

SE Criterion #15 - Outreach by the School District (Student Find)

A review of documents and staff interviews indicated that for high school students in tiered interventions, the district does not consistently document the following: Progress monitoring; and Discussions around remaining in tiered interventions and/or referring the student for a special education evaluation.

District/Agency Corrective Action Plan

* Title/Role(s) of Responsible Person(s)	High School Principal, Director of Pupil Personnel Services	* Expected Date of Completion	December 1, 2026	
* Description of Root Cause Analysis	Following a root cause analysis, the district determined that high school intervention teams did not have a clear, consistent process for documenting progress monitoring data and recording discussions about whether students should remain in interventions or be referred for a special education evaluation. Additionally, the meeting forms being used did not include specific fields to capture this information.			
* Evidence of Completion of Corrective Action	<p>The district will provide the following documentation to demonstrate progress toward addressing the noncompliance:</p> <ul style="list-style-type: none">• Revised tiered intervention documentation forms/templates that include required fields for progress monitoring data and intervention/referral discussions• Written protocols or procedural guidelines distributed to all high school teachers outlining documentation requirements• Agendas and sign-in sheets from staff training sessions on updated documentation expectations• Copies of any updated student intervention tracking logs or databases			
* Description of Internal Monitoring Process	<p>On a monthly basis, the building principal will:</p> <ul style="list-style-type: none">• Review a sample of intervention team meeting records to verify that progress monitoring data and discussions about student placement or referral for special education evaluation are being consistently documented.• Provide direct feedback to intervention team facilitators when gaps in documentation are identified and will ensure any issues are resolved promptly. <p>On a quarterly basis, the building principal will share monitoring findings with the Director of Special Education, and together they will determine whether additional training, support, or adjustments to the process are needed.</p>			

	The Director of Pupil Personnel Services will be available as a resource to the building principal and intervention teams, but the building principal retains primary responsibility for ensuring documentation expectations are met at the building level.
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SE Criterion #51 - Appropriate special education teacher licensure

A review of documents and staff interviews indicated that five individuals who design and provide direct special education services described in IEPs are not appropriately licensed

District/Agency Corrective Action Plan			
* Title/Role(s) of Responsible Person(s)	Director of Pupil Personnel Services, Superintendent, Principals	* Expected Date of Completion	November 1, 2026
* Description of Root Cause Analysis	Following a root cause analysis, the district identified two contributing factors. First, the district has experienced significant difficulty recruiting and hiring licensed special education teachers, particularly when vacancies occur late in the summer or after the start of the school year. This leaves limited time to identify fully certified candidates. Second, three pre-kindergarten teachers hold Early Childhood Education licenses with and without disabilities and DESE recently clarified that this license is not a special education license.		
* Evidence of Completion of Corrective Action	<p>The district will provide the following documentation to demonstrate progress toward addressing the noncompliance:</p> <ul style="list-style-type: none"> • Copies of licensure or approved licensure waivers obtained from the state for special education teachers PreK-grade 12 • Documentation of job postings for licensed special education teacher vacancies for PreK-grade 12, including evidence that positions were posted prior to the end of the school year • Documentation of supervision, consultation, and oversight provided by licensed special education teachers to pre-kindergarten teachers in early childhood buildings, including schedules, meeting logs, or sign-in sheets 		

* Description of Internal Monitoring Process	<p>The Director of Pupil Personnel Services and building principals will:</p> <ul style="list-style-type: none"> • Maintain an up-to-date log of all staff providing special education services, including their current licensure status, waiver status, and anticipated certification completion dates; and • Review the licensure log at the start of each school year and again mid-year to identify any staff who are not fully licensed and confirm that appropriate waivers are in place.
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CR Criterion #7B - Structured learning time

A review of documents and staff interviews indicated that physical education is not taught as a required subject for students in grade 12, as required by M.G.L. c. 71, s. 3.

District/Agency Corrective Action Plan				
* Title/Role(s) of Responsible Person(s)	High School Principal, Assistant Superintendent	* Expected Date of Completion	August 1, 2026	
* Description of Root Cause Analysis	Following a root cause analysis, the district determined that physical education had not been built into the master schedule as a required course for 12th grade students. Over time, scheduling priorities and graduation requirement structures shifted in a way that allowed physical education to become an elective or optional component for seniors rather than a mandated subject. This practice continued without recognition that it was out of compliance with state law.			
* Evidence of Completion of Corrective Action	<p>The district will provide the following documentation to demonstrate progress toward addressing the noncompliance:</p> <ul style="list-style-type: none"> • Revised master schedule for the 2026-2027 school year reflecting physical education as a required course for all 12th grade students • Updated graduation requirements or program of studies documenting physical education as a mandatory subject for grade 12 • Enrollment data confirming that all 12th grade students are enrolled or taking physical education • Updated student handbooks or course catalogues reflecting the change 			

