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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: Pioneer Charter School of Science (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 02/05/2016.

**Mandatory One-Year Compliance Date:** **02/05/2017**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 3 | Special requirements for determination of specific learning disability | 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 14 | Review and revision of IEPs | Partially Implemented |
| SE 15 | Outreach by the School District (Student Find) | Partially Implemented |
| SE 21 | School day and school year requirements | 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 16 | Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | Partially Implemented |
| CR 17A | Use of physical restraint on any student enrolled in a publicly-funded education program | Implementation In Progress |
| CR 18A | School district employment practices | Partially Implemented |

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| **Criterion & Topic:** SE 3 Special requirements for determination of specific learning disability | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records demonstrated that when a student suspected of having a specific learning disability is evaluated, IEP Teams do not always create a written determination as to whether or not a student has a specific learning disability. |
| **Description of Corrective Action:** Updated Procedure of determining specific learning disabilitySTEP 1:HISTORICAL REVIEW AND EDUCATIONAL ASSESSMENTDocument using SLD1The Team must ensure that underachievement in the specific area of concern is not due to a lack of appropriate instruction in reading or math by considering whether:A. the student has been provided appropriate instruction in general education settings and that instruction has been delivered by qualified personnel;B. there is data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the student’s progress and this documentation was provided to the student’s parents. &#61656; If the components of the Historical Review have been met then the eligibility determination can continue using data from a response to scientific, research-based intervention method, or using results from an IQ/achievement discrepancy model. Each evaluation method is described below in Component 2: Area of Concern and Evaluation Method. &#61656; If some, but not all of the aspects of the Historical Review have been met, and additional information is needed, then further information should be gathered within the general education setting during the evaluation period. See SLD TA 3 for assistance in gathering the required information. Concurrently, move forward with all other eligibility requirements. &#61656; If information is not available to assess the aspects of the Historical Review, the referral for special education evaluation should not go forward until the school has sufficient information to determine that the student has been given appropriate opportunities to learn in the general education environment. This instruction should be delivered by qualified personnel and data-based documentation of repeated assessments that reflect the student’s progress should be collected. This documentation is to be provided to the student’s parents. See SLD TA 4. Participation Skills As part of the student’s educational history, the Team must be provide an assessment of the student’s attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, and adults. Refer to Educational Assessment: Part B (28R/1). Performance History As part of the student’s educational history, the Team must review supporting evidence within the area of concern that indicates the student has:? consistently performed within the range of performance of same-age peers; or? consistently performed better than same-age peers; or? consistently performed less well than same-age peers; or ? demonstrated inconsistent performance throughout his/her educational history.Refer to Educational Assessment: Part A (28R/1). Medical InformationAs part of the required documentation, the Team must provide educationally relevant medical findings, if any. The parent will most likely provide this information. &#8195;STEP 2:AREA OF CONCERN AND EVALUATION METHODDocument using SLD2Area of ConcernTo determine the existence of a SLD the Team must establish that the student is not able to demonstrate the necessary processing skills to achieve adequately for his/her age or to meet ELA or Math Curriculum Framework standards when provided with appropriate learning experiences and instruction in one or more of the following areas: ? Oral Expression? Written Expression ? Basic Reading Skills ? Reading Comprehension ? Reading Fluency Skills ? Listening Comprehension ? Mathematics Problem Solving ? Mathematics CalculationEvaluation MethodThe law allows for an eligibility determination based on the student’s response to scientific, research-based intervention. It does not require the completion of an IQ/ achievement discrepancy model, although it can be used on a discretionary basis. A. Response to Scientific, Research-Based InterventionDetermine that the student is not making effective educational progress for his/her age or to meet ELA or Math Curriculum Framework standards when using a process based on the student’s response to scientific, research-based intervention. This is established through a research-based, RTI model or a multi-tiered instruction process. (The student should be participating in the process before the referral for evaluation occurs.) In addition to the data gathered through the response to scientific, research-based intervention process, supplementary data may be necessary. The Team should consider the need for appropriate diagnostic tests that determine how the student learns and what factor(s) is/are impeding learning. B. IQ/Achievement Discrepancy Model Using appropriate assessments, determine that the student exhibits a pattern of strengths and weaknesses in performance, achievement or both, relative to age, or ELA or Math Curriculum Framework standards, or intellectual development. This can be established through the implementation of technically sound assessment instruments that assess cognitive and behavioral factors as well as physical or developmental factors. &#8195;STEP 3:EXCLUSIONARY FACTORSDocument using SLD3 Exclusionary Factors Regardless of the evaluation method used, the Team must ensure that the identified area of difficulty is not primarily the result of: ? cultural factors; ? an environmental or economic disadvantage; ? limited English proficiency; ? a visual, hearing, or motor disability; ? mental retardation; or? an emotional disturbance.&#8195;STEP 4: OBSERVATIONDocument using SLD4ObservationThe student must be observed in his/her natural learning environment to document academic performance and behavior in the area(s) of difficulty. An observation can be conducted after the student has been referred for evaluation, or information from an observation in routine classroom instruction that was done before the student was referred for an evaluation can be used. PCSS I Special Education Director has planned for a comprehensive training on SLD procedures to be presented by Amy DiDonna on May 6th, 2016 for the entire special education staff at PCSS I. |
| **Title/Role(s) of Responsible Persons:**Special Education Coordinator, Special Education Teachers, Amy DiDonna Esq (Trainer) | **Expected Date of Completion:**05/06/2016 |
| **Evidence of Completion of the Corrective Action:**Training agenda, as well as participant sign in page will be used as evidence for corrective action, as well as the monthly monitoring sheet. |
| **Description of Internal Monitoring Procedures:** The Special Education Coordinator will monitor randomly selected SLD student files biannually to ensure that the correct procedures are being followed |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 3 Special requirements for determination of specific learning disability | **Corrective Action Plan Status:** Approved **Status Date:** 03/22/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By June 3, 2016, submit evidence of special education staff training on the development of the four required SLD components and the required written determination for SLD eligibility during initial and re-evaluations. Evidence will include a dated meeting agenda, staff attendance sheet, and training materials. By October 28, 2016, conduct an internal review of approximately 10 records with SLD eligibility determinations subsequent to implementation of all corrective actions for evidence that the Team has created a written determination designating the student's eligibility and all members have signed it. Include the following in the district's narrative: the number of student 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 district's plan to remedy the non-compliance. \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s) and signature(s). |
| **Progress Report Due Date(s):** 06/03/201610/28/2016 |

