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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: Provincetown

CPR Onsite Year: 2014-2015

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 08/28/2015.

**Mandatory One-Year Compliance Date:** **08/28/2016**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 24 | Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE | Partially Implemented |
| SE 46 | Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district | Partially Implemented |
| SE 56 | Special education programs and services are evaluated | Not Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |

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

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| **Criterion & Topic:**  SE 24 Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that the information included in the narrative description of the federally required Notice of Proposed School District Action (N1) often lacked specificity and did not consistently contain sufficient detail of the district's proposed actions on page 2 of the form. Specifically, the N1 form did not always provide:    An explanation of why the district is proposing to act;  A description of any other options that the district considered and the reasons why those options were rejected;  A description of each evaluation procedure, test, record, or report used as a basis for the proposed action;  A description of any other factors that were relevant to the district's decision. | | |
| **Description of Corrective Action:**  Training for all Special Educators responsible for N1 documents in September 2015.  Review of all N1 documents by Special Education Director throughout the school year | | |
| **Title/Role(s) of Responsible Persons:**  Beth Singer | | **Expected Date of Completion:**  06/30/2016 |
| **Evidence of Completion of the Corrective Action:**  Training attendance and agenda form  Evaluation of training by participants  Sign off on all N1's by Special Education Director throughout school year | | |
| **Description of Internal Monitoring Procedures:**  Special education Director will initial all acceptable N1's, | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 24 Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE | **Corrective Action Plan Status:** Approved  **Status Date:** 09/18/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 30, 2015, submit to the Department a copy of the training information, including the agenda and sign-in sheet.  By January 22, 2016, submit the results of an internal review of student records and include the following:  1. The number of records reviewed;  2. The number of records in compliance;  3. For any records not in compliance, determine the root cause; and  4. The specific corrective actions taken to remedy the non-compliance.  Please note when conducting internal monitoring the district must maintain the following documentation and make it available to ESE 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):**  10/30/2015  01/22/2016 | | |

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| **Criterion & Topic:**  SE 46 Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documentation indicated that the procedures for the suspension of students with disabilities, as set forth in the student handbook, do not address the circumstances under which the district may place a student in an interim alternative educational setting (IAES) on its own authority. Specifically, the district may place a student in an IAES for up to 45 days on its own authority if the behavior involves weapons, illegal drugs or another controlled substance, or the infliction of serious bodily injury on another person while at school or a school function, or, considered on a case by case basis, if unique circumstances arise. | | |
| **Description of Corrective Action:**  The corrective language has been included in the SY 2016 Student and Family Handbook. | | |
| **Title/Role(s) of Responsible Persons:**  Beth Singer / Superintendent | | **Expected Date of Completion:**  09/08/2015 |
| **Evidence of Completion of the Corrective Action:**  Handbook publication on the School website. | | |
| **Description of Internal Monitoring Procedures:**  Superintendent will preview the Student and Family Handbook annually to insure inclusion of SE Criterion #46. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 46 Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district | **Corrective Action Plan Status:** Approved  **Status Date:** 09/18/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 30, 2015, submit to the Department a copy of the district's 2015-2016 student and family handbook that addresses the circumstances under which the district may place a student in an interim alternative educational setting (IAES) on its own authority. Specifically, the district may place a student in an IAES for up to 45 days on its own authority if the behavior involves weapons, illegal drugs or another controlled substance, or the infliction of serious bodily injury on another person while at school or a school function, or, considered on a case by case basis, if unique circumstances arise.  By October 30, 2015, submit to the Department evidence that all appropriate staff have received training or notification of the updated procedures. | | |
| **Progress Report Due Date(s):**  10/30/2015 | | |

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| **Criterion & Topic:**  SE 56 Special education programs and services are evaluated | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  A review of documentation and interviews indicated that the district does not regularly evaluate its special education programs and services. | | |
| **Description of Corrective Action:**  The Provincetown Schools Special Education Program was evaluated by Mary Larivee, an independent evaluator. The evaluation included all aspects of the existing program. The next evaluation will target the delivery of services related to behavioral programming in 2018. Annual internal evaluations by the SEPAC will continue. | | |
| **Title/Role(s) of Responsible Persons:**  Beth Singer / Superintendent | | **Expected Date of Completion:**  09/15/2015 |
| **Evidence of Completion of the Corrective Action:**  The evaluation report is on file in the Special Education Office in Provincetown Schools. | | |
| **Description of Internal Monitoring Procedures:**  A schedule of regular (every 3 years) external evaluations of the Special Education Program is on file in the Special Education Director's office. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 56 Special education programs and services are evaluated | **Corrective Action Plan Status:** Approved  **Status Date:** 09/18/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 30, 2015, submit to the Department a copy of the district's special education program evaluation. | | |
| **Progress Report Due Date(s):**  10/30/2015 | | |

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| **Criterion & Topic:**  CR 10A Student handbooks and codes of conduct | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  See SE 46. | | |
| **Description of Corrective Action:**  See SE #46 | | |
| **Title/Role(s) of Responsible Persons:**  Beth Singer / Superintendent | | **Expected Date of Completion:**  09/08/2015 |
| **Evidence of Completion of the Corrective Action:**  See SE #46 | | |
| **Description of Internal Monitoring Procedures:**  See SE #46 | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved  **Status Date:** 09/18/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  See SE 46. | | |
| **Progress Report Due Date(s):**  10/30/2015 | | |