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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: Community Day Charter Public School - R. Kingman Webster

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 04/28/2015.

**Mandatory One-Year Compliance Date:** **04/28/2016**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 1 | Assessments are appropriately selected and interpreted for students referred for evaluation | Partially Implemented |
| SE 18A | IEP development and content | Partially Implemented |
| 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 25 | Parental consent | Partially Implemented |
| CR 13 | Availability of information and academic counseling on general curricular and occupational/vocational opportunities | Partially Implemented |
| CR 15 | Non-discriminatory administration of scholarships, prizes and awards | Partially Implemented |

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| **Criterion & Topic:**  SE 1 Assessments are appropriately selected and interpreted for students referred for evaluation | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records and interviews demonstrated that subtests of the Woodcock-Johnson Achievement assessment are inappropriately used to measure student progress and grade-level performance for annual reviews, rather than determining students' progress towards IEP goals using diagnostic tests (pre-test/post-test), criterion-referenced tests (based specifically on the content or skills being taught), formative assessments (teacher feedback on assignments or homework), curriculum-based assessments (on-going collection of data regarding specific skills), and/or portfolio assessments. | | |
| **Description of Corrective Action:**  A staff advisory, detailing proper usage of the Woodcock-Johnson Achievement assessment, was distributed on 05/20/2015 to all Special Education staff to address this. The staff advisory will also be distributed, and staff training will take place, during the next special education staff meeting on June 2nd, 2015. | | |
| **Title/Role(s) of Responsible Persons:**  Rebecca Morse, Director of Special Education | | **Expected Date of Completion:**  06/02/2015 |
| **Evidence of Completion of the Corrective Action:**  Special Education staff members will sign a statement that they received the staff advisory detailing the proper use of the Woodcock-Johnson Achievement assessment. The sign-in sheet will be kept in the Director’s files. In addition, the practice has ceased and CDCPS has not purchased the updated version of the Woodcock Johnson academic assessment. Also, the WIAT and CTOPP continue to be used for assessments when appropriate with parental consent only. | | |
| **Description of Internal Monitoring Procedures:**  The Director of Special Education will oversee all use of assessments to ensure proper usage and an internal review of records will take place to ensure appropriate use of assessments. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 1 Assessments are appropriately selected and interpreted for students referred for evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 06/08/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  The district uploaded its advisory to all staff, describing changes in policies for gathering data on student progress for annual reviews and obtaining consent from parents, along with signed statements from Special education staff from the June 2, 2015 training.  Following staff training and implementation of all corrective actions, review student records with annual IEP reviews conducted between September - November 2015. Report the number of student records reviewed and the number that contained alternative curriculum-based measures to assess student progress and grade- level performance other than the WJR. If non-compliance is identified report the root cause(s) and a plan to remedy it. This progress report is due November 16, 2015.  \*Please note that when 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 record review; 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):**  11/16/2015 | | |

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| **Criterion & Topic:**  SE 18A IEP development and content | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that IEPs do not address all required elements in the current IEP format, specifically the student's educational strengths, areas of interest, significant personal attributes or accomplishments. Record review also demonstrated that IEP goals do not consistently include current student performance levels. | | |
| **Description of Corrective Action:**  A staff advisory, detailing proper usage of IEP1s to address all required elements in the current IEP format, specifically current student performance levels, educational strengths, areas of interest, and significant personal attributes or accomplishments, was distributed on 05/20/2015 to all Special Education staff to address this. The staff advisory will also be distributed, and staff training will take place, during the next special education staff meeting on June 2nd, 2015. When records are reviewed in November for progress reporting, IEP1s will be reviewed. | | |
| **Title/Role(s) of Responsible Persons:**  Rebecca Morse, Director of Special Education | | **Expected Date of Completion:**  06/02/2015 |
| **Evidence of Completion of the Corrective Action:**  Special Education staff members will sign a statement that they received the staff advisory detailing the addition of current student performance levels, educational strengths, areas of interest, and significant personal attributes or accomplishments on the IEP1 page. The sign-in sheet will be kept in the Director’s files. | | |
| **Description of Internal Monitoring Procedures:**  The Director of Special Education will oversee all IEP1 pages to ensure that they include current student performance levels, educational strengths, areas of interest, and significant personal attributes or accomplishments. An internal review of records will take place to ensure that IEPs address all required elements in the IEP format, specifically current student performance levels, educational strengths, areas of interest, and significant personal attributes or accomplishments. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 18A IEP development and content | **Corrective Action Plan Status:** Approved  **Status Date:** 06/08/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  The district uploaded its advisory to all staff, describing the requirement to address all elements in the IEP format, specifically current student performance levels in IEP goals and areas of student interest, accomplishments, and strengths, along with signed statements from Special education staff from the June 2, 2015 training.  Following staff training and implementation of all corrective actions, review student records with IEP Team activities conducted between September - November 2015. Report the number of student records reviewed and the number that address all required elements in the IEP format, specifically current student performance levels, educational strengths, areas of interest, significant personal attributes or accomplishments, and current performance levels in IEP goals. If non-compliance is identified report the root cause(s) and a plan to remedy it. This progress report is due November 16, 2015.  \*Please note that when 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 record review; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature(s). | | |
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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 demonstrated that Notices of Proposed School District Action (N1s) omit the following elements: 1) An explanation of why the agency proposed or refused to take action, 2) a description of any other options that the agency considered and the reasons why those options were rejected, and 3) a description of any other factors relevant to the agency's proposal or refusal. | | |
| **Description of Corrective Action:**  A staff advisory, detailing proper usage of N1s to address all required elements, specifically an explanation of why the agency proposed or refused to take action, a description of any other options that the agency considered and the reasons why those options were rejected, and a description of any other factors relevant to the agency's proposal or refusal, was distributed on 05/20/2015 to all Special Education staff to address this. The staff advisory will also be distributed, and staff training will take place, during the next special education staff meeting on June 2nd, 2015. When records are reviewed in November for progress reporting, N1s will be reviewed. | | |
| **Title/Role(s) of Responsible Persons:**  Rebecca Morse, Director of Special Education | | **Expected Date of Completion:**  06/02/2015 |
| **Evidence of Completion of the Corrective Action:**  Special Education staff members will sign a statement that they received the staff advisory detailing the inclusion of an explanation of why the agency proposed or refused to take action, a description of any other options that the agency considered and the reasons why those options were rejected, and a description of any other factors relevant to the agency's proposal or refusal on the N1 page. The sign-in sheet will be kept in the Director’s files. | | |
| **Description of Internal Monitoring Procedures:**  The Director of Special Education will oversee all N1 pages to ensure that they include an explanation of why the agency proposed or refused to take action, a description of any other options that the agency considered and the reasons why those options were rejected, and a description of any other factors relevant to the agency's proposal or refusal. An internal review of records will take place to ensure that Notices of Proposed School District Action (N1s) include the following elements: 1) An explanation of why the agency proposed or refused to take action, 2) a description of any other options that the agency considered and the reasons why those options were rejected, and 3) a description of any other factors relevant to the agency's proposal or refusal. | | |
| 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:** 06/08/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  The district uploaded its advisory to all staff, describing the written requirements when issuing Notices of Proposed School District Action (N1s), along with signed statements from Special education staff from the June 2, 2015 training.  Following staff training and implementation of all corrective actions, review student records with IEP Team activities conducted between September - November 2015 for evidence that notices accompanying IEPs contain all required elements, including an explanation of why the agency proposed or refused to take action, a description of any other options that the agency considered and the reasons why those options were rejected, and a description of any other factors relevant to the agency's proposal or refusal. Report the number of student records reviewed and the number that contained appropriately completed notices. If non-compliance is identified, report the root cause(s) and a plan to remedy it. This progress report is due November 16, 2015.  \*Please note that when 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 record review; 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):**  11/16/2015 | | |

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| **Criterion & Topic:**  SE 25 Parental consent | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records and interviews demonstrated that selected Woodcock-Johnson achievement assessment subtests are administered to determine current grade-level performances and progress toward IEP goals for students with disabilities during annual reviews, but without obtaining parental consent prior to conducting the assessments. See also SE 1. | | |
| **Description of Corrective Action:**  A staff advisory, detailing proper parental consent procedures for Woodcock-Johnson Achievement assessments, was distributed on 05/15/2015 to all Special Education staff to address this. The staff advisory will also be distributed and reviewed again at the next special education staff meeting on June 2nd, 2015. | | |
| **Title/Role(s) of Responsible Persons:**  Rebecca Morse, Director of Special Education | | **Expected Date of Completion:**  06/02/2015 |
| **Evidence of Completion of the Corrective Action:**  Special Education staff members will sign a statement that they received the staff advisory detailing the parental consent procedures for Woodcock-Johnson Achievement assessments. The sign-in sheet will be kept in the Director’s files. | | |
| **Description of Internal Monitoring Procedures:**  The Director of Special Education will oversee all use of assessments to ensure proper usage and an internal review of records will take place to ensure appropriate use of assessments. See SE #1. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 25 Parental consent | **Corrective Action Plan Status:** Approved  **Status Date:** 06/08/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  The district uploaded its advisory to all staff, describing changes in policies for gathering data on student progress for annual reviews and obtaining consent from parents, along with signed statements from Special education staff from the June 2, 2015 training.  Following staff training and implementation of all corrective actions, review student records with annual IEP reviews conducted between September - November 2015. Report the number of student records reviewed where assessments to measure student progress, including the WJ, WIAT, and/or CTOPP, were conducted with parental consent. If non-compliance is identified, report the root cause(s) and a plan to remedy it. This progress report is due November 16, 2015.  \*Please note that when 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 record review; 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):**  11/16/2015 | | |

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| **Criterion & Topic:**  CR 13 Availability of information and academic counseling on general curricular and occupational/vocational opportunities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Community Day Charter Public School - R. Kingman Webster currently serves students in grades pre-K through 3. | | |
| **Description of Corrective Action:**  This criterion is not applicable to us. (See example below) | | |
| **Title/Role(s) of Responsible Persons:**  Kennedy Hilario/ Associate Executive Director | | **Expected Date of Completion:**  06/02/2015 |
| **Evidence of Completion of the Corrective Action:**  n/a | | |
| **Description of Internal Monitoring Procedures:**  n/a | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 13 Availability of information and academic counseling on general curricular and occupational/vocational opportunities | **Corrective Action Plan Status:** Approved  **Status Date:** 06/08/2015  **Correction Status:** Corrected | |
| **Basis for Decision:**  As indicated by the Department's comment for this criterion, Community Day Charter Public School - R. Kingman Webster currently serves students in grades pre-K through 3. The rating for this criterion is Not Applicable. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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| **Criterion & Topic:**  CR 15 Non-discriminatory administration of scholarships, prizes and awards | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicated that the school's policy for the administration of awards does not address restrictions based upon race, color, sex, gender identity, religion, national origin, sexual orientation or disability. | | |
| **Description of Corrective Action:**  Schools policies have been revised to address all protected categories. Staff training will occur during Summer Professional Development (August 2015.) Revised policies (contained in Student handbook) will be posted on the school website. | | |
| **Title/Role(s) of Responsible Persons:**  Associate Executive Director of Schools/Kennedy Hilario | | **Expected Date of Completion:**  05/15/2015 |
| **Evidence of Completion of the Corrective Action:**  Revised student handbook is attached. | | |
| **Description of Internal Monitoring Procedures:**  We conduct an annual review of the school policies contained in the student handbook with Operations Managers and Head of School. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 15 Non-discriminatory administration of scholarships, prizes and awards | **Corrective Action Plan Status:** Approved  **Status Date:** 06/08/2015  **Correction Status:** Corrected | |
| **Basis for Decision:**  CDC submitted revised student handbooks in English & Spanish confirming the school's policy for the administration of awards are free of restrictions based upon race, color, sex, gender identity, religion, national origin, sexual orientation or disability. The revised handbooks are currently posted on the school's website. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |