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| **MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**  **Program Quality Assurance Services** |

##### COORDINATED PROGRAM REVIEW

## CORRECTIVE ACTION PLAN

Charter School or District: Littleton

CPR Onsite Year: 2013-2014

Program Area: Special Education

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 Coordinated Program Review Final Report dated 08/20/2014.

**Mandatory One-Year Compliance Date:** **08/20/2015**

**Summary of Required Corrective Action Plans in this Report**

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 20 | Least restrictive program selected | Partially Implemented |
| SE 34 | Continuum of alternative services and placements | Partially Implemented |
| SE 37 | Procedures for approved and unapproved out-of-district placements | Partially Implemented |
| SE 55 | Special education facilities and classrooms | Partially Implemented |
| CR 7B | Structured learning time | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | Partially Implemented |
| CR 11A | Designation of coordinator(s); grievance procedures | Partially Implemented |
| CR 12A | Annual and continuous notification concerning nondiscrimination and coordinators | Partially Implemented |
| CR 16 | Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | Partially Implemented |
| CR 18 | Responsibilities of the school principal | Partially Implemented |
| CR 21 | Staff training regarding civil rights responsibilities | Partially Implemented |
| CR 23 | Comparability of facilities | Partially Implemented |

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| COORDINATED PROGRAM REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  SE 20 Least restrictive program selected | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of the student records indicated that if a student is removed from the general education classroom at any time, the IEP Non-participation Justification statement does not always state why the removal is considered critical to the student's program and the basis for the Team's conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. | | |
| **Description of Corrective Action:**  Two areas of need are identified in this finding:  \*\*To clearly state why removal is considered critical to a student's program  \*\*To clearly state the basis for the Team's conclusion for the removal  The corrective action plan will consist primarily of targeted staff trainings. Both areas will be addressed separately, and in tandem, to ensure a comprehensive and cohesive approach to these practices.  The staff trainings will be conducted by the Director of Pupil Personnel Services with the Special Education staff. In the Littleton Public Schools the Special Education teachers serve as the liaison for specific students. In this capacity they guide the team process in the development of the IEP and they are ultimately responsible for the writing of the document. The Special Education teachers will be the primary audience for all of the trainings. All other support staff will be involved in aspects of the training, especially those that relate to establishing a basis for making decisions about removal and in team process.  The trainings will occur during the professional development time for special education staff that is already built into the Littleton school calendar during both the building-based meetings and the all-day staff retreats. The proposed training schedule is:  October 1  Introduce the need for the training and use examples on Non-participation statements drawn from current IEPs  Provide training on how to write a clear statement in regard to the removal of a student  Provide training on the sources of information that should be used when making this decision  November 5  Provide training on the team process for making these decisions  January 14  Staff share of Non-participation from revised practice  Additional training in any area that is still needed  March 4  Final meeting to address any lingering concerns | | |
| **Title/Role(s) of Responsible Persons:**  Rita Detweiler  Director of Pupil Personnel Services | | **Expected Date of Completion:**  03/31/2015 |
| **Evidence of Completion of the Corrective Action:**  The evidence for each training will consist of copies of:  \*\*Agenda  \*\*Training materials  \*\*Signed participant attendance sheets  The evidence of a change in practice as a result of the trainings will consist of a post-training administrative review of  Non-participation statements from 25 randomly selected IEPs to demonstrate that these statements clearly state why removal is necessary as well as the basis for making this decision. The results of the review will be summarized in a log of statements and a summary statement which will be submitted to DESE. | | |
| **Description of Internal Monitoring Procedures:**  In the interim period between 11/5/14 and 1/141/5, an administrative review of non-participation statements from 15 randomly selected IEPs will be conducted for internal purposes, including monitoring progress towards compliance and identifying area that need additional group-level training.  In the interim period between 1/14/15 and 3/4/15, an administrative review of non-participation statements from 15 randomly selected IEPs will be conducted for internal purposes, including progress towards compliance and the need for additional individual training.  Post training, there will be on-going spot checks of non-participation statements. The Director of Pupil Personnel Services will review this aspect of the IEPS as part of signing off on the document. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 20 Least restrictive program selected | **Corrective Action Plan Status:** Approved  **Status Date**: 09/30/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 1, 2014, submit evidence of training conducted by the Director of Pupil Personnel Services for special education staff on developing Non-participation Justification statements that indicate why the removal is considered critical to the student's program and the basis for the Team's conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. Include a copy of the agenda, training materials and signed participant attendance sheets.  By March 20, 2015, submit a report of the results of an internal review of a random sample of student records, conducted following the staff training, to ensure consistency and continued compliance for appropriate completion of IEP Non-participation Justification statements. Include the number of student records reviewed, the number of records in compliance, and for any records not in compliance, determine the root cause(s) of the non-compliance and provide the district's plan to remedy the non-compliance.  \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of the student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and signature(s). | | |
| **Progress Report Due Date(s):**  12/01/2014  03/20/2015 | | |