* Description of Internal Monitoring Process	<ul style="list-style-type: none"> • Prior to the finalization of the master schedule each spring, the High School Principal will verify that physical education is scheduled as a required course for grade 12 and confirm that all students are enrolled. • Any scheduling conflicts or barriers that prevent full implementation will be escalated to the Superintendent immediately for resolution prior to the start of the school year.
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CR Criterion #10A - Student handbooks and codes of conduct

A review of documents and staff interviews indicated that the district's student handbooks and codes of conduct do not include the following requirements: Procedures ensuring students are re-engaged in learning; A list of alternative remedies which may include, but shall not be limited to: mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving; and Procedures assuring due process in disciplinary proceedings for students not yet determined eligible. Please also see CR 10C. Furthermore, the district's procedures for assuring due process in disciplinary proceedings for students with disabilities do not include: Within 10 school days of the decision to remove the student for disciplinary reasons, the district, the parent, and relevant members of the IEP Team (as determined by the parent and the district) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents; and No later than the date of the decision to take disciplinary action, the district notifies the parents of that decision and provides them with the written notice of procedural safeguards. A review of documents and staff interviews also indicated that the district's elementary level code of conduct does not address all required elements to ensure due process in disciplinary proceedings. In addition, the definition of bullying in the elementary level code of conduct does not include members of school staff.

District/Agency Corrective Action Plan

* Title/Role(s) of Responsible Person(s)	Principals, Assistant Superintendent	* Expected Date of Completion		
		4/1/2026		

* Description of Root Cause Analysis	<p>Following a root cause analysis, the district determined that while staff practices were in accordance with updated regulations, state and federal laws governing student discipline, due process, and codes of conduct are updated frequently and the district's written handbooks and codes of conduct had not been revised in a timely manner to reflect all current requirements. The district has since conducted a comprehensive review of all handbooks and codes of conduct to ensure that the written language is fully aligned with current regulations and accurately reflects the practices already in place.</p>
* Evidence of Completion of Corrective Action	<p>Revised student handbooks and codes of conduct for all levels (elementary, middle, and high school) that include all required components, specifically:</p> <ul style="list-style-type: none"> • Procedures ensuring students are re-engaged in learning following a disciplinary removal • A list of alternative remedies including mediation, conflict resolution, restorative justice, and collaborative problem solving • Procedures assuring due process in disciplinary proceedings for students not yet determined eligible for special education • Updated procedures for due process in disciplinary proceedings for students with disabilities, including the requirements that 1) Within 10 school days of a decision to remove a student, the district, parent, and relevant IEP Team members review all relevant information in the student's file; and 2) No later than the date of the disciplinary decision, parents are notified and provided with written notice of procedural safeguards • Revised elementary level code of conduct reflecting all required due process elements and an updated definition of bullying that includes members of school staff.
* Description of Internal Monitoring Process	<p>The Assistant Superintendent will confirm that any mid-year changes to state or federal requirements are communicated to building principals promptly so that student handbook and codes of conduct updates can be made in a timely manner.</p> <p>Building principals will review and update their building-level student handbooks and codes of conduct annually to ensure that they meet all current applicable state and federal requirements. Revisions will be submitted to the Assistant Superintendent for final review and approval prior to the start of each school year. In addition, building principals will ensure that updated student handbooks and codes of conduct are distributed to all students and families at the start of each school year and that staff in their buildings are familiar with the updated disciplinary procedures.</p> <p>The Director of Pupil Personnel Services will review all sections of the student handbooks and codes of conduct related to students with disabilities and students</p>

	not yet determined eligible to ensure ongoing alignment with special education regulations.
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CR Criterion #10B - Bullying Intervention and Prevention

A review of documents and staff interviews indicated that the district's Bullying Prevention and Intervention Plan (Plan) does not include the following: A statement indicating that certain students may be more vulnerable to bullying and harassment, based on actual or perceived characteristics, including race; color; religion; ancestry; national origin; sex; socioeconomic status; homelessness; academic status; gender identity or expression; physical appearance; pregnant or parenting status; sexual orientation; mental, physical, developmental, or sensory disability; or by association with a person who has or is perceived to have one or more of these characteristics; The specific steps the district will take to create a safe and supportive environment for more vulnerable student populations; Protection for all students regardless of their legal status under the law; Administration of a student survey every four years to assess school climate and the prevalence, nature, and severity of bullying in schools; and Information for parents/guardians about the Department's problem resolution system process for seeking assistance or filing a claim.

