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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: North Central Charter Essential (District)

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 09/09/2016.

**Mandatory One-Year Compliance Date:** **09/09/2017**

**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 2 | Required and optional assessments | Partially Implemented |
| SE 3A | Special requirements for students on the autism spectrum | Not 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 32 | Parent advisory council for special education | Not Implemented |
| CR 7 | Information to be translated into languages other than English | 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 18 | Responsibilities of the school principal | Partially Implemented |
| CR 21 | Staff training regarding civil rights responsibilities | Partially Implemented |
| CR 26A | Confidentiality and student records | 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:**  Review of student records and staff interviews indicate that charter school special education staff administer and interpret assessments for determining student eligibility for special education. Some of these staff members have not been trained in the proper administration and interpretation of selected assessments, and may also not utilize appropriate assessments to yield accurate and valid information when determining eligibility for special education. | | |
| **Description of Corrective Action:**  The District will hire a highly qualified school psychologist to administer and interpret any non-academic assessments. The school psychologist will work closely with the Director to select appropriate testing materials, train special education staff on updated academic assessments and to be an active member of the TEAM process. The District will also hire a Speech/Language Pathologist to deliver services and complete assessments relative to language concerns. | | |
| **Title/Role(s) of Responsible Persons:**  Kathleen Clark  Director of Special Education | | **Expected Date of Completion:**  11/14/2016 |
| **Evidence of Completion of the Corrective Action:**  The District will submit attendance sheets from trainings for special education staff. The District will also submit an updated staff roster, with roles, highlighting the new staff members hired (Speech/Language Pathologist, School Psychologist). The District will also submit a "flow sheet" that will be used once consent is received, that indicates the testing timelines and who will be completing each assessment prior to the TEAM meeting. | | |
| **Description of Internal Monitoring Procedures:**  The Director of Student Services and School Psychologist will meet to discuss individual students who are do for an evaluation prior to sending out consent. At this consultation time, they will look through student data, parent input and disability types to determine tests or procedures should be selected on the consent for the upcoming re-evaluation and will decide what school personnel will be responsible for administering and interpreting the assessments. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 1 Assessments are appropriately selected and interpreted for students referred for evaluation | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 10/24/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The charter school identified the need for and committed to hiring a school psychologist and speech/language pathologist to administer and interpret any non-academic assessments. The charter school will provide training to special education staff on updated procedures. The charter school did not, however, describe the frequency of the ongoing monitoring process to ensure that appropriate assessments are chosen and administered to yield accurate and valid information when determining eligibility for special education. The charter school did not propose an internal review of student records to ensure 100% compliance. | | |
| **Department Order of Corrective Action:**  Submit an updated description of the charter school's ongoing monitoring process and the frequency in which this will be conducted. The charter school must also conduct an internal review of student records, post training, to ensure 100% compliance when administering and interpreting selected assessments, and utilizing appropriate assessments to yield accurate and valid information when determining eligibility for special education. | | |
| **Required Elements of Progress Report(s):**  By January 13, 2017, submit evidence of training to special education staff in the proper administration and interpretation of selected assessments. 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 January 13, 2017, submit a detailed description of updated monitoring procedures to ensure the administration and interpretation of selected assessments and appropriate assessments are utilized to yield accurate and valid information when determining eligibility for special education.  By January 13, 2017, submit an updated staff roster, with roles, highlighting the new staff members hired (Speech/Language Pathologist, School Psychologist). The charter school will also submit a "flow sheet" that will be used once consent is received that indicates the testing timelines and who will be completing each assessment prior to the TEAM meeting.  By April 14, 2017, submit the results of an administrative review of student records, ensuring that special education staff properly administer and interpret selected assessments to yield accurate and valid information when determining eligibility for special education. This sample must be drawn from a cross-section of records across grade 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 charter school to address any identified noncompliance. \*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):**  01/20/2017  04/14/2017 | | |

