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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: Mount Greylock

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 02/12/2014.

**Mandatory One-Year Compliance Date:** **02/12/2015**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 3A | Special requirements for students on the autism spectrum | Partially Implemented |
| CR 3 | Access to a full range of education programs | Partially Implemented |
| CR 7A | School year schedules | Not Implemented |
| CR 7B | Structured learning time | Not Implemented |
| CR 9 | Hiring and employment practices of prospective employers of students | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | 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 24 | Curriculum review | Partially Implemented |

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| **Criterion & Topic:**  SE 3A Special requirements for students on the autism spectrum | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Staff interviews indicated that the district is aware of the requirement to consider and specifically address the seven areas of need for students on the autism spectrum, however, no evidence of such consideration was found in the IEPs, Team meeting summary notes, Parent Notification Letters (N1), or Behavior Plans reviewed as part of the Department's review of student records. | | |
| **Description of Corrective Action:**  Developed an ASD checklist, provided training for staff on how to utilize during IEP meetings, and will be attaching completed forms to IEP summary notes | | |
| **Title/Role(s) of Responsible Persons:**  Director of Pupil Personnel Services - Kimberley Grady | | **Expected Date of Completion:**  02/24/2014 |
| **Evidence of Completion of the Corrective Action:**  Copies of completed forms and noted within IEP's | | |
| **Description of Internal Monitoring Procedures:**  For all students identified with Autism the Director of Pupil Services or the Compliance Monitor will verify that necessary form was completed and it is stated in IEP of each student. Implemented process on 10/16/14 | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 3A Special requirements for students on the autism spectrum | **Corrective Action Plan Status:** Approved  **Status Date**: 05/05/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide the results of a review of records for students identified with disabilities on the autism spectrum who were evaluated, and had IEPs developed, between November of 2013, and June of 2014. Report the number of records reviewed and the number of records found to be in compliance. For any records not in compliance report the results of a root cause analysis of that noncompliance and provide a description of the district's plan to remedy the noncompliance by September 30, 2014.  \*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 student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  09/30/2014 | | |

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| **Criterion & Topic:**  CR 3 Access to a full range of education programs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews revealed that the district's statement of accessibility to a full range of education programs in the Student Program of Studies is missing the protected categories of gender identity, disability, and homelessness. | | |
| **Description of Corrective Action:**  Add protected class, Gender Identity, to Program of Studies and various handbooks. | | |
| **Title/Role(s) of Responsible Persons:**  Principal/Mary Alvord MacDonald | | **Expected Date of Completion:**  06/30/2014 |
| **Evidence of Completion of the Corrective Action:**  Will submit revised copies of the Program of Studies and Student and Employee Handbooks. | | |
| **Description of Internal Monitoring Procedures:**  Prior to the release of the Program of Studies and Student and Employee Handbooks, the principal will review and verify that the language used meets State requirements for student access to a full range of education programs. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Partially Approved  **Status Date**: 05/05/2014 | |
| **Basis for Status Decision:**  The district indicated that they would revise the Program of Studies and the Student and Employee Handbooks to include gender identity. The district must also ensure that the protected categories of disability and homelessness are also added to the statements that refer to access to a full range of education programs. | | |
| **Department Order of Corrective Action:**  Submit the district's newly revised copies of the Program of Studies and Student and Employee Handbooks adding the protected classes of gender identity, disability and homelessness. | | |
| **Required Elements of Progress Report(s):**  Submit the district's newly revised copies of the Program of Studies and Student and Employee Handbooks adding the protected classes of gender identity, disability and homelessness, along with a description of how the changes made to the materials were shared with students, parents and staff. Include any agendas or training materials used to ensure that school personnel were made aware of the changes, by September 30, 2014. | | |
| **Progress Report Due Date(s):**  09/30/2014 | | |

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| **Criterion & Topic:**  CR 7A School year schedules | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that district's schedule does not contain the required 990 hours of annual structured learning time for each secondary school student. | | |
| **Description of Corrective Action:**  Decrease number of full and half days devoted to teacher professional development to one full and 5 half days; Restructure the Directed Study period to ensure that it is an instructional period. | | |
| **Title/Role(s) of Responsible Persons:**  Principal/Mary Alvord MacDonald | | **Expected Date of Completion:**  09/02/2014 |
| **Evidence of Completion of the Corrective Action:**  The completed Time on Learning worksheet, the School Committee-approved school calendar and a document outlining acceptable use of Directed Study time will be submitted. | | |
| **Description of Internal Monitoring Procedures:**  In collaboration with the Director of Pupil Personnel and Assistant Principal, the Principal will conduct routine walk-throughs of classrooms during Directed Study periods to ensure that students are engaged in structured learning experiences. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 7A School year schedules | **Corrective Action Plan Status:** Approved  **Status Date**: 05/05/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide a copy of the Student Learning Time Worksheet for the 2014-2015 school year, ensuring that all secondary students receive the required 990 hours of annual structured learning time. Provide a copy of the 2014-2015 school calendar, documenting 185 scheduled school days, by September 30, 2014. Additionally, provide evidence that the district has shared these changes with faculty, students and parents, including notices to parents and students, along with copies of faculty meeting agendas, attendance logs, and materials used to share the changes, by September 30, 2014. | | |
| **Progress Report Due Date(s):**  09/30/2014 | | |