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| COORDINATED PROGRAM REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  SE 34 Continuum of alternative services and placements | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Interviews and observations indicated that the district is not providing a continuum of services and placements to meet the needs of all students with disabilities. Specifically, the district does not provide substantially separate programming for students who require specially designed instruction and significant modification to the curriculum. Instruction and support is only provided in the general education classroom or the resource room setting. Students with different disabilities and cognitive levels, who would typically be served in a substantially separate program, are often grouped together in a resource room setting resulting in an inability to consistently receive individualized instruction. | | |
| **Description of Corrective Action:**  In the past, the Littleton Public School District has been hampered in developing the full continuum of alternative services due to a lack of staff dedicated to these programs. The LPS have already begun to address this issue through a restructuring of the special education personnel. For this current school year, the LPS hired a full time teacher at Shaker Lane to replace a half time position and the district reallocated a special education teacher to Littleton High School whose primary responsibility is to provide services in a partially separate program. With these hires and reallocations, the LPS now has a special education staff member at each school dedicated to providing services in separate settings. Over the course of this year, the district plans to articulate a philosophy in regard to who is serviced in these programs along with purchasing curriculum materials to address this level of need. Last year the LPS commissioned an outside evaluation through Walker Partnerships that will serve as one additional resource for the development of this K-12 continuum. | | |
| **Title/Role(s) of Responsible Persons:**  Rita Detweiler-Director of Pupil Personnel Services | | **Expected Date of Completion:**  06/30/2015 |
| **Evidence of Completion of the Corrective Action:**  The evidence of completion will consist of staff meetings of this group of special education teachers and support staff as they work across the year to develop this new level of service. Copies of agendas, attendance sheets and materials will be submitted. The final document that articulates the services associated with this program will also serve as evidence and will be distributed to staff and parents via the LPS website. | | |
| **Description of Internal Monitoring Procedures:**  Once established, this expanded K-12 continuum of service in separate settings will be maintained because it clearly fills a void that has existed in the district. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 34 Continuum of alternative services and placements | **Corrective Action Plan Status:** Approved  **Status Date**: 09/30/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 1, 2014, submit detailed notes with outcomes and attendance sheets of the planning  meeting(s) that have occurred to expand the programming of special education services that will establish a continuum of services model for the district.  By March 20, 2015, please submit a copy of the Special Education Department's Program of Services that includes detailed description of the all of the services and placement options within the district. Include a description of the disabilities served and how placement options will be determined. | | |
| **Progress Report Due Date(s):**  12/01/2014  03/20/2015 | | |

