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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: West Bridgewater

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** |
| --- | --- | --- |
| SE 6 | Determination of transition services | Partially Implemented |
| SE 32 | Parent advisory council for special education | Not Implemented |
| SE 55 | Special education facilities and classrooms | Partially Implemented |
| CR 22 | Accessibility of district programs and services for students with disabilities | Partially Implemented |
| CR 23 | Comparability of facilities | Partially Implemented |

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| **Criterion & Topic:** SE 6 Determination of transition services | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Student record review indicated that the Post-Secondary Vision Statement on the Transition Planning Form (TPF) and the Vision Statement on the IEP do not always address the preferences and interests of students age 14 and older or include desired outcomes for post-secondary education/training, employment, and adult living. |
| **Description of Corrective Action:** Staff will be trained to always address the preferences and interests of students age 14 and older and to include desired outcomes for post-secondary education/training, employment, and adult living. The district will reconvene Team meetings for the students identified by DESE to review their TPF to ensure that the post-secondary vision statement is reflective of the students’ preferences and interests and that this vision corresponds with the vision statement on IEP 1. |
| **Title/Role(s) of Responsible Persons:**Dr. Hope P. Hanscom, Assistant Superintendent for Student Services | **Expected Date of Completion:**12/01/2015 |
| **Evidence of Completion of the Corrective Action:**Training materials, training attendance sheet, meeting invitations (N3), attendance page (N3A), the TPF with a post-secondary vision statement that is reflective of each student's preferences and interests, and a copy of the updated IEP. |
| **Description of Internal Monitoring Procedures:** Assistant Superintendent will read and sign each IEP to ensure the preferences and interests of students age 14 and older and to include desired outcomes for post-secondary education/training, employment, and adult living are included. In addition, an internal review will occur during which the Assistant Superintendent will randomly pull 5 records for students ages 14+ to ensure the post-secondary vision statement on the TPF is reflective of the students’ preferences and interests and that this vision corresponds with the vision statement on IEP 1. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 6 Determination of transition services | **Corrective Action Plan Status:** Approved **Status Date:** 09/22/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By December 18, 2015, for each student identified by the Department, reconvene the IEP Teams to ensure that the Post-Secondary Vision Statement on the Transition Planning Form (TPF) and the Vision Statement on the IEP address the preferences and interests of those students and include desired outcomes for post-secondary education/training, employment, and adult living. For the identified students, submit copies of the Team Meeting Invitation (N3), Team Meeting Attendance Sheet (N3A), Transition Planning Form (TPF) and the IEP as evidence that IEP Teams reconvened to review the Post-Secondary Vision Statement on the Transition Planning Form (TPF) and the Vision Statement on the IEP.By December 18, 2015, submit evidence of staff training on addressing the preferences and interests of students age 14 and older and including desired outcomes for post-secondary education/training, employment, and adult living. Submit signed attendance sheets and agendas, indicating the title/role of staff and the name and title of the presenter. By March 4, 2016, conduct an internal review of the Post-Secondary Vision Statement on the Transition Planning Form (TPF) and the Vision Statement on the IEP developed after the training to ensure that the Post-Secondary Vision Statement and the Vision Statement address the preferences and interests of students age 14 and older and include desired outcomes for post-secondary education/training, employment, and adult living. Submit a report of the results of the internal review of records. Indicate the number of student records reviewed and the number of student records in compliance; for all records not in compliance with this criterion, determine the root cause(s) of the noncompliance 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 student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature(s). |
| **Progress Report Due Date(s):** 12/18/201503/04/2016 |

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| **Criterion & Topic:** SE 32 Parent advisory council for special education | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** Interviews indicated that the district does not currently have an active parent advisory council (PAC) and has made minimal efforts to establish one. Document review and interviews indicated that while the district conducts at least one workshop annually on the rights of students and their parents and guardians under state and federal special education laws, this workshop is conducted solely by the school district. |
| **Description of Corrective Action:** The district will hold an initial recruitment meeting for SEPAC on October 5, 2015, at which the district will solicit volunteers to hold leadership positions in SEPAC and will present the Parents' Rights information, as it has done each year. This meeting will be advertised, via a mailing to all families whose children receive special education services, on the district website, through Twitter and Facebook. Once leaders are chosen, by-laws will be reestablished and voted on, and subsequent meetings will be scheduled. |
| **Title/Role(s) of Responsible Persons:**Dr. Hope P. Hanscom, Assistant Superintendent for Student Services | **Expected Date of Completion:**06/01/2016 |
| **Evidence of Completion of the Corrective Action:**Meeting agendas, list of SEPAC officers, copy of the by-laws |
| **Description of Internal Monitoring Procedures:** The Assistant Superintendent will continue to support and encourage the existence of a West Bridgewater SEPAC by attending all SEPAC meetings, reviewing all meeting agendas and minutes, and considering all feedback provided by the SEPAC for the purposes of advising the district on matters that pertain to the education and safety of students with disabilities. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Approved **Status Date:** 09/22/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By December 18, 2015, submit meeting agendas for PAC meetings held during the school year. Include current list of the PAC officers, a copy of current PAC by-laws, copies of PAC meeting agendas, school committee agendas and minutes pertaining to consultation with the PAC. |
| **Progress Report Due Date(s):** 12/18/2015 |