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| **Criterion & Topic:**  CR 7B Structured learning time | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that the district, universally, has students participating in a 30 minute, daily, non-directed study period (study hall) which is listed as directed, but no regularly scheduled instruction takes place. This 30 minute period is included in the calculation of structured learning time. | | |
| **Description of Corrective Action:**  Restructure the Directed Study period to ensure that it is an instructional period. Incorporate remediation/RtI, teacher-guided tutoring program, individual conference schedule, lecture series, guest teaching artist sessions and academic advising. | | |
| **Title/Role(s) of Responsible Persons:**  Principal/Mary Alvord MacDonald | | **Expected Date of Completion:**  09/02/2014 |
| **Evidence of Completion of the Corrective Action:**  Documentation of program expectations and program schedule, including a guide to Directed Study for faculty and students. | | |
| **Description of Internal Monitoring Procedures:**  In collaboration with the Director of Pupil Personnel and Assistant Principal, the Principal will conduct routine walk-throughs of classrooms during Directed Study periods to ensure that students are engaged in structured learning experiences. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 7B Structured learning time | **Corrective Action Plan Status:** Approved  **Status Date**: 05/05/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide documentation of the restructured Directed Study period including program expectations, a detailed program schedule, and a detailed description of how remediation/RTI, teacher-guided tutoring programs, individual conference schedules, planned lecture series, planned guest teaching artist sessions and academic advising will be incorporated and scheduled for each grade level, along with the Guide to Directed Study that was provided to faculty and students, by September 30, 2014.  Provide the results of an evaluation of the directed study period. Describe those parts of the restructured Directed Study program, specific to grade levels and activities, that were successful and those parts of the program which may require further restructuring. Provide a plan based on the results of the evaluation to ensure that parts of the program which require further restructuring are changed to accomplish the district's goal of ensuring that the directed study is successful structured learning time for all students, by December 5, 2014. | | |
| **Progress Report Due Date(s):**  09/30/2014  12/05/2014 | | |

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| **Criterion & Topic:**  CR 9 Hiring and employment practices of prospective employers of students | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that the district does verify that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices and has a comprehensive work place learning plan for students, but does not require employers recruiting at the school to sign a statement ensuring compliance with laws prohibiting discrimination in hiring or employment practices and that the statement specifically includes the following protected categories: race, color, national origin, sex, gender identity, handicap, religion and sexual orientation. | | |
| **Description of Corrective Action:**  Will design a statement for prospective employers of students to sign that ensure compliance with laws prohibiting discrimination in hiring or employment practices and that the statement specifically includes the following protected categories: race, color, national origin, sex, gender identity, handicap, religion and sexual orientation. | | |
| **Title/Role(s) of Responsible Persons:**  Principal/Mary Alvord MacDonald | | **Expected Date of Completion:**  09/02/2014 |
| **Evidence of Completion of the Corrective Action:**  Letter to prospective employers requesting they sign a statement to ensure compliance with laws prohibiting discrimination in hiring or employment practices and that the statement specifically includes the following protected categories: race, color, national origin, sex, gender identity, handicap, religion and sexual orientation. | | |
| **Description of Internal Monitoring Procedures:**  Principal will review documentation completed by prospective employers of students to ensure it is in compliance with the laws prohibiting discrimination and specifically includes the protected categories: race, color, national origin, sex, gender identity, handicap, religion and sexual orientation. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 9 Hiring and employment practices of prospective employers of students | **Corrective Action Plan Status:** Approved  **Status Date**: 05/05/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide a copy of the letter to prospective employers requesting they sign a statement to ensure compliance with laws prohibiting discrimination in hiring or employment practices and a copy of the statement that specifically includes the following protected categories: race, color, national origin, sex, gender identity, handicap, religion and sexual orientation, by September 30, 2014.  Provide copies of any signed statements completed by prospective employers of students, by December 5, 2014. | | |
| **Progress Report Due Date(s):**  09/30/2014  12/05/2014 | | |