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| **Criterion & Topic:**  SE 37 Procedures for approved and unapproved out-of-district placements | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of the student records and interviews indicated that the school district is not documenting its monitoring of students who are in out-of-district placements; documentation of site visits was not included in the students' files. | | |
| **Description of Corrective Action:**  The Out of District Coordinator will revise our current form to be more comprehensive. That form will be completed by 9/30/2014.  The Out of District Coordinator will develop a log of all students in out of district placements in order to track site visits, including the annual review for the IEP and an additional visit dedicated to the monitoring of the program. This log will be submitted to the Director of Pupil Personnel Services by 9/30/2014  In response to this finding, the district has increased the time for the Out of District Coordinator from .8 to full time in district to enable this individual to meet this and all requirements of this position. | | |
| **Title/Role(s) of Responsible Persons:**  Rita Detweiler-Director of Pupil Personnel Services  Kathy Russo-Out of District Coordinator | | **Expected Date of Completion:**  03/31/2015 |
| **Evidence of Completion of the Corrective Action:**  The completed monitoring form will document each visit and will be filed in the student's file in the Central Office of the Littleton Public Schools.  The evidence that the district is in compliance will be based on a review of 15 student files between 1/15/2015 and 2/28/2015. | | |
| **Description of Internal Monitoring Procedures:**  The monitoring log will be maintained and updated on a monthly basis. The Out of District Coordinator will share the log with the Director of Pupil Personnel Services at the beginning of each month and communicate any challenges so that they can be resolved in an appropriate manner. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 37 Procedures for approved and unapproved out-of-district placements | **Corrective Action Plan Status:** Approved  **Status Date**: 09/30/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 1, 2014, submit a copy of the district's revised out-of-district student monitoring form along with the out-of-district placement student log that includes the annual review for the IEP and the date for the monitoring visit to the program. In addition, for those students whose records were identified by the Department, submit a copy of the completed student monitoring form to indicate that a site visit has been conducted and documented.  By March 20, 2015, submit a report of the results of an internal review of a random sample of records of out-of-district students to ensure that monitoring has been conducted and indicated on a monitoring form. Include the number of student records reviewed, the number of records in compliance, and for any records not in compliance, determine the root cause(s) of the non-compliance and provide the district's plan to remedy the non-compliance.  \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of the student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and signature(s). | | |
| **Progress Report Due Date(s):**  12/01/2014  03/20/2015 | | |

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| **Criterion & Topic:**  SE 55 Special education facilities and classrooms | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Classroom observations and interviews indicated that at the Russell Street Elementary School, there are special education spaces that are not equal in all physical respects to the average standards of general education facilities and classrooms. There are four rooms that are being used for small group instruction that are overcrowded with surplus chairs, desks, bookcases, carts and file cabinets, many of which were broken. Some of the rooms also stored globes, fans, binders, and curriculum material. With excess unused materials and equipment, and up to five students in a class at one time, the rooms are over-crowded and there is limited instructional space or available space for any visual materials to be used. In addition, three of the four rooms are labeled "storage" on the front entrance. | | |
| **Description of Corrective Action:**  The use of small storage rooms at Russell Street Elementary School that had been used as small break-out spaces for students has already been discontinued. | | |
| **Title/Role(s) of Responsible Persons:**  Rita Detweiler-Director of Pupil Personnel Services  Scott Bazydlo-Principal | | **Expected Date of Completion:**  09/30/2015 |
| **Evidence of Completion of the Corrective Action:**  I can submit photographs of the space as it is currently used. An on-site visit is also an option to verify that the corrective action has already been taken. | | |
| **Description of Internal Monitoring Procedures:**  No internal monitoring is needed at this time because the corrective action has been completed. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Approved  **Status Date**: 09/30/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 1, 2014, an on-site visit will be made to the Russell Street Elementary School to verify that these changes have been implemented. | | |
| **Progress Report Due Date(s):**  12/01/2014 | | |

