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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: Ashland

CPR Onsite Year: 2015-2016

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 08/24/2016.

**Mandatory One-Year Compliance Date:** **08/24/2017**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 2 | Required and optional assessments | Partially Implemented |
| SE 7 | Transfer of parental rights at age of majority and student participation and consent at the age of majority | Partially Implemented |
| SE 18B | Determination of placement; provision of IEP to parent | 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 |
| CR 3 | Access to a full range of education programs | Partially Implemented |
| CR 8 | Accessibility of extracurricular activities | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | 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 |

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| **Criterion & Topic:**  SE 2 Required and optional assessments | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of student records indicates that when the district is conducting an initial evaluation or  re-evaluation, it does not consistently complete the following required assessments:  a) Educational assessment by a representative of the school district, including a history of the student's educational progress in the general curriculum; and b) Assessment by a teacher with current knowledge regarding the student's specific abilities in relation to learning standards of the Massachusetts Curriculum Frameworks and the district's general education curriculum, as well as an assessment of the student's attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, and adults. | | |
| **Description of Corrective Action:**  Ed Assessments Part A and B will be distributed by the Office of Student Services directly to the team upon receipt of signed consent for the initial and reevaluations. We will also place the form on a shared google doc for all staff to access. Training will be implemented to General Education staff by the building administration and in conjunction with the team chairperson for the building. Once the "blue packet" with completed IEP and documentation is submitted to the office, a check for completion of all documentation will be done and if any packets are incomplete, the building administration will be informed of the missing assessments and who the staff member is so they may offer them support and direction to complete their professional obligation. | | |
| **Title/Role(s) of Responsible Persons:**  Kathryn Silva, Director of Student Services | | **Expected Date of Completion:**  03/31/2017 |
| **Evidence of Completion of the Corrective Action:**  Training agenda and PowerPoint, sign in sheets  Record review of eligibility team meetings throughout the year and summary of compliance | | |
| **Description of Internal Monitoring Procedures:**  The district will pull random student files from all buildings in January to monitor the process, and compliance with submission of Educational Assessments A and B. If needed, a second training will be presented to any patterned areas of non-compliance and another round of record review will occur in March, 2017 | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 2 Required and optional assessments | **Corrective Action Plan Status:** Approved  **Status Date:** 09/20/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit evidence of training to special education staff related to the proper completion of educational assessments by a representative of the school district, and include a history of the student's educational progress in the general curriculum. Evidence of training will include training agenda, attendance sheet with name(s)/role(s), copies of the materials presented and name/role of presenter by December 23, 2016.  For those student records identified by the Department, submit completed educational assessments A and Band, along with documentation identified in the worksheet by December 23, 2016.  Submit the results of an administrative review of 15 student records for required educational assessments. This sample must be drawn from a cross-section of records across district schools/levels with Team meetings that occurred after all corrective actions have been implemented. Indicate the number of records reviewed; the number found to be compliant; an explanation of the root cause(s) for any continued noncompliance and a description of additional corrective actions taken by the district to address any identified noncompliance. Please submit this to the Department by March 24, 2017.  \*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 the person(s) who conducted the review, their role(s), and their signatures. | | |
| **Progress Report Due Date(s):**  12/23/2016  03/24/2017 | | |

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| **Criterion & Topic:**  SE 7 Transfer of parental rights at age of majority and student participation and consent at the age of majority | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of student records and staff interviews indicate that the district does not always obtain consent from students with sole or shared decision-making rights to continue their special education program upon reaching the age of majority, at age 18. | | |
| **Description of Corrective Action:**  The administrative staff will run a monthly report from the database to provide the Team Chairperson with those students who are reaching the age of majority in order for the Team to obtain consent more efficiently. The team chairperson will populate her own google calendar with the birthdates of all students turning 18 and invite them to a meeting to sign their individual educational plans. | | |
| **Title/Role(s) of Responsible Persons:**  Kathryn Silva, Director of Student Services | | **Expected Date of Completion:**  06/01/2017 |
| **Evidence of Completion of the Corrective Action:**  Monthly database report that is sent to the Team Chairperson, screen shots of the team chairperson's calendar, signed IEP by 18 year old student(s)-if any. | | |
| **Description of Internal Monitoring Procedures:**  The district will pull student files of over 18 year olds to examine the documentation (signed IEP) from the Team. We will pull 18 year old student files in January and again in June to examine for compliance. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 7 Transfer of parental rights at age of majority and student participation and consent at the age of majority | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 09/20/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  Although the district indicated a process for of organizing and tracking students with sole or shared decision-making rights in order to gain consent upon reaching age of majority, the district did not indicate how staff will be trained on this process.  Please note that students who delegate decision-making to their parents will not sign their IEPs. | | |
| **Department Order of Corrective Action:**  Review Administrative Advisory SPED 2011-1 Age of Majority, available at http://www.doe.mass.edu/sped/advisories/11\_1.html with staff.  Provide training to Team Chairpersons and any other staff involved in obtaining consent from students with sole or shared decision-making rights to continue their special education program upon reaching the age of majority, at age 18. | | |
| **Required Elements of Progress Report(s):**  Submit evidence of training for Special Education Team Chairs and any other staff involved with obtaining consent from students with sole or shared decision making rights. Evidence of training will include the revised procedures, training agenda, attendance sheet with name(s)/role(s), copies of the materials presented and name/role of presenter by December 23, 2016.  Submit a narrative description of the corrective actions taken for each student identified in the Student Record Issues Worksheet. Please include documentation identified in the worksheet by December 23, 2016.  Submit the results of an administrative review of 10 high school student records who turned 18 after implementation of all corrective actions for evidence that the district has obtained the student's consent when he/she has shared or sole decision-making. Indicate the number of high school records reviewed, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to address any identified noncompliance. Submit this by March 24, 2017.  \*Please note when conducting administrative 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):**  12/23/2016  03/24/2017 | | |