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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:** A review of student records and staff interviews indicated that students and parents are not consistently informed of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday at least one year prior to the student reaching age 18. Student records also indicated that once students reach age 18, the charter school does not always obtain consent from the student to continue IEP services. |
| **Description of Corrective Action:** Updated transfer of parental rights procedureProcedure for completing sign-off form for procedural safeguards and transfer of rights within an IEP MeetingDuring every Individualized Education Plan (IEP) meeting:If the student is in middle school:The student support liaison provides the parent/legal guardian with the procedural safeguards. He/She then asks if the parent/legal guardian has any questions about their rights or their child's rights. The student, parent/legal guardian and liaison sign the form stating that the parent/legal guardian has received the procedural safeguards.If the student is in high school:The student support liaison provides the parent or legal guardian with the procedural safeguards. He/She then asks if the parent/legal guardian has any questions about their rights or their child's rights. Starting in 9th grade, the parent/legal guardian and student are informed verbally of the transfer of rights procedure occurring prior to the student’s 18th birthday. At the IEP meeting, the parent/legal guardian and student will be told that they will sign a paper stating one of three options: student will have decision making, parent will have decision making or they will have shared decision making.The student, parent/legal guardian and liaison sign the form stating that the parent/legal guardian has received the procedural safeguards and that the team has discussed the transfer of rights upon the student turning 18 years old. |
| **Title/Role(s) of Responsible Persons:**Special Education Coordinator, Special Education Teachers | **Expected Date of Completion:**08/11/2016 |
| **Evidence of Completion of the Corrective Action:**Monthly monitoring sheet completed by Special Education Coordinator |
| **Description of Internal Monitoring Procedures:** The Special Education Director will do 2 random record reviews monthly to ensure that this procedure is being followed, and record the findings in the monthly monitoring sheet. |
| 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:** 03/22/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:** The charter school must document the discussion with student and parent one year prior to the student's attainment of 18 years in the Additional Information of the current & subsequent IEPs. Students should not sign a document if they do not choose to share or delegate decision-making. Please note that the notification should take place at least one year prior to age 18; the district is not required to inform parents of students who are 14-16. |
| **Department Order of Corrective Action:**Review the Department's guidance at http://www.doe.mass.edu/sped/advisories/11\_1.html & revise the charter school's procedures accordingly. |
| **Required Elements of Progress Report(s):** By June 3, 2016, submit the revised protocols for informing students and parents of the change in educational decision-making once the student has reached age 18. Include protocols both for students aged 17 and students 18+.By June 3, 2016, submit evidence of special education staff training on the development on the revised Age of Majority protocol. Evidence will include a dated meeting agenda, staff attendance sheet, and training materials. By October 28, 2016, submit evidence of an internal record review for 5 students aged 17 subsequent to implementation of all corrective actions for evidence of notification of the transfer of parental rights at the age of majority.Submit evidence of a second internal review of records for 5 students aged 18 subsequent to implementation of all corrective actions for evidence that students' consent was obtained when the student had sole/shared decision-making. Include the following in the district's narrative: for each sample, the number of student 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 district's plan to remedy the non-compliance. \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s) and signature(s). |
| **Progress Report Due Date(s):** 06/03/201610/28/2016 |