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| **Criterion & Topic:**  SE 2 Required and optional assessments | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of student records and staff interviews indicate that when the charter school is conducting a re-evaluation, it does not always complete an educational assessment by a representative of the school, including a history of the student's educational progress in the general curriculum. In addition, the charter school does not consistently complete an assessment by a teacher(s) with current knowledge regarding the student's specific abilities in relation to learning standards of the Massachusetts Curriculum Frameworks and the school'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:**  The Director will train all special education staff and guidance staff, on the distribution of Ed. A and B. forms. A process will be created that includes selected general education teachers as well as guidance staff on the assessment assignment "flow sheet" when he/she is required to complete an Ed A or B as part of a re-evaluation or initial assessment. | | |
| **Title/Role(s) of Responsible Persons:**  Kathleen Clark  Director of Student Services | | **Expected Date of Completion:**  11/14/2016 |
| **Evidence of Completion of the Corrective Action:**  The District will submit an attendance sheet where guidance staff and special education staff are trained on SE 2 criterion.  The District will submit a "flow sheet" where it indicates the Ed A and B requirements and the staff responsible. | | |
| **Description of Internal Monitoring Procedures:**  The Director or Admin Assistant will track which general ed teacher and guidance counselor was assigned the educational assessment and will monitor for completion. Prior to the TEAM meeting (2 days in advance) the Director or Admin Assistant will look at the "flow sheet" and be sure all staff listed with a role in the assessment, have completed and handed in their portions and will follow up if they have not. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 2 Required and optional assessments | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 10/25/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  Although the charter school identified the need for training all special education and guidance staff on the distribution and completion of educational assessment A and B forms, including a history of the student's educational progress in the general curriculum, the charter school did not describe the frequency of the ongoing monitoring process or propose an internal review of student records to ensure 100% compliance. | | |
| **Department Order of Corrective Action:**  Submit an updated description of the charter school's ongoing monitoring process and the frequency in which this will be conducted. Conduct an internal review of student records post training to ensure 100% compliance. | | |
| **Required Elements of Progress Report(s):**  By January 13, 2017, submit evidence of training to ensure special and general education staff are trained in the proper completion of educational assessments by a representative of the charter school 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 January 13, 2017, submit evidence of updated monitoring procedures.  By January 13, 2017, submit a copy of the IEP and the Team Meeting Attendance Sheet (N3A) indicating that the IEP Teams have reconvened for those student records identified on the Student Records Worksheet by the Department.  By April 14, 2017, submit the results of an administrative review of student records for required educational assessments. This sample must be drawn from a cross-section of records across grade 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 charter school to address any identified noncompliance. \*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):**  01/20/2017  02/17/2017  04/14/2017 | | |