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| **Criterion & Topic:** SE 55 Special education facilities and classrooms | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Observations and staff interviews indicated that the location of rooms used for the provision of special education services at the Howard Elementary School does not always allow for the confidentiality of students receiving such services. Specifically, students receiving special education services in the fifth grade resource room must pass through a fifth grade regular education classroom when classes are in session. The resource room has temporary walls and does not have a door, which allows for sounds to be heard from the adjacent classroom, leading to auditory distractions. Furthermore, students receiving reading support in a small group instruction room must pass through the resource room while instruction is occurring, further compromising confidentiality and leading to auditory and visual distractions.Observations and interviews also indicated that students receiving special education services in two small group instruction rooms in the sixth grade wing of Howard Elementary School must pass through a classroom where another group of students concurrently receives Title I services, thereby compromising the confidentiality of students. |
| **Description of Corrective Action:** The location of classrooms which provide special education services at Howard have been moved to ensure the confidentiality of students receiving such services. |
| **Title/Role(s) of Responsible Persons:**Mrs. Peggy Spencer, Howard School principal | **Expected Date of Completion:**11/01/2015 |
| **Evidence of Completion of the Corrective Action:**A current map of Howard School with classrooms identified, and a statement explaining the room changes. A site visit was completed by DESE on September 2, 2015. |
| **Description of Internal Monitoring Procedures:** The principal will continue to make decisions about classroom space which will allow for the confidentiality of students receiving special education services. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Approved **Status Date:** 09/22/2015 **Correction Status:** Corrected |
| **Basis for Decision:** An onsite observation conducted on September 2, 2015 by the Department confirmed that all classrooms used for the provision of special education services at Howard Elementary School have been relocated to allow for the confidentiality of students receiving such services. A map of the Howard School with a key stating each classroom's use was uploaded into the additional information section of WBMS. No progress reports are required. |
| **Department Order of Corrective Action:**  |
| **Required Elements of Progress Report(s):**  |
| **Progress Report Due Date(s):**  |

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| **Criterion & Topic:** CR 22 Accessibility of district programs and services for students with disabilities | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Observations and interviews indicated that the auditorium stage at the Rose L. MacDonald Elementary School, the only school serving grades 1-3, is not accessible to mobility-impaired students. |
| **Description of Corrective Action:** A portable ramp which complies with ADA requirements will be purchased to be used at Rose L. MacDonald when the stage needs to be accessed. |
| **Title/Role(s) of Responsible Persons:**Mrs. Keitha Goulet, Rose L. MacDonald principal | **Expected Date of Completion:**01/15/2016 |
| **Evidence of Completion of the Corrective Action:**Photograph of the ramp set up to access the stage, along with a copy of purchase order will be submitted. |
| **Description of Internal Monitoring Procedures:** Once the ramp is purchased, it will always be available for use. This availability, along with the maintenance of the ramp, will be overseen by the building principal. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 22 Accessibility of district programs and services for students with disabilities | **Corrective Action Plan Status:** Approved **Status Date:** 09/22/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By December 18, 2015, submit a copy of the purchase order detailing the ramp purchase.By March 4, 2016, the Department will conduct onsite verification at the Rose L. MacDonald Elementary School. |
| **Progress Report Due Date(s):** 12/18/201503/04/2016 |

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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:** see SE 55 |
| **Title/Role(s) of Responsible Persons:**see SE 55 | **Expected Date of Completion:**11/01/2015 |
| **Evidence of Completion of the Corrective Action:**see SE 55 |
| **Description of Internal Monitoring Procedures:** see SE 55 |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 23 Comparability of facilities | **Corrective Action Plan Status:** Approved **Status Date:** 09/22/2015 **Correction Status:** Corrected |
| **Basis for Decision:** See SE 55. |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):**  |
| **Progress Report Due Date(s):**  |