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| **Criterion & Topic:** SE 14 Review and revision of IEPs | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records indicated that the charter school's IEP Teams do not consistently meet at least annually on or before the anniversary date of the IEP, to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. Record review demonstrated that the charter school conducts annual reviews every two years. |
| **Description of Corrective Action:** Updated procedure for scheduling IEP yearly meetings Prior to meetings:For Initial Evaluation MeetingsSpecial Education Director will generate the meeting invitation when evaluation results are received. Meeting invite, evaluation results and procedural safeguards will be sent to parent or guardian in their preferred method (mail, email, sent home with student). For annual meetings:At least two weeks prior to the due date of the IEP meeting, a meeting invitation is generated by the Special Education teacher of the student and checked with the Special Education Coordinator.The invitation is (depending on parent/guardian preference)then:Mailed home by the main office, duplicate that is dated and coded by main office is filed in the administration file of the SE file of the student.Sent home with student, duplicate is dated and signed by the Special Education teacher with notation that it was sent home with student. During All Meetings:The date of meeting will be verified and initialed by the special education teacher during sign in process.After All MeetingsThe Special Education Director will verify that all dates are correct within the proposed IEPTwo copies of the proposed IEP will be sent home to the parent or guardian in their preferred method (mail, email, sent home with student)A copy of the narrative with the correct date will be placed in the student’s special education file with the verified date initialed by Special Education Director. When the signed IEP is returned from the parent/guardian. The Special Education Coordinator will verify the date and record it in ESPED and local PCSS formsPCSS Special Education staff will undergo training regarding proper scheduling and maintenance of scheduling and holding IEP meetings with Attorney Amy DiDonna on May 6th, 2016 |
| **Title/Role(s) of Responsible Persons:**Special Education Coordinator, Special Education Teachers | **Expected Date of Completion:**05/06/2016 |
| **Evidence of Completion of the Corrective Action:**Training agenda, participant sign in page, monthly monitoring sheet. |
| **Description of Internal Monitoring Procedures:** The Special Education Director will do 2 random record reviews monthly to ensure that this procedure is being followed, and record the findings in the monthly monitoring sheet. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 14 Review and revision of IEPs | **Corrective Action Plan Status:** Approved **Status Date:** 03/22/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By June 3, 2016, submit evidence of special education staff training on the charter school's process to ensure that IEP Teams consistently meet annually on or before the anniversary date of the IEP, to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. Evidence will include a dated meeting agenda, staff attendance sheet, and training materials. Please note: if the annual meeting is rescheduled at the parent's request beyond the one-year date of the IEP, the charter school must document this clearly in the student's record. By October 28, 2016, conduct an internal review of approximately 10 records of students with annual reviews for evidence that IEP meetings have been conducted on or before the anniversary date of the IEP. This sample must include only annual reviews conducted following the implementation of all corrective actions.Include the following in the district's narrative: the number of student 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 district's plan to remedy the non-compliance. \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s) and signature(s). |
| **Progress Report Due Date(s):** 06/03/201610/28/2016 |