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| **Criterion & Topic:**  CR 7B Structured learning time | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of the documentation and interviews indicated that physical education is only required for two of the four years in high school; students have a choice as to which two years they will participate in physical education. | | |
| **Description of Corrective Action:**  John Harrington has already submitted a proposal that will bring the Littleton Public Schools into full compliance in this area. His proposal has received initial approval from the staff at Program Quality Assurance at the Massachusetts Department of Elementary and Secondary Education.  John Harrington will proceed in the process by bringing the proposal in front of the Littleton School Committee for their approval. It is expected that the School Committee will act on this matter and approve the proposal in late fall or early winter.  Once the proposal is accepted by the Littleton School Committee, John Harrington will ensure that the new policy is implemented as a graduation requirement with the Class of 2019. Course selection in the spring of 2015 will reflect the change in graduation expectations. | | |
| **Title/Role(s) of Responsible Persons:**  John Harrington-Principal of Littleton High School | | **Expected Date of Completion:**  05/31/2015 |
| **Evidence of Completion of the Corrective Action:**  The evidence of completion will consist of:  \*\* Copy of the proposal submitted to PQA  \*\*Copy of the agenda and meeting minutes from the Littleton School Committee documenting their action  \*\*Copy of the spring 2015 course selection packet that is distributed to parents and students that explains the change in graduation requirements along with option to fulfill the requirement  \*\*Copy of form used by Guidance Counselors to ensure that all Littleton High School students have fulfilled all graduation requirements | | |
| **Description of Internal Monitoring Procedures:**  Progress of the plan will be monitored collaboratively among administrators and counselors. Counselors will track each student with a specific form that they use to ensure that all Littleton High School students have fulfilled all graduation requirements. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 7B Structured learning time | **Corrective Action Plan Status:** Partially Approved  **Status Date**: 09/30/2014 | |
| **Basis for Decision:**  The proposal that the district submitted reports that Littleton High School will have a requirement to fulfill physical education all four years of high school beginning with the Class of 2019 (originally planned for the Class of 2018). The plan does not address how the district will begin this process so that students who are already in the high school, only required to have physical education for two years, will increase physical education requirements prior to the end of this school year. | | |
| **Department Order of Corrective Action:**  Develop a plan to ensure that the district is addressing this requirement to increase physical education from a two year requirement to a four year requirement for students during the 2014-2015 school year. | | |
| **Required Elements of Progress Report(s):**  By December 1, 2014, submit a plan with timelines indicating how the district is addressing this requirement during the 2014-2015 school year. | | |
| **Progress Report Due Date(s):**  12/01/2014 | | |

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| COORDINATED PROGRAM REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  CR 10A Student handbooks and codes of conduct | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of the documentation indicated that the student codes of conduct do not address the appropriate procedures for the discipline of students with Section 504 Accommodation Plans. Documentation also indicated that the district's non-discrimination policy does not include gender identity as a protected category. | | |
| **Description of Corrective Action:**  The administrative team will conduct a thorough review of all digital and hard copy versions of the handbooks from all of the schools to ensure that this and any of the other findings that relate to deficiencies in the handbook are addressed in totality. This work will involve the Technology Coordinator for the district.  If it is necessary for the district to specifically contact the parents and students at Littleton High School in regard to the changes to the handbook during this current school year, we will do so via a mailing to all families. | | |
| **Title/Role(s) of Responsible Persons:**  Rita Detweiler-Director of Pupil Personnel Services  All building principals | | **Expected Date of Completion:**  05/31/2015 |
| **Evidence of Completion of the Corrective Action:**  The evidence will be based on a review of the revised versions of the handbooks that will be uploaded to the district website no later than 5/31/2015. | | |
| **Description of Internal Monitoring Procedures:**  The district will implement an annual review of all handbooks in May of each year to ensure that there is mechanism to continually make changes to the handbooks. The review in set for May in order to ensure that the review is completed prior to when the School Committee votes to accept the handbook. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved  **Status Date**: 09/30/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 1, 2014, submit a copy of the district's revised student codes of conduct that include appropriate procedures for the discipline of students with Section 504 Accommodation Plans. Additionally, submit a copy of the district's revised non-discrimination policy that includes gender identity as a protected category. Include a copy of the addendum in the student handbooks as verification that parents, students and staff have been notified of these changes. | | |
| **Progress Report Due Date(s):**  12/01/2014 | | |