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| **Criterion & Topic:**  SE 3A Special requirements for students on the autism spectrum | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Review of student records and staff interviews indicate that for students identified with a disability on the autism spectrum, IEP Teams do not always consider and specifically address the following:  1) the verbal and nonverbal communication needs of the student;  2) the need to develop social interaction skills and proficiencies;  3) the needs resulting from the student's unusual responses to sensory experiences;  4) the needs resulting from resistance to environmental change or change in daily routines;  5) the needs resulting from engagement in repetitive activities and stereotyped movements;  6) the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and  7) other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development. | | |
| **Description of Corrective Action:**  The Director will hold a training with all special education teachers on the importance of utilizing the ASD checklist in all meetings where we are discussing an identified student. The Admin Assistant will include the checklist in the meeting paperwork when necessary, when setting up files prior to the meeting. Special education staff will include the discussion points in the additional information of the IEP along with any specific programming or support discussed related to each question on the checklist. | | |
| **Title/Role(s) of Responsible Persons:**  Kathleen Clark  Director of Student Services | | **Expected Date of Completion:**  11/14/2016 |
| **Evidence of Completion of the Corrective Action:**  The evidence will be a copy of the checklist, the agenda and attendance sheet from the corrective action training on the purpose and completion of the checklist with the special education teachers. | | |
| **Description of Internal Monitoring Procedures:**  By January 13, the Director of Special Education will conduct a file review of any student on the Autism Spectrum where she will look for a copy of the checklist and will look for the elements referenced in the additional information of the IEP. Ongoing, the Director will carefully review any IEP submitted for proposal, of a student with ASD and will not sign and mail out any IEP that does not reference the checklist in the additional information. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 3A Special requirements for students on the autism spectrum | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 10/25/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  Although the charter school identified the need for training for all special education staff, ensuring that the seven areas related to the autism spectrum disorder (ASD) are addressed, the charter school did not describe the frequency of the ongoing monitoring process. | | |
| **Department Order of Corrective Action:**  Develop an internal oversight and tracking system to ensure that IEP Teams always consider and specifically address the special requirements for students identified with a disability on the autism spectrum. The oversight and tracking system should include periodic reviews by the Director of Special Education to ensure ongoing compliance. | | |
| **Required Elements of Progress Report(s):**  By January 13, 2017, submit a copy of the ASD procedures along with evidence of training including the agenda, signed attendance sheet(s) with name(s), role(s) and signature(s) along with training materials.  By January 13, 2017, submit a description of the charter's internal oversight and tracking system with periodic reviews, along with the name and role of the designated person.  By January 13, 2017, submit a copy of the IEP and the Team Meeting Attendance Sheet (N3A) indicating that the IEP Teams have reconvened for those student records identified by the Department.  By April 14, 2017, submit the results of a review of student records. Indicate the number of records reviewed; the number of records in compliance; for any records not in compliance, determine the root cause(s) of the non-compliance; and the specific action(s) taken by the charter school to remedy the non-compliance. \*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):**  01/20/2017  02/17/2017  04/14/2017 | | |

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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 although the charter school's Notice of Proposed School District Action (N1) summarizes the action proposed; an explanation of the reason why the charter school proposed or refused to take the action; the evaluation procedures, test, record or report used as the basis for the proposed action; and recommended next steps, the N1 form does not consistently provide a description of any other options considered and the reasons why those options were rejected; or other factors the charter school used as a basis for the proposed or refused action. | | |
| **Description of Corrective Action:**  The Director will conduct a training with special education staff on writing N1 that thoroughly reflect the TEAM meeting and answer all questions with clarity. The Director has also relieved special education staff from writing N1's that propose evaluations or N1's that discuss findings of no eligibility. In those instances, the TEAM chair (ie. the Director) will be writing the N1's. | | |
| **Title/Role(s) of Responsible Persons:**  Kathleen Clark  Director of Student Services | | **Expected Date of Completion:**  11/14/2016 |
| **Evidence of Completion of the Corrective Action:**  The District will submit a copy of the agenda and attendance sheet from the training with special education staff. | | |
| **Description of Internal Monitoring Procedures:**  The Director will review N1's written by each special education teacher and will provide initial feedback when she reviews IEP's that are ready to be signed and sent out. | | |
| 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:** Partially Approved  **Status Date:** 10/25/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  Although the charter school identified the need for training for all special education staff on writing the Notice of Proposed School District Action (N1), the charter school did not describe the frequency of the ongoing monitoring process or propose an internal review of student records to ensure 100% compliance. | | |
| **Department Order of Corrective Action:**  Develop an internal system of periodic review to ensure that notices contain a description of any other options considered and the reasons why those options were rejected; or other factors the charter school used as a basis for the proposed or refused action. The tracking system should include oversight and periodic reviews by the Director of Student Support or their designee to ensure ongoing compliance. Develop a report of the results of an internal review of records, ensuring the completion of the N1. | | |
| **Required Elements of Progress Report(s):**  Please review the Department's example of an appropriately developed notice available at http://www.doe.mass.edu/sped/advisories/01\_4sample.pdf prior to developing the charter school's corrective actions.  By January 13, 2017, submit evidence of training to special education staff related to the proper completion of the Notice of Proposed School District Action (N1) form, specifically including a description of any other options considered and the reasons why those options were rejected, and other factors the charter school 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 January 13, 2017, submit a description of the district's internal oversight and tracking system with periodic reviews, along with the name/role of the designated person.  By April 14, 2017, submit the results of an administrative review of student records for proper completion of the N1 form- Notice of the Proposal to Act or Refusal to Act. This sample must be drawn from a cross-section of records across grade 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 charter school to address any identified noncompliance. \*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):**  01/20/2017  04/14/2017 | | |