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| **Criterion & Topic:** SE 15 Outreach by the School District (Student Find) | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documents demonstrated that the charter school has not established a method of outreach to parents or guardians to inform them of the process to refer students for a special education evaluation. |
| **Description of Corrective Action:** Procedure for Parent Outreach:During mandatory orientation, parents are informed of Special Education services available at PCSS I by the Dean of Students. They are encouraged to reach out to other families they know and have them apply as well. They are given contact information of the Special Education department. Parents sign in for this orientation meeting. The Special Educator Director will receive a copy of the sign in page and contact any parents that did not attend to ensure all families are aware of the process to refer students for special education evaluation |
| **Title/Role(s) of Responsible Persons:**Dean of Students, Special Education Coordinator, Executive Director | **Expected Date of Completion:**08/15/2016 |
| **Evidence of Completion of the Corrective Action:**Parent sign in page, meeting agenda |
| **Description of Internal Monitoring Procedures:** Ongoing Maintenance:The Executive Director will verify that the Special Education Coordinator documented contact with parents that do not attend orientation as part of the yearly program evaluation. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 15 Outreach by the School District (Student Find) | **Corrective Action Plan Status:** Partially Approved **Status Date:** 03/22/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:** The charter school's process is dependent on parents attending an orientation, although the school contacts parents who did not attend, and appears to be a verbal description only. Student Find requires annual or more frequent outreach within the school itself to ensure that parents or others concerned about a student's progress know how to request an evaluation. It is recommended that the charter school post a description of how parents can refer students for a special education evaluation on its website and/or within its student and family handbook, including who to contact. |
| **Department Order of Corrective Action:**Submit the charter school's method of outreach to parents or guardians to inform them of the process to refer students for a special education evaluation. |
| **Required Elements of Progress Report(s):** By October 28, 2016, submit the web page link and/or the page(s) from the school's student and family handbook with the method of outreach to parents informing them of the process to refer students for a special education evaluation. |
| **Progress Report Due Date(s):** 10/28/2016 |

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| **Criterion & Topic:** SE 21 School day and school year requirements | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records demonstrated that although IEP Teams consistently indicate that the need for an educational program that is less than or more than the regular school day or school year has been considered in the IEP, interviews confirmed that the charter school does not have a procedure to determine whether or not a student demonstrates or is likely to demonstrate a substantial regression in his or her learning skills and/or substantial difficulty in relearning such skills in order to indicate whether or not an extended program is needed. |
| **Description of Corrective Action:** Updated Procedure to Determine Whether or not a Student Requires a Longer or Shorter School YearProcedure: Prior to the IEP meeting:The Special Educator and Special Education Director will review the student’s file, grades and other pertinent information.During the IEP meeting: The team will discuss whether the student needs a longer or shorter school year. The following questions will be answered by the team. Will the student substantially regress if not enrolled in an extended program? The reasoning for the decision of a longer, shorter or traditional school year will be recorded in the meeting notes and the additional information section of the IEP. The Special Education Coordinator has arranged for Amy DiDonna to train the entire Special Education Team on the procedure for school day and school year requirements on May 6th, 2016 |
| **Title/Role(s) of Responsible Persons:**Special Education Coordinator, Special Education Teachers, Amy DiDonna Esq (Trainer) | **Expected Date of Completion:**08/15/2016 |
| **Evidence of Completion of the Corrective Action:**Meeting agenda, participant sign in sheet |
| **Description of Internal Monitoring Procedures:** Ongoing maintenance:The Special Education Coordinator will do 2 random record reviews monthly to ensure that this procedure is being followed. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 21 School day and school year requirements | **Corrective Action Plan Status:** Approved **Status Date:** 03/22/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Prior to developing the corrective action, review the Department's guidance on extended school year (ESY) at http://www.doe.mass.edu/pqa/ta/default.html (Extended School Year Q and A)By June 3, 2016, submit the charter school's protocol on establishing a student's need for ESY, along with evidence of special education staff training on determining whether or not there is a need for educational program that is less than or more than the regular school day or school year. Evidence will include a dated meeting agenda, staff attendance sheet, and training materials. By October 28, 2016, submit evidence of an internal record review of approximately 5 records for students who received consideration of an educational program that is less than or more than the regular school day or school year. This sample must include students with ESY considerations that occurred following the implementation of all corrective actions AND include students who did and did not receive ESY recommendations from their Teams.Include the following in the district's narrative: the number of student 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 district's plan to remedy the non-compliance. \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s) and signature(s). |
| **Progress Report Due Date(s):** 06/03/201610/28/2016 |