District/Agency Corrective Action Plan				
* Title/Role(s) of Responsible Person(s)	Principals, Assistant Superintendent	* Expected Date of Completion	4/21/2026	
* Description of Root Cause Analysis	Following a root cause analysis, the district determined that the district's written Bullying Prevention and Intervention Plan (Plan) was not revised in a timely manner to reflect all current requirements. As a result, several required components were absent from the written Plan despite the district's commitment to maintaining a safe and supportive environment for all students.			
* Evidence of Completion of Corrective Action	A revised Bullying Prevention and Intervention Plan (Plan) to include: - <ul style="list-style-type: none"> • A new section for vulnerable populations which includes specific steps to be taken to create a safe environment -Explicit legal status protection language • Administration of a student survey every four years to assess school climate and the prevalence, nature, and severity of bullying in schools 			

	<ul style="list-style-type: none"> • Updated language in the parent section regarding DESE's Problem Resolution System (PRS) Documents and Evidence to Support This Corrective Action: • A finalized Plan with all revisions included • School Committee minutes reflecting the adoption of the new Plan • Superintendent signed attestation confirming the updated Plan is in effect • Professional development agenda, presenter credentials, and staff sign-in sheets for training on bias-based bullying and vulnerable population support • Documentation of at least one support structure in place for vulnerable students (e.g., LGBTQ+ support group charter, counseling referral data in aggregate, student handbook language) -Updated parent/guardian annual notification letter reflecting updated legal status protection language • Documentation of the selected survey instrument (name, source, and brief description) • District calendar entry or memo establishing the next scheduled survey administration date • Updated annual parent/guardian notification letter with PRS information included • Screenshot or printed webpage showing PRS information posted on the district's website bullying prevention page
* Description of Internal Monitoring Process	<p>The Assistant Superintendent is designated as the district's BPIP Compliance Coordinator. Annual Compliance Review Protocol Each August, prior to the opening of school, the Assistant Superintendent will conduct a formal review of the Plan using a written compliance checklist cross-referencing the Plan against: (a) G.L. c. 71, Sec 37O; (b) the current DESE Model Plan; and (c) any updated DESE guidance issued since the prior review.</p> <p>Annual Staff Professional Development</p> <p>All building principals are responsible for ensuring that staff receive annual professional development on bullying prevention. This training must include, at minimum: (a) overview of the BPIP and staff reporting obligations; (b) bias-based bullying and the needs of vulnerable populations; (c) investigation and documentation procedures.</p> <p>Documentation (agendas and sign-in sheets) will be maintained in a central file by the Assistant Superintendent.</p> <p>Quarterly Incident Data Review The Assistant Superintendent will compile aggregate bullying incident data on a quarterly basis and review trends with building principals.</p> <p>Four-Year Student Climate Survey Cycle The district will administer a DESE-approved (or equivalent) school climate survey no less than once every four years to assess school climate and the prevalence, nature, and severity of bullying. Results will be presented to the School Committee and posted publicly in accordance with G.L. c. 71, Section 37O.</p> <p>The next scheduled administration date will be documented in the BPIP and the district's school year calendar. Civil Rights Self-Assessment Every two years, the Superintendent and District Legal Counsel will conduct a civil rights compliance self-assessment covering the Plan and related policies. The assessment will use the</p>

	DESE self-assessment framework or equivalent. Any identified gaps will be addressed through an internal corrective action memo within 60 days.
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CR Criterion #10C - Student Discipline

While a review of data indicated that the district utilizes in-school suspension as an alternative to suspension, a review of documents and staff interviews indicated that the district's student discipline policy does not include procedures for in-school suspension as set forth in 603 CMR. 53.10.

District/Agency Corrective Action Plan			
* Title/Role(s) of Responsible Person(s)	Principals, Assistant Superintendent	* Expected Date of Completion: 4/1/2026	
* Description of Root Cause Analysis	Following a root cause analysis, the district determined that while in-school suspension has been utilized in practice as an alternative to out-of-school suspension, the written discipline policy had not been updated to include the specific procedural requirements for in-school suspension as outlined in 603 CMR 53.10. The district's written policy had not been revised in a timely manner to reflect all current requirements, even though the district's practices were already aligned with the intent of the regulation.		
* Evidence of Completion of Corrective Action	<p>The district will provide the following documentation to demonstrate progress toward addressing the noncompliance:</p> <ul style="list-style-type: none"> • A revised student discipline policy that includes all required procedures for in-school suspension as set forth in 603 CMR 53.10, including: <ul style="list-style-type: none"> ○ The conditions under which in-school suspension may be assigned ○ The rights of students during an in-school suspension, including access to academics and the ability to make academic progress ○ Procedures for notifying parents and guardians of an in-school suspension ○ Student handbooks and codes of conduct contain updated in-school procedures and are approved by the school committee. 		

	<ul style="list-style-type: none"> ○ Evidence that the updated policy has been posted on the district's website and distributed to students, families, and staff.
* Description of Internal Monitoring Process	<p>The Assistant Superintendent will serve as the primary person responsible for ensuring that the student discipline policy remains aligned with current state regulations, including 603 CMR 53.10.</p> <p>Building Principals will:</p> <ul style="list-style-type: none"> ● Be responsible for ensuring that in school suspension procedures are consistently followed in their buildings ● Maintain records of all in-school suspensions, including documentation of parent notification and academic support provided during the suspension.