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| **Criterion & Topic:**  CR 10A Student handbooks and codes of conduct | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews revealed that the antidiscrimination statement in the student handbook is missing the protected category gender identity. | | |
| **Description of Corrective Action:**  Add protected category, gender identity, to Program of Studies and various handbooks. | | |
| **Title/Role(s) of Responsible Persons:**  Principal/Mary Alvord MacDonald | | **Expected Date of Completion:**  09/02/2014 |
| **Evidence of Completion of the Corrective Action:**  Copy of revised Student and Employee Handbooks, which include the language that meets State requirements for anti-discrimination, including the protected category, gender identity. | | |
| **Description of Internal Monitoring Procedures:**  Prior to the release of Student and Employee Handbooks, the principal will review and verify that the language used meets State requirements for anti-discrimination, including the protected category, gender identity. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved  **Status Date**: 05/05/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit a copy of the Student Handbook that includes the revised language for the nondiscrimination policy, including the protected category of gender identity, along with a description of how the changes made to the materials were shared with students, parents and staff. Include any agendas or training materials used to ensure that school personnel were made aware of the changes, by September 30, 2014. | | |
| **Progress Report Due Date(s):**  09/30/2014 | | |

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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:**  Review of documents and interviews indicated that, while the district does have a letter to address absences, it is not consistently issued to students age 16 or over, and their parents, within 10 days after the 15th day of absence, and does not contain the required language stating that the student and the parent or guardian may meet with a representative of the district within ten days from the date the notice was sent. It does not state that at the request of the parent or guardian, the district may consent to an extension of the time for the meeting of not longer than fourteen days, and that the student has the right to return to school after deciding to leave.  Further there is no evidence that the district sends annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school, to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs. | | |
| **Description of Corrective Action:**  Develop and send to students age 16 or over, and their parents, a letter to address absences within 10 days after the 15th day of absence. Ensure it includes the required language stating that the student and the parent or guardian may meet with a representative of the district within ten days from the date the notice was sent, and at the request of the parent or guardian, the district may consent to an extension of the time for the meeting of not longer than fourteen days, and that the student has the right to return to school after deciding to leave. In addition, develop and send annual written notices to former students who have not yet earned their competency determination and who have not transferred to another school, to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs. | | |
| **Title/Role(s) of Responsible Persons:**  Principal/Mary Alvord MacDonald | | **Expected Date of Completion:**  09/02/2014 |
| **Evidence of Completion of the Corrective Action:**  Copy of the letter sent to students age 16 or over, and their parents, to address absences within 10 days after the 15th day of absence; copy of annual written notices to former students who have not yet earned their competency determination and who have not transferred to another school, to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs. | | |
| **Description of Internal Monitoring Procedures:**  The Principal will work with the Guidance Secretary and Counselors to track students who have excessive absences and those who have left school to identify those who require appropriate notification; the Principal will routinely monitor the distribution of the target letters. | | |
| 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**: 05/05/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide a copy of the newly developed letter that is sent to students age 16 or over, and their parents, to address absences within 10 days after the 15th day of absence, ensuring it includes the required language stating that the student and the parent or guardian may meet with a representative of the district within ten days from the date the notice was sent, and that, at the request of the parent or guardian, the district may consent to an extension of the time for the meeting of not longer than fourteen days, and that the student has the right to return to school after deciding to leave, by September 30, 2014.  Provide a copy of the annual written notice that is sent to former students who have not yet earned their competency determination and who have not transferred to another school, to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs which must be sent out to such students for two years after they leave school, by September 30, 2014.  Submit a list of students 16 and over who have left the district between November 2013, and November 2014, and provide copies of the letters that were sent to those students.  Additionally, provide a list of those former students who were sent the annual written notice along with copies of notice sent, by December 5, 2014. | | |
| **Progress Report Due Date(s):**  09/30/2014  12/05/2014 | | |

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| **Criterion & Topic:**  CR 24 Curriculum review | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that the district has no procedure in place to ensure that individual teachers in the district review educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. | | |
| **Description of Corrective Action:**  Develop and adopt a procedure to ensure that individual teachers in the district review educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. | | |
| **Title/Role(s) of Responsible Persons:**  Principal/Mary Alvord MacDonald | | **Expected Date of Completion:**  09/02/2014 |
| **Evidence of Completion of the Corrective Action:**  Copy of policy that includes a procedure to ensure that individual teachers in the district review educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. | | |
| **Description of Internal Monitoring Procedures:**  In collaboration with the Curriculum Leaders of each discipline and Assistant Principal, the Principal will conduct routine, year-end evaluations of district education materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. The practice will also be implemented whenever new materials are to be purchased. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 24 Curriculum review | **Corrective Action Plan Status:** Approved  **Status Date**: 05/05/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide a copy of the new procedure developed to ensure that individual teachers in the district review educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation, along with a description of how the new procedure was shared with teachers, including agendas, signed attendance logs, and any materials used, by September 30, 2014. | | |
| **Progress Report Due Date(s):**  09/30/2014 | | |