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| **Criterion & Topic:** SE 24 Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records indicated that the Notices of Proposed School District Action (N1) do not consistently include the following components: 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; 3) a description of each evaluation procedure, test, record or report the agency used as a basis for the proposed or refused action; and 4) any other factors that were relevant to the agency's proposal or refusal. |
| **Description of Corrective Action:** Updated Procedure:When writing a Notice of Proposed School District Action, the special educator writing the narrative will answer each question completely with information specific to that student.The Special Education Coordinator will review Notice of Proposed School District Action when reviewing each proposed IEP, and document it within a monitoring sheet. PCSS Special Education staff will undergo training regarding how to properly write Notices of Proposed School District Actions (N1) with Attorney Amy DiDonna on May 6th, 2016. |
| **Title/Role(s) of Responsible Persons:**Special Education Coordinator, Special Education Teacher, Amy DiDonna Esq (Trainer) | **Expected Date of Completion:**08/15/2016 |
| **Evidence of Completion of the Corrective Action:**Monitoring Sheet, Meeting Agenda, Participant Sign In, |
| **Description of Internal Monitoring Procedures:** The Special Education Coordinator will do 2 random record reviews monthly to ensure that this procedure is being followed, and record it in the monthly monitoring sheet. |
| 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:** 03/22/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Prior to developing the corrective action, review the Department's guidance on developing content in a notice at http://www.doe.mass.edu/sped/advisories/01\_4sample.pdf. Although the sample is a Notice of District Refusal to Act (N2), the response to each of the six questions on page two provides an appropriate model.By June 3, 2016, submit evidence of special education staff training on completion of Notices of Proposed School District Action (N1s) to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student. Evidence will include a dated meeting agenda, staff attendance sheet, and training materials. NB: If the charter school uses the above N2 as part of its training, please include other examples of training materials in addition to the model N2.By October 28, 2016, submit evidence of an internal record review of 10 students with initial or re-evaluations conducted subsequent to the implementation of all corrective actions for evidence that N1s are appropriately detailed.Include the following in the district's narrative: the number of student 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 district's plan to remedy the non-compliance. \*\*Please include a sample of the N1s reviewed for the internal record review with the narrative.\*\*\*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s) and signature(s). |
| **Progress Report Due Date(s):** 06/03/201610/28/2016 |

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| **Criterion & Topic:** CR 3 Access to a full range of education programs | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Although the charter school has a policy that ensures equal access to a full range of education programs for all students, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, or disability, this policy does not address the protected category of homelessness. |
| **Description of Corrective Action:** The Civil Rights Coordinator will ensure annually that the language is up to date and compliant with MA state laws. The language in the handbook and the websites have been updated. |
| **Title/Role(s) of Responsible Persons:**Civil Rights Coordinator | **Expected Date of Completion:**03/01/2016 |
| **Evidence of Completion of the Corrective Action:**Student Handbooks and school website. An updated statement has been uploaded under additional documents. |
| **Description of Internal Monitoring Procedures:** The Civil Rights Coordinator will annually review the language, make changes if necessary. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Approved **Status Date:** 03/22/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By October 28, 2016, submit the updated equal access policy with the added protected category of homelessness by providing the web site location to the current handbook and webpages where the updated equal access policy is posted. |
| **Progress Report Due Date(s):** 10/28/2016 |

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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:** Document review demonstrated the following issues with the charter school's written notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion: 1) the notice is not sent to the student; 2) the notice is not sent within five (5) days from the student's tenth consecutive unexcused absence; and 3) the notice does not offer at least two dates and times for an exit interview between the superintendent (or designee) and the student and the parent/guardian. Additionally, interviews indicated that the charter school does not have a procedure to send an annual written notice 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 encouragement to participate in available programs. |
| **Description of Corrective Action:** The written notice to students over 16 without a high school diploma, certificate of attainment or certificate of completion has been updated. The notice will be sent to the student and parents no more than five days after the tenth consecutive unexcused absence. The notice has been updated to offer at least two dates and times for an exit interview. We have also created an annual notice that will be mailed out at the end of June to former students who have not yet earned their competency determination, and who have not transferred to another school The letter informs students of the availability of publicly funded post-high school academic supports, and encourages them to participate. |
| **Title/Role(s) of Responsible Persons:**H.S Dean of Students | **Expected Date of Completion:**03/01/2016 |
| **Evidence of Completion of the Corrective Action:**Both notices are available under additional documents. |
| **Description of Internal Monitoring Procedures:** The Dean of Students Office is responsible for keeping track of student attendance. The H.S Dean will be responsible for ensuring that the notices are mailed out in a timely manner. The annual note will be mailed out at the end of each school year (June). |
| 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:** 03/22/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** See http://www.doe.mass.edu/dropout/ for information on the state's drop-out prevention initiatives.By June 3, 2016, submit both the revised initial notice to students and parents and the annual outreach letter, along with the charter school's procedures for notifying students and parents who have 10 consecutive days of unexcused absences and notifying students who have left the school without a diploma.Following the Department's approval of the notices and the procedures, the charter school will provide training to relevant staff (guidance counselors, principal, etc.) on the revised notices and procedures and submit evidence of the training to the Department in its October 2016 progress report. |
| **Progress Report Due Date(s):** 06/03/201610/28/2016 |