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| **Criterion & Topic:**  SE 32 Parent advisory council for special education | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Review of documents and staff and parent interviews indicate that the charter school does not have an established parent advisory council for special education that meets regularly with school officials to participate in the planning, development, and evaluation of the charter school's special education program. | | |
| **Description of Corrective Action:**  The Director will work with current parent groups, volunteers and other staff members (particularly the development and recruitment department) to find interested parties to run the SPED PAC. The Director will send out reminders in Friday Flash, in the Welcome Back Letter, be visible at any community evening event all in the attempt to interest parents to join the SPED PAC.  Once there are identified parents who are interested roles on the SPED PAC, the Director will allocate time and resources to hold meetings and focus groups and bring in presenters based on the needs of the community, for the following school year. | | |
| **Title/Role(s) of Responsible Persons:**  Kathleen Clark  Director of Student Services | | **Expected Date of Completion:**  05/15/2017 |
| **Evidence of Completion of the Corrective Action:**  We will submit any materials used to recruit families to join the SPED PAC. When the SPED PAC is formed, we will submit the parent pamphlet that outlines the names and roles of each member along with the group's purpose and their estimated meeting dates for the following school year. | | |
| **Description of Internal Monitoring Procedures:**  The Director will work with the Executive Director and Admin Assistant to the Executive Director at a standing 6 week rotation meeting time, to check in on recruitment. The Director will work with the Admin Assistant to determine meeting dates for SPED PAC and will work with new SPED PAC members on open meeting law procedures once the group is formed. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Approved  **Status Date:** 10/25/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please review the Department's guidance on developing a Parent Advisory Council for special education parents at http://www.doe.mass.edu/sped/pac/guidelines.pdf.  By January 13, 2017, submit a plan of action to outreach to parents in regards to the Special Education Parent Advisory Committee, as well as evidence that an active Special Education Parent Advisory Committee has been established. provide evidence, including agenda, name of presenter, and signed attendance sheet, that the charter has held the annual workshop within the school on the rights of students and their parents and guardians under the state and federal special education laws.  By April 14, 2017, provide evidence of active Special Education Parent Advisory Committee with established by-laws, elected officers. Conduct the required annual workshop on the rights of students and their parents and guardians and provide evidence, including agenda, name of presenter, and signed attendance sheet. | | |
| **Progress Report Due Date(s):**  01/20/2017  02/17/2017  04/14/2017  06/02/2017 | | |

