monitoring

Integrated Monitoring Review

# Corrective Action Plan

Local Education Agency: Uxbridge 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 Special Education and Civil Rights Monitoring Report dated 08/01/2025.

**Mandatory One-Year Compliance Date:**

## Summary of Required Corrective Action Plans

**Criterion:** CR18

**Criterion Title:** Responsibilities of the school principal

**Rating:** Partially Implemented

**Integrated Monitoring Review**

**Civil Rights Corrective Action**

## CR 18 Corrective Action Plan

**Criterion & Topic:** CR 18 Responsibilities of the school principal

**Rating:** Partially Implemented

**Department Findings:**

Record review, parent interviews, and staff interviews indicated that when screening results are significantly below relevant benchmarks, the district does not consistently implement the following requirements:

* Determine which actions within the general education program will meet the student's needs, including differentiated or supplementary evidence-based reading instruction;
* Begin ongoing monitoring of progress; and
* Provide the student's parent/guardian the opportunity for a follow-up discussion.

**Prior Noncompliance-Corrective Action Under Review**: During the 2024-2025 monitoring review conducted by the Office of Language Acquisition (OLA), it was determined that the district does not always ensure appropriate services for linguistic minority students. OLA issued an ELE 5 Program Placement and Structure finding in June 2025 indicating, in part, that the district does not consistently support an English as a Second Language (ESL) curriculum across grades and lacks the English Learner Education (ELE) staffing capacity to effectively provide essential components of an effective ELE program.

Furthermore, when students are scheduled to receive ESL instruction through a push-in model, English language development doesn't always occur. In many cases, the ESL teacher assists the content teacher in teaching content standards but does not provide explicit ESL instruction.

In addition, the district does not ensure that all staff implement a process to assess and track the progress of English learners in identified areas of improvement.

Corrective action for the ELE 5 finding will be reviewed and approved by OLA through the district's Continuous Improvement and Monitoring Plan (CIMP).

**Description of Corrective Action:** The analysis confirms that the district has a consistent practice of conducting early literacy and dyslexia screenings, currently through use of the DIBELS assessment. While the district provides a general letter to families of students who perform below benchmark, the district has not established a consistent, formal process to translate the raw data into actionable steps and communicate these steps effectively to families.

* Staff responsible for conducting testing and evaluating student outcomes understand the general need to inform parents, however the district does not provide student-specific results to families, and the current documentation does not provide an individualized proposal of interventions. This may lead to limited understanding of what the screening results mean.

There is no required template or checklist to ensure that all essential components are included in parent discussions. Key elements like a detailed explanation of the screening results, a summary of proposed interventions, and a schedule for progress monitoring would enhance the generalized documentation that is currently provided to families.

The district would benefit from a defined process to ensure that a follow-up meeting or discussion occurs, allowing for a collaborative partnership with parents, and give families the opportunity to ask questions and be informed partners in their child's education.

**Title/Roles of Responsible Persons:**

Assistant Superintendent, Building Principals, Literacy Specialists, Instructional Coaches

**Expected Date of Completion:**

06/30/2026

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

* A copy of updated procedures including a step-by-step protocol for all staff regarding post-screening parent communication and instructional planning. This protocol will include a mandated communication checklist.
* Copies of updated letters to families that provide the required information to align with the CR18 indicators, including

1) A clear, non-jargon explanation of the screening results and what they mean for the student's learning profile;

2) A detailed description of the proposed interventions (differentiated or supplementary instruction) and the specific skills they are designed to address

3) An explanation of the progress monitoring tool and schedule (e.g., "We will be using [Tool Name] to track your child's progress every two weeks.").

4) A section offering a follow-up discussion (date, time, attendees), exclusive of other parent/teacher activities.

* Evidence of staff training, including training materials and staff attendance rosters
* A compliance tracking system or shared document demonstrating all post-screening parent communications and follow-up discussions, a schedule for communication updates to families at predetermined intervals (aligned with intervention progress monitoring schedules, approximately 6-8 weeks), and progress meeting schedules with providers and administrators to discuss the student's progress as documented in the monitoring data

**Description of Internal Monitoring Procedures:**

**Action Step 1:** **Develop and Disseminate a Standardized Protocol**

 **Action:** Development of a clear, step-by-step protocol for all staff regarding post-screening parent communication and instructional planning. This protocol will include a mandated communication checklist, and an updated letter to families that addresses student-specific data and proposed interventions.

**Responsible Parties**: Assistant Superintendent of Curriculum and Instruction, Building Principal, Literacy Specialists

**Action Step 2**: **Implement Comprehensive Staff Training**

 **Action**: Provide mandatory professional development for all staff responsible for early literacy screening. This training will focus on interpreting data, using the new communication protocol, explaining interventions, and outlining the progress monitoring plan.

**Responsible Parties**: Assistant Superintendent of Curriculum and Instruction, Building Principals, Literacy Specialists.

**Action Step 3**: **Establish a Centralized Monitoring and Communication System**

 **Action**: Creation of a centralized system to track all post-screening parent communications and follow-up discussions, schedules of regular follow-up meetings, and communication updates to families at predetermined intervals) to discuss the student's progress

**Responsible Parties**: Assistant Superintendent, Building Principals, Classroom Teachers, Literacy Specialists

**Action Step 4: Ensure Accountability Through Regular Review of Progress**

 **Action:** Establish a regular review of student progress, which includes a building and district leadership quarterly audit of interventions and progress, reviewing a sample of the data from the building review meetings and providing a report on the findings and progress to the district leadership team.

**Responsible Parties**: Building Principals, Assistant Superintendent of Curriculum and Instruction.

## Department Approval Section

**Criterion:** CR 18 Responsibilities of the school principal

**Corrective Action Plan Status:** Approved

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

**Correction Status:** Not Corrected

**Required Elements of Progress Reports:**

By October 20, 2025, the district will submit updated procedures for early literacy. These procedures will outline the protocols for parent communication, instructional planning and progress monitoring.

By December 15, 2025, the district will submit evidence (agenda, training materials, verification of attendance) of training provided to relevant staff on the updated procedures.

By February 16, 2026 , staff from the Office of Public School Monitoring (PSM) will conduct a review of student records for evidence that when screening results are significantly below relevant benchmarks the district consistently 1) determines which actions within the general education program will meet the student's needs, including differentiated or supplementary evidence-based reading instruction; 2) begins ongoing monitoring of progress and 3) provides the student's parent/guardian the opportunity for a follow-up discussion.

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:**

10/20/2025

12/15/2025

02/16/2026