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| **Criterion & Topic:** CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program | **CPR Rating:** Implementation In Progress |
| **Department CPR Findings:** A review of documents and staff interviews indicated that the charter school meets all current requirements for use of physical restraint. Document review and interviews demonstrated that the charter school has begun the revision of its written restraint prevention and behavior support policy and procedures, alternatives to physical restraint and the prohibition of medication restraint, mechanical restraint, prone restraint, and seclusion. |
| **Description of Corrective Action:** The procedures have been updated and are compliant with the new January 2016 regulations. |
| **Title/Role(s) of Responsible Persons:**Athletic Director | **Expected Date of Completion:**08/31/2106 |
| **Evidence of Completion of the Corrective Action:**Updated procedures are under additional documents. The agenda and sign-in sheets can be shared after the teacher institute in August 2016. |
| **Description of Internal Monitoring Procedures:** The PCSS Athletic Director is physical restraint trained, runs our staff training every year in August and updates the policy when necessary. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program | **Corrective Action Plan Status:** Partially Approved **Status Date:** 03/22/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:** Please note that the physical restraint procedures submitted in March 2016 by the charter school do not follow the revised 603 CMR 46.00 regulations. |
| **Department Order of Corrective Action:**Review the Department's training on the new physical restraint regulations at http://www.doe.mass.edu/sped/training.html. The charter school may contact SEPP staff member Paul Bottome at (781) 338-3376 for additional support.Using the Department's guidance, update the charter school's policies and procedures to include all revisions and missing components of the new regulations. Provide evidence of training to staff and evidence that information is made available to parents of enrolled students. |
| **Required Elements of Progress Report(s):** By June 3, 2016 provide the updated policies and procedures regarding use of physical restraint on any student enrolled in a publicly-funded education program. Please note that this information must be shared with staff and parents immediately, as implementation of the new physical restraint regulations was January 1, 2016.By October 28, 2016, submit evidence of staff training for the 2016-2017 school year on the updated physical restraint policies and procedures. Evidence will include a dated meeting agenda, staff attendance sheet, and training materials. By October 28, 2016, submit evidence that information has been made available to parents of all enrolled students. |
| **Progress Report Due Date(s):** 06/03/201610/28/2016 |

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

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| **Criterion & Topic:** CR 18A School district employment practices | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Although the charter school's employment policy states that its practices are free from discrimination on the basis of race, color, national origin, or disability, this policy does not address the protected category of sex. |
| **Description of Corrective Action:** The language in our staff handbook will be updated to reflect the protected category of sex. The policy will also be updated on job postings. |
| **Title/Role(s) of Responsible Persons:**Civil Right Coordinator | **Expected Date of Completion:**08/31/2016 |
| **Evidence of Completion of the Corrective Action:**Updated Staff Handbooks and sample job postings will available in August 2016. |
| **Description of Internal Monitoring Procedures:** The Civil Rights Coordinator will annually (August )review the language, make changes if necessary. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 18A School district employment practices | **Corrective Action Plan Status:** Approved **Status Date:** 03/22/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By October 28, 2016, submit the updated charter school's employment policy with the added protected category of sex, along with samples of job notices and web site links where the employment policy is posted. |
| **Progress Report Due Date(s):** 10/28/2016 |

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| **MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION****COORDINATED PROGRAM REVIEW** |

Charter School: Pioneer Charter School of Science

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Pioneer Charter School of Science/Tatiana Williams-Rodriguez

CAP Form will expand to as many lines as necessary. Before completing and emailing to pqacap@doe.mass.edu, please see separate *Instructions for Completing Corrective Action Plans.*

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 to the school or district.