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| COORDINATED PROGRAM REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  CR 10B Bullying Intervention and Prevention | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of the documentation and interviews indicated that the district has not implemented comprehensive professional development for all staff, including cafeteria workers, custodians, athletic directors or advisors for extracurricular activities, on the following:  Developmentally appropriate strategies to prevent bullying incidents;  Developmentally appropriate strategies for immediate and effective interventions to stop bullying incidents;  Information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying;  Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; and  Information on the incidence and nature of cyber-bullying and internet safety issues. | | |
| **Description of Corrective Action:**  Under the direction of the Director of Pupil Personnel Services, the Littleton Public School District is currently in the process of reviewing all aspects of the district's Bullying protocols as well as materials used with staff for professional development on this topic. That review and revision will be completed by the Director in conjunction with the Guidance Counselors and School Psychologists by 1/31/2015.  Upon completion, cafeteria workers, custodians, athletic directors and advisors for extracurricular activities will participate in professional development on this topic no later than 3/31/2015. | | |
| **Title/Role(s) of Responsible Persons:**  Rita Detweiler-Director of Pupil Personnel Services | | **Expected Date of Completion:**  03/31/2015 |
| **Evidence of Completion of the Corrective Action:**  The evidence of completion will consist of the revised protocols along with accompanying professional development materials.  Evidence of the training of staff will consist of:  \*\*Agenda  \*\*Signed participant attendance sheets | | |
| **Description of Internal Monitoring Procedures:**  On an on-going basis, the professional development of staff will be provided via a combination of online trainings and in person trainings. The professional development on this topic will be monitored at the building level to ensure that all staff have participated in the training. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved  **Status Date**: 09/30/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By March 20, 2015, submit evidence of the professional development conducted on the district's plan and strategies to address and prevent bullying conducted by the Student Services Director in conjunction with the Guidance Counselors and School Psychologists. Include a copy of the agenda, training materials and signed participant attendance sheets. | | |
| **Progress Report Due Date(s):**  03/20/2015 | | |

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| **Criterion & Topic:**  CR 11A Designation of coordinator(s); grievance procedures | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of the documentation indicated that the staff member designated to serve as coordinator for compliance with the district's responsibilities under Title IX and Section 504 is no longer employed by the school district. | | |
| **Description of Corrective Action:**  The Director of Pupil Personnel Services along with the principals and the district's Technology Coordinator will conduct a thorough review of all digital and hard copy versions of handbooks from all of the schools and all other written or digitally posted material to ensure that this information is updated in all sources of information. | | |
| **Title/Role(s) of Responsible Persons:**  Rita Detweiler-Director of Pupil Personnel Services | | **Expected Date of Completion:**  05/31/2015 |
| **Evidence of Completion of the Corrective Action:**  The evidence will be based on a review of the revised versions of the handbooks that will be uploaded to the district website no later than 5/31/2015. | | |
| **Description of Internal Monitoring Procedures:**  The district will implement an annual review of all handbooks and all other written and digital sources of information in May of each year to ensure that there is mechanism to continually update information. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 11A Designation of coordinator(s); grievance procedures | **Corrective Action Plan Status:** Approved  **Status Date**: 09/30/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 1, 2014, submit a copy of a revised document that includes updated information as to who is the designated coordinator for compliance with the district's responsibilities under Title IX and Section 504. Include a copy of the addendum in the student handbooks as verification that parents, students and staff have been notified of these changes. | | |
| **Progress Report Due Date(s):**  12/01/2014 | | |

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| COORDINATED PROGRAM REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documentation and interviews indicated that the district does not include gender identity as a protected category in written materials and other media used to publicize a school. See also CR 11A. | | |
| **Description of Corrective Action:**  The Director of Pupil Personnel Services will update the district's statement to ensure that gender identity is included as a protected category. This correction has already been made to the notice that all staff receive at the start of each year. The correction will also be made to all other written material, including the copy that is published in the newspaper and all other | | |
| **Title/Role(s) of Responsible Persons:**  Rita Detweiler-Director of Pupil Personnel Services | | **Expected Date of Completion:**  01/31/2015 |
| **Evidence of Completion of the Corrective Action:**  The evidence will consist of the revised letter that has already been distribute to staff, a copy of the revised statement that will be submitted to the local newspapers, and a review of the other written material where this notice is posted. | | |
| **Description of Internal Monitoring Procedures:**  The Director of Pupil Personnel Services will do a yearly review of district document by the end of May to ensure that revisions are made. This will entail working with the Technology Coordinator and building principals in order to thoroughly review all documents. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved  **Status Date**: 09/30/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 1, 2014, submit a copy of the district's revised non-discrimination policy that includes gender identity as a protected category and will be included in any written materials and other media used to publicize a school. Include a copy of the addendum in the student handbooks as verification that parents, students and staff have been notified of these changes. | | |
| **Progress Report Due Date(s):**  12/01/2014 | | |