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| **Criterion & Topic:**  CR 7 Information to be translated into languages other than English | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documents and staff interviews indicate that although important information and documents, e.g. handbooks and codes of conduct, are translated into the major language spoken by parents or guardians with limited English skills, currently Spanish, the charter school has not established a system of oral interpretation to assist parents/guardians with limited English skills, including those who speak low-incidence languages. | | |
| **Description of Corrective Action:**  The Director has identified staff within the building who are able to translate documents and to translate for families in person or on the phone. Students who have families who require translation will also be identified so teachers and other staff are aware. Should a situation arise where translation is needed, staff can contact the Director of Specialized Services who can then assist in finding staff to translate at that time. As of now, 3 staff members can be made available. | | |
| **Title/Role(s) of Responsible Persons:**  Kathleen Clark  Director of Specialized Services | | **Expected Date of Completion:**  01/13/2017 |
| **Evidence of Completion of the Corrective Action:**  We will submit a brief description of procedures that staff may follow when requesting translations and a list of those staff in the building who are able to translate. | | |
| **Description of Internal Monitoring Procedures:**  The Director will randomly select at least 2 students who require translation, and will look through their cumulative file and log entries in Powerschool to see if staff are communicating with family using translated materials and/or documenting that conversations have had a translator present. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 7 Information to be translated into languages other than English | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 10/25/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  Although the charter school has identified updating procedures to establish a system of oral interpretation to assist parents/guardians with limited English skills, including those who speak low-incidence languages, they have not included a monitoring procedure to ensure 100% compliance. | | |
| **Department Order of Corrective Action:**  Develop an internal system of periodic review to ensure a system of oral interpretation is in place to assist parents/guardians with limited English skills, including those who speak low-incidence languages. The tracking system should include oversight and periodic reviews by the Director of Student Support or their designee to ensure ongoing compliance. | | |
| **Required Elements of Progress Report(s):**  By January 13, 2017, provide a narrative description of the charter school's new process and procedures for oral interpretation to assist parents/guardians. Additionally, provide a description of the district's internal oversight and tracking system identifying the person(s) responsible for the oversight on the need for translations.  By January 13, 2017, provide evidence of staff training on the process and procedures on the system of oral interpretation to assist parents/guardians. Evidence will include but not be limited to memorandums, email correspondence, training agenda, attendance sheets and copies of the materials presented. | | |
| **Progress Report Due Date(s):**  01/20/2017 | | |

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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 charter school's annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school is not sent for a minimum of two consecutive years informing them of the availability of publicly funded post-high school academic support programs and encouraging them to participate in those programs. | | |
| **Description of Corrective Action:**  The SST lead will work to train the guidance counselor and the SST assistant in tracking the data for such students and developing a tracking system that will allow the assistant to document that a letter was sent home for 2 consecutive years. | | |
| **Title/Role(s) of Responsible Persons:**  Tricia May  Student Support Team Lead | | **Expected Date of Completion:**  11/14/2016 |
| **Evidence of Completion of the Corrective Action:**  We will submit a copy of the letter that will be sent along with an attendance sheet from the training where guidance and SST assistant will be trained on the requirement and procedure. | | |
| **Description of Internal Monitoring Procedures:**  A yearly look at withdrawal information will be conducted by the Executive Director and the Director of Specialized Services. For any student who fits this category, the ED or Director will contact the SST to see if there is documentation in their tracking indicating the letter has been sent. | | |
| 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:** 10/25/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 13, 2017, submit a copy of the letter to be sent to former students who have not yet earned their competency determination and who have not transferred to another school. Additionally, submit a narrative of the district's internal oversight and tracking system ensuring the district sends 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, ensuring that they are informed of the availability of publicly funded post-high school academic support programs and encourages them to participate in those programs. Submit evidence of dissemination to appropriate staff of this new district process which may include emails/trainings.  By April 14, 2017, submit evidence of a sample of student letters that have gone 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 encouraging them to participate in those programs. | | |
| **Progress Report Due Date(s):**  01/20/2017  02/17/2017  04/14/2017 | | |