**Mandatory One-Year Compliance Date: April 12, 2017**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 7 Parent Involvement | **Rating:** Partially Implemented |
| **Department CPR Finding:** *A review of student records indicated that the charter school does not consistently translate documents in parents' primary languages, including report cards, parent notices, and progress reports.*  |
| **Narrative Description of Corrective Action:**  The district will make a list of all documents that need to be translated into the district's most recurrent languages. The district will then submit all documents to the designated translation company, and keep translated electronic copies in a shared folder as well as store hard copies of the documents for staff and administration to use when needed. |
| **Title/Role of Person(s) Responsible for Implementation:** ELL Coordinator | **Expected Date of Completion for Each Corrective Action Activity:** August1, 2016 |
| **Evidence of Completion of the Corrective Action:** The district will submit translated progress reports and report card forms to the Department once completed. (Anticipated date of completion is August 1, 2016). District will also provide a copy of the spreadsheet that contains parents' preferred language(s) for notifications. |
| **Description of Internal Monitoring Procedures:** The district will implement quarterly ELE record reviews to ensure that translated versions are being sent to parents, continue maintaining a spreadsheet of parents' preferred language for notifications that will be updated regularly throughout the year, and create and share electronically a folder for staff and administration to access information about parents’ preferred language and copies of translated progress report and report card forms as needed. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 7 Parent Involvement | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** Not Applicable |
| **Department Order of Corrective Action:** Not Applicable |
| **Required Elements of Progress Report(s):** **Please note:** If the charter school is using the Department template parent notice, available at <http://www.doe.mass.edu/ell/resources.html>, this document has been translated into several languages.**By November 4, 2016**, submit a list of all documents that the charter school translates into the school’s major languages and a representative sample of those documents.**By November 4, 2016**, submit evidence of training on translating documents for parents who have indicated on the Home Language Survey a need for translations, including an agenda, training materials and a signed attendance sheet for ELL staff and relevant school staff.**By February 27, 2017** conduct an administrative review of approximately 10 ELL records for students representing the charter school’s grade levels, proficiency levels, and language diversity (including low incidence languages) for evidence of translated documents as per the parent’s request on the Home Language Survey, including progress reports, notification letters, and grade cards. Indicate the number of student records reviewed and the number of student records in compliance; for all records not in compliance with this criterion, determine the root cause(s) of the noncompliance and provide the district’s plan to remedy the non-compliance**.****\*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s) and signature(s).** |
| **Progress Report Due Date(s): November 4, 2016; February 27, 2017** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 10 Parent Notification | **Rating:** Partially Implemented |
| **Department CPR Finding:** *A review of student records indicated that although the charter school sends a written notice to parents/guardians upon initial identification of students as ELLs, this notice does not include the student’s level of English proficiency, how the program will meet the educational strengths and needs of the student, and if the student has additional education needs that require Special Education Services, how the Title III program will meet the objectives of the IEP.* |
| **Narrative Description of Corrective Action:** The district will continue to use the correct parent letter and will monitor the use of it through quarterly reviews of the ELE files.  |
| **Title/Role of Person(s) Responsible for Implementation:** ELL Coordinator | **Expected Date of Completion for Each Corrective Action Activity:** May 16, 2016 |
| **Evidence of Completion of the Corrective Action:** The district has been and will continue to use the DESE initial and annual parent letter form. Please see attached form for reference. |
| **Description of Internal Monitoring Procedures:** The district will conduct annual record reviews in which an ELE file checklist will be used to ensure that the correct parent letter is being used. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 10 Parent Notification | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** Not Applicable |
| **Department Order of Corrective Action:** Not Applicable |
| **Required Elements of Progress Report(s):** **By February 27, 2017** conduct an administrative review of approximately 10 ELL records for students whose parents received notification following the implementation of all corrective actions and representing the charter school’s grade levels for evidence of use of the initial and annual parental notice with the student’s level of English proficiency, how the program will meet the educational strengths and needs of the student, and if the student has additional education needs that require Special Education Services, how the Title III program will meet the objectives of the IEP. Indicate the number of student records reviewed and the number of student records in compliance; for all records not in compliance with this criterion, determine the root cause(s) of the noncompliance and provide the district’s plan to remedy the non-compliance**.****\*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s) and signature(s).** |
| **Progress Report Due Date(s): February 27, 2017** |