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| **Criterion & Topic:**  SE 18B Determination of placement; provision of IEP to parent | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of student records indicates that although the district provides the parent with a Team meeting summary and two (2) copies of the proposed IEP and proposed placement along with the required notice, the IEP and placement are not always sent within two calendar weeks following the IEP Team meeting. | | |
| **Description of Corrective Action:**  The administrative staff will use the Mandated Timelines report to generate when meetings are held and the appropriate due dates. We will also create a spreadsheet of meeting dates and signature and sent dates to monitor compliance with timelines. Discussion will be held at each departmental special education staff meeting to review the timeline requirements as well as during opening day special education staff meeting at the beginning of the school year. | | |
| **Title/Role(s) of Responsible Persons:**  Kathryn Silva, Director of Student Services | | **Expected Date of Completion:**  06/25/2017 |
| **Evidence of Completion of the Corrective Action:**  Records will be reviewed internally for timelines.  Copy of training PowerPoint and attendance sign in sheets  Spreadsheet of meeting dates and signature/sent dates  Esped mandated timelines reports | | |
| **Description of Internal Monitoring Procedures:**  The mandated timelines report has been generated by the admin staff. These timelines will be monitored by using a Google calendar system to insure that the IEP is being provided within the 10 school days and/or explanation given as to why it was not. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 18B Determination of placement; provision of IEP to parent | **Corrective Action Plan Status:** Approved  **Status Date:** 09/20/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit evidence of training for Special Education Team Chairs and any relevant staff involved with on the requirement to provide the parent with two copies of the IEP immediately following the IEP development meeting. Evidence of training will include the revised procedures, training agenda, attendance sheet with name(s)/role(s), copies of the materials presented and name/role of presenter by December 23, 2016.  Submit the results of an administrative review of 15 IEP Team meetings held after all corrective actions are completed to determine if the district provides the parent with two copies of the IEP immediately (within 10 school working days with a Team summary, 3-5 days without a Team summary) following the development of the IEP. Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to address any identified noncompliance. Submit this by March 24, 2017.  \*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). | | |
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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:**  Review of student records indicates that the school district's Notice of Proposed School District Action (N1) includes a description of the action proposed or refused by the school district; an explanation of why the school district proposed or refused to take the action; and a description of each evaluation procedure, test, record or report; however, the N1 form does not consistently include a description of any other options that the school district considered and the reasons why those options were rejected; or other factors the school district used as a basis for the proposed or refused action. | | |
| **Description of Corrective Action:**  Training to team chairs and to special education staff to include discussion about the appropriate documentation of the conversations that occur in team meetings when considering FAPE in the LRE. Provide a template of appropriate N1 narratives and an explanation of what types of data are important for consideration and discussion. | | |
| **Title/Role(s) of Responsible Persons:**  Kathryn Silva, Director of Student Services  Team Chairs  Special Education Liaisons | | **Expected Date of Completion:**  06/30/2017 |
| **Evidence of Completion of the Corrective Action:**  Training PowerPoint  Sign in attendance Sheets | | |
| **Description of Internal Monitoring Procedures:**  Record review monthly from every building for improved documentation-randomly select two IEPs from each building monthly and review N1 narratives. | | |
| 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:** 09/20/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit evidence of the training with Team chairs, special education and related services staff on completion of the Notice of Proposed School District Action (N1) to propose an evaluation or an IEP that summarizes the Team's decisions and considerations to consistently include a description of any other options that the school district considered and the reasons why those options were rejected; or other factors the school district used as a basis for the proposed or refused action. Evidence of training will include training agenda, attendance sheet with name(s)/role(s), copies of the materials presented and name/role of presenter by December 23, 2016.  Submit the results of an administrative review of a sample of 15 student records from all levels for Notice of Proposed School District Action (N1) to propose an evaluation or an IEP completed after all corrective actions are completed. Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to address any identified noncompliance. Submit this by March 24, 2017.  \*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):**  12/23/2016  03/24/2017 | | |