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| **Criterion & Topic:**  CR 18 Responsibilities of the school principal | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documents and staff interviews indicate that the charter school does not currently have a District Curriculum Accommodation Plan (DCAP) in place. The DCAP should assist classroom teachers in analyzing and accommodating diverse learning styles of all students in the general education classroom and in providing appropriate services and supports within the general education program. These supports may include direct and systematic instruction in reading and the provision of services to address the needs of children whose behaviors interfere with learning. The plan may also include provisions encouraging teacher mentoring and collaboration, as well as parental involvement. | | |
| **Description of Corrective Action:**  The Director and Principal will work with the Instructional Leadership team to build an accurate DCAP based on our Tier I and Tier II services in the District. The DCAP will reflect practices that are ongoing and observable and will also reflect a streamlined description of our pre-referral process. The Director will then conduct a brief staff training on the purpose of the DCAP as a living document and where/how they can reference it. | | |
| **Title/Role(s) of Responsible Persons:**  Kathleen Clark- Director of Specialized Services  David Perrigo- Principal | | **Expected Date of Completion:**  05/15/2017 |
| **Evidence of Completion of the Corrective Action:**  We will submit a copy of the DCAP as evidence of completion. | | |
| **Description of Internal Monitoring Procedures:**  The Principal will add it to the Instructional Leadership Team meeting agenda at least yearly, a review of the DCAP and will update it accordingly if any major programmatic changes have occurred. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 18 Responsibilities of the school principal | **Corrective Action Plan Status:** Approved  **Status Date:** 10/25/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By February 17, 2017, submit a copy of the charter school's approved DCAP. | | |
| **Progress Report Due Date(s):**  02/17/2017 | | |

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| **Criterion & Topic:**  CR 21 Staff training regarding civil rights responsibilities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documents and staff interviews indicate that although newly hired staff are trained during new staff orientation held before the start of the school year, not all staff are trained annually regarding civil rights responsibilities. | | |
| **Description of Corrective Action:**  The Dean of Students will conduct an annual Civil Rights presentation for all staff in the beginning of the school year. At the November PD day, the Dean will train any newly hired staff who were not present at the first training. This will again happen during the February PD day if there are any other new staff hired since November. | | |
| **Title/Role(s) of Responsible Persons:**  Anthony Montession  Dean of Students | | **Expected Date of Completion:**  02/10/2017 |
| **Evidence of Completion of the Corrective Action:**  We will submit a copy of the attendance sheet from each session (beginning of year, November and February). | | |
| **Description of Internal Monitoring Procedures:**  The Principal will check in with the Dean of Students on a quarterly basis to identify any new staff and next steps in their training. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 21 Staff training regarding civil rights responsibilities | **Corrective Action Plan Status:** Approved  **Status Date:** 10/25/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 13, 2017, submit training documents that include the updated protected categories of "gender identity" in its nondiscrimination statements. Provide evidence of dissemination to all appropriate staff members. | | |
| **Progress Report Due Date(s):**  01/20/2017 | | |

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

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| **Criterion & Topic:**  CR 26A Confidentiality and student records | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of student records indicates there is no log of access included in English language learner student records. | | |
| **Description of Corrective Action:**  The Director will work with the Admin Assistant to be sure all access logs are included in ELL student records. A reminder to staff on the outside of the file cabinet on filling out the log, will be posted. | | |
| **Title/Role(s) of Responsible Persons:**  Kathleen Clark  Director of Specialized Services | | **Expected Date of Completion:**  11/14/2016 |
| **Evidence of Completion of the Corrective Action:**  We will submit a copy of the access log along with a copy of the staff reminder. | | |
| **Description of Internal Monitoring Procedures:**  The Director will pull, at random, at least 2 ELL files and check for the access log. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 26A Confidentiality and student records | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 10/25/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  Although the charter school will develop and submit a staff reminder to ensure a log of access is created and included in English language learner student records, they did not provide evidence of dissemination to all staff regarding this updated procedure. | | |
| **Department Order of Corrective Action:**  Submit evidence that all staff have been informed of the log of access that will be included in all English language learner files. | | |
| **Required Elements of Progress Report(s):**  By January 13, 2017, the charter school will provide a sample of its newly adopted log of access for ELL files.    By January 13, 2017, provide evidence that staff have been informed of the newly adopted log of access for ELL files. Evidence could include, but not be limited to, memorandums, email correspondence, training agenda, attendance sheets and copies of the materials presented. | | |
| **Progress Report Due Date(s):**  01/20/2017  02/17/2017 | | |