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| COORDINATED PROGRAM REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of the documentation and interviews indicated that the district is not sending written notice to former students who have not yet earned their competency determination and who have not transferred to another school informing them of the availability of publicly funded post-high school academic support programs and encouraging them to participate in those programs. | | |
| **Description of Corrective Action:**  The LHS Guidance Counselors currently monitor the status of all students. From this master list, they will create a log of all students who have not graduated or transferred to another school. They will use the form letter that they currently have on file and ensure that it is mailed to each student on the log. | | |
| **Title/Role(s) of Responsible Persons:**  Rita Detweiler: Director of Pupil Personnel Services  LHS Guidance Counselors | | **Expected Date of Completion:**  05/31/2015 |
| **Evidence of Completion of the Corrective Action:**  The evidence will consist of two documents:  \*\*The log created by the LHS Guidance Department  \*\*A copy of the letter that was mailed to those students | | |
| **Description of Internal Monitoring Procedures:**  The LHS Guidance Counselors will submit a copy of the log and letter to the Principal of LHS and the Director of Pupil Personnel Services at the end of each year. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | **Corrective Action Plan Status:**  Approved  **Status Date**:  09/30/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 1, 2014, submit a copy of the log developed by the high school guidance department that includes the students who have not graduated or transferred to another school, along with a copy of the notice to be sent.  By March 20, 2015, submit sample copies of any annual written notices sent to  former students who have not yet earned their competency determination and who have  not transferred to another school, informing them of the availability of publicly funded  post high school academic support programs and encouraging them to participate in those  programs. | | |
| **Progress Report Due Date(s):**  12/01/2014  03/20/2015 | | |

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| COORDINATED PROGRAM REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  CR 18 Responsibilities of the school principal | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of the documentation and interviews indicated that the district does not have a curriculum accommodation plan (DCAP). The district's DCAP should include current teacher supports for students with behavioral needs, possible classroom accommodations and interventions, regular education reading instructional assistance available in schools, teacher mentoring for the implementation of best practices and other academic supports available through regular education initiatives. The purpose of the plan is to articulate the availability of resources that support regular classroom teachers in their efforts to analyze and accommodate the diverse learning needs of students. | | |
| **Description of Corrective Action:**  The corrective action plan will entail an extensive revision of the existing District Curriculum Accommodation Plan that will be completed through a series of sequential actions.  Step #1: Develop the format of the DCAP  Members of the administrative team, including all building based Principals, the Curriculum Coordinator and the Director of Pupil Personnel Services, will develop the format of the DCAP. This work will consist of writing the overview of the plan and delineating the specific titles and subtitles that will provide the organizational structure of the DCAP. Examples of various components will be included. The administrative team will work on this during the Administrative Council meetings scheduled with a final template completed by 11/26/2014.  Step #2: Introduce the template for the DCAP to faculty  At the building level each Principal will share the DCAP template with their faculty and organize them into working groups that will go on to write the DCAP for their school community. This work will be completed by 12/31/2015.  Step #3: Write the body of the DCAP, including references to specific programs, staff and strategies  The success of the DCAP is dependent upon the staff's utilization of the plan as a viable document that supports their needs as they arise. To foster the usefulness and acceptance of the DCAP, staff will be given the opportunity to write and revise this document during professional release time during December and January. A draft version of the DCAP will be completed by 2/28/2015.  Step #4: Review draft version of the DCAP  Members of the administrative team will review the drafts from each school to ensure that there is consistency in some broad areas while also allowing for unique elements in each school. This work will be completed by 3/15/2015.  Step #5: Trial implementation  Faculty will be asked to implement the DCAP as written and provide feedback as part of developing a final version. This work will be completed by 5/30/2015  Step #6: Final document  Any refinements will be made based on the feedback from the trial implementation in order to complete the development of the plan. The final version of the DCAP will be completed and made public to staff and the greater Littleton school community by 6/30/2015. | | |
| **Title/Role(s) of Responsible Persons:**  Rita Detweiler-Director of Pupil Personnel Services  Geri-Lyn Ajemian-Curriculum Director | | **Expected Date of Completion:**  06/30/2015 |
| **Evidence of Completion of the Corrective Action:**  The evidence of the work along the way will consist of:  \*\*Agendas from professional development days and administrative councils meetings  \*\*Signed participant sheets  The final version of the DCAP will be distributed to staff and uploaded to the Littleton District website by 6/30/2015 as evidence of the completion of the corrective action. | | |
| **Description of Internal Monitoring Procedures:**  In the interim between the deadline for each step, the Director of Pupil Personnel Services and the Curriculum Director will monitor and self-assess the district's progress toward completing the final version of the DCAP. This monitoring will be part of the agenda of the Administrative Council that meets on a bi-weekly basis.  The district will also institute a yearly review of the DCAP in order to update and revise any new information. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 18 Responsibilities of the school principal | **Corrective Action Plan Status:** Approved  **Status Date**: 09/30/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 1, 2014, submit an outline and overview of the components to be included in the district curriculum accommodation plan (DCAP).  By March 20, 2015, submit a copy of the DCAP and provide a description as to how all staff have been informed of the DCAP. | | |
| **Progress Report Due Date(s):**  12/01/2014  03/20/2015 | | |