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| **Criterion & Topic:**  CR 3 Access to a full range of education programs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documents and staff interviews indicate that the school committee's policy on "Equal Educational Opportunities" regarding access to a full range of education programs omits "disability" and "homelessness" as protected categories. Additionally, the Ashland High School Program of Studies nondiscrimination statement omits "gender identity" and "disability" as protected categories. | | |
| **Description of Corrective Action:**  The district will correct the language in the School Committee Policy Manual and the Ashland High School Program of Studies to include all nine protected categories and further, double check all other references to make sure that all statements of non-discrimination are correct and accurately reflect the protected classes of race, gender, gender identity, class, national origin, religion, sexuality, homelessness and disability. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services Kathryn Silva  School Committee  Principal AHS Kelley St. Coeur | | **Expected Date of Completion:**  03/31/2017 |
| **Evidence of Completion of the Corrective Action:**  School Committee Policy  AHS Program of Studies | | |
| **Description of Internal Monitoring Procedures:**  Document check of the above | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Approved  **Status Date:** 09/20/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please submit a copy of each district policy noted in the description of corrective action that ensures equal access to a full range of education programs for all students, regardless of race, color, sex, religion, national origin, sexual orientation, disability, gender identity, and homelessness, along with evidence of notification of the revised policy to the school community.  In addition, submit the means of dissemination to the school community of the revised policies. Submit this to the Department by December 23, 2016. | | |
| **Progress Report Due Date(s):**  12/23/2016 | | |

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| **Criterion & Topic:**  CR 8 Accessibility of extracurricular activities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documents indicates that the district policy regarding the accessibility of extracurricular activities does not include "gender identity," "disability," and "homelessness" as protected categories. | | |
| **Description of Corrective Action:**  The Director of Student Services will work with the school committee to make sure the language of the school committee policy on extracurricular activities is appropriately containing all nine protected categories including gender identity, disability, and homelessness. | | |
| **Title/Role(s) of Responsible Persons:**  Kathryn Silva, Director of Student Services  School Committee | | **Expected Date of Completion:**  03/31/2017 |
| **Evidence of Completion of the Corrective Action:**  School Committee Policy manual | | |
| **Description of Internal Monitoring Procedures:**  review of manual | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 8 Accessibility of extracurricular activities | **Corrective Action Plan Status:** Approved  **Status Date:** 09/20/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please submit a copy of School Committee revised policy stating extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, sex, gender identity, color, religion, national origin, sexual orientation, disability, or homelessness and evidence of dissemination to the school community, by December 23, 2016. | | |
| **Progress Report Due Date(s):**  12/23/2016 | | |

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| **Criterion & Topic:**  CR 10A Student handbooks and codes of conduct | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documents indicates that student handbooks and codes of conduct contain procedures for the discipline of students with disabilities, students with Section 504 Accommodation Plans, and reference to M.G.L. c. 76, s. 5; however, the nondiscrimination policy omits "gender identity" as a protected category in its non-tolerance for harassment statement. | | |
| **Description of Corrective Action:**  Ashland Public School's Bullying Intervention and Prevention Plan will be updated with correct language regarding the protections afforded to all regardless of race, nationality, sexuality, gender, gender identity, homelessness, disability, ethnicity and religion | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services Kathryn Silva | | **Expected Date of Completion:**  03/31/2017 |
| **Evidence of Completion of the Corrective Action:**  Copy of edited Bullying Intervention and Prevention Plan | | |
| **Description of Internal Monitoring Procedures:**  Review of online documents | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved  **Status Date:** 09/20/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please submit a copy of the non-discrimination policy within the student handbook and code of conduct to ensure the district does not exclude students on the basis of race, sex, gender identity, color, religion, national origin, sexual orientation, disability, or homelessness and provide evidence of dissemination to the school community, by December 23, 2016. | | |
| **Progress Report Due Date(s):**  12/23/2016 | | |

