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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: Paulo Freire Social Justice Charter School (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 09/08/2016.

**Mandatory One-Year Compliance Date:** **09/08/2017**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 8 | IEP Team composition and attendance | Partially Implemented |
| SE 11 | School district response to parental request for independent educational evaluation | Partially Implemented |
| SE 20 | Least restrictive program selected | Partially Implemented |
| SE 54 | Professional development | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | Partially Implemented |
| CR 10C | Student Discipline | Partially Implemented |
| CR 15 | Non-discriminatory administration of scholarships, prizes and awards | Not 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 | Partially Implemented |
| CR 25 | Institutional self-evaluation | Not Implemented |

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

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| **Criterion & Topic:**  SE 8 IEP Team composition and attendance | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Record review and interviews indicated that required Team members are not consistently attending IEP Team meetings; specifically, special education teachers are not consistently in attendance. When a required Team member is unable to attend a Team meeting, the parent and the charter school do not always agree in writing to excuse the Team member and the Team member is not providing written input into the development of the IEP prior to the meeting. | | |
| **Description of Corrective Action:**  The Team Member Excusal form will be sent out along with the meeting invitation for each staff person. The excusal will include an explanation of responsibilities to members seeking excusal (ie: written report on progress required) | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education | | **Expected Date of Completion:**  10/20/2016 |
| **Evidence of Completion of the Corrective Action:**  Member Excusal Form, team member invitation | | |
| **Description of Internal Monitoring Procedures:**  Special Education Annual Program Review will include compliance on SE 10. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 8 IEP Team composition and attendance | **Corrective Action