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| COORDINATED PROGRAM REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  CR 21 Staff training regarding civil rights responsibilities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of the documentation indicated that while staff training on civil rights responsibilities was provided, the prevention of discrimination and harassment based on gender identity was not included in the training. | | |
| **Description of Corrective Action:**  For this current year, the staff will be notified of the addition of gender identity as a protected category at a building level staff meetings via a handout. | | |
| **Title/Role(s) of Responsible Persons:**  Rita Detweiler-Director of Pupil Personnel Services | | **Expected Date of Completion:**  11/26/2014 |
| **Evidence of Completion of the Corrective Action:**  The evidence that this corrective action has taken place will include:  \*\*Agenda of the staff meeting in which the written notice was distributed  \*\*Signed participant sheets  \*\*Copy of the notice that was distributed | | |
| **Description of Internal Monitoring Procedures:**  In May of each year, the Director of Pupil Personnel Services will update all of the district's online trainings, include the portion on civil rights to ensure that all material is accurate and current. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 21 Staff training regarding civil rights responsibilities | **Corrective Action Plan Status:** Approved  **Status Date**: 09/30/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 1, 2014, submit evidence of the district's in-service training for all school personnel on civil rights responsibilities, including gender identity. Submit a copy of the agenda, training materials and signed participant attendance sheets. | | |
| **Progress Report Due Date(s):**  12/01/2014 | | |

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| COORDINATED PROGRAM REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  CR 23 Comparability of facilities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  See SE 55. | | |
| **Description of Corrective Action:**  The use of small storage rooms at Russell Street Elementary School that had been used as small break-out spaces for students has already been discontinued. | | |
| **Title/Role(s) of Responsible Persons:**  Rita Detweiler-Director of Pupil Personnel Services  Scott Bazydlo-Principal | | **Expected Date of Completion:**  09/30/2014 |
| **Evidence of Completion of the Corrective Action:**  I can submit photographs of the space as it is currently used. An on-site visit is also an option to verify that the corrective action has already been taken. | | |
| **Description of Internal Monitoring Procedures:**  No internal monitoring is needed at this time because the corrective action has been completed. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 23 Comparability of facilities | **Corrective Action Plan Status:** Approved  **Status Date**: 09/30/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please refer to SE 55. | | |
| **Progress Report Due Date(s):**  12/01/2014 | | |