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| **Criterion & Topic:**  CR 10B Bullying Intervention and Prevention | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documents and staff interviews indicate that paraprofessionals are not provided professional development that includes developmentally appropriate strategies to prevent bullying incidents; developmentally appropriate strategies for immediate, 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; information on the incidence and nature of cyber-bullying; and internet safety issues as they relate to cyber-bullying. | | |
| **Description of Corrective Action:**  All staff will be trained using a robust curriculum proven effective in identifying bullying incidents, developmentally appropriate interventions to prevent bullying, and appropriate responses to incidents reported. This training will include paraprofessionals. | | |
| **Title/Role(s) of Responsible Persons:**  Kathryn Silva Director Student Services  Paul Vieira, Assistant Superintendent  Building Admin | | **Expected Date of Completion:**  06/30/2017 |
| **Evidence of Completion of the Corrective Action:**  PowerPoint of training  Sign in sheet for every building complete with staff roles. | | |
| **Description of Internal Monitoring Procedures:**  Curriculum Office oversight of yearly professional development | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved  **Status Date:** 09/20/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Review the amended regulations relative to bullying in schools that expands the definition of perpetrator to include students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals at https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37o. Ensure that the district's Bullying Prevention and Intervention Plan includes these 2013 amendments.  Submit evidence of professional development training on the district's revised Bullying Prevention and Intervention Plan for all staff that includes developmentally appropriate strategies to prevent bullying incidents; developmentally appropriate strategies for immediate, 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; information on the incidence and nature of cyber-bullying; and internet safety issues as they relate to cyber-bullying.  Include the revised Bullying Plan, a detailed agenda, specific training topics and materials, training dates, signed attendance sheets indicating the name/role of staff and which school they are from, and the name and title of the presenter. Please submit this to the Department by December 23, 2016. | | |
| **Progress Report Due Date(s):**  12/23/2016 | | |

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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 staff interviews indicate that the letter issued with regard to a student who is 16 years of age or older leaving school without a high school diploma, certificate of attainment or certificate of completion is sent within five days following the student's fifteenth consecutive absence and not after the student's tenth consecutive absence, as required. The notice does not offer at least two dates and times for an exit interview between the superintendent or designee and the student and parent/guardian to occur prior to the student permanently leaving school. The notice does not indicate that the parties shall agree to the date and time for the exit interview, and that the exit interview shall occur within 10 days of the notice. Additionally, the district does not send an annual written notice for a minimum of two years 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 encourage them to participate in those programs. | | |
| **Description of Corrective Action:**  Redraft of letter to students including two appointment choices to come in to discuss consideration of withdrawal.  Completion of a process of outreach to students for two years since date of withdrawal encouraging them to reconsider their choice and reminding them of alternative pathways of education | | |
| **Title/Role(s) of Responsible Persons:**  Kelley St. Coeur Principal AHS  Kathy Silva, Director Student Services | | **Expected Date of Completion:**  06/30/2017 |
| **Evidence of Completion of the Corrective Action:**  Submission of corrected Letter  Evidence of outreach to withdrawn students | | |
| **Description of Internal Monitoring Procedures:**  At beginning and end of every school year a review of withdrawn students and evidence of outreach by building administration | | |
| 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:** 09/20/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Review the Department's High School Exit Intervention Model Protocol found at http://www.doe.mass.edu/dropout/2014-05ExitProtocol.pdf.  Submit a revised notice sent within five days following the student's fifteenth consecutive absence and not after the student's tenth consecutive absence offering at least two dates and times for an exit interview between the superintendent or designee and the student and parent/guardian to occur prior to the student permanently leaving school. The notice must also indicate that the parties agree to the date and time for the exit interview, and that the exit interview shall occur within 10 days of the notice.  Additionally, submit procedures for sending written annual outreach notice for two years 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 encourage them to participate in those programs. Please submit this to the Department by December 23, 2016.  Submit evidence of training on the procedures for the high school principal, dean of students, guidance counselors, and other relevant staff members, including the agenda, signed attendance sheet, name and role of presenter, and training materials by December 23, 2016.  Submit the results of an internal review of all students 16 or older who had 10 consecutive absences subsequent to issuance of the Corrective Action Plan for evidence the students were sent a notice within 5 days of the 10th absence inviting them to a meeting to discuss their enrollment at Ashland High School and options for continuing their education. Include the number of students, the dates that notices were sent, and subsequent district actions for each student. Please submit this to the Department by March 24, 2017.  Submit the results of an internal review of all students 16 or older who left the district within the past two years indicating their status in obtaining a diploma or competency determination. The report should note the date the student left the district and whether they have transferred to another school. If the student has not transferred to another school, include the date the district sent the student a notice with information on the availability of publicly funded post-high school academic support programs and encouraging them to participate in available programs. Include the number of former students sent outreach notices, the dates the notes were sent, and the results of the outreach for each student. Please submit this to the Department by March 24, 2017.  \*Please note when conducting administrative 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):**  12/23/2016  03/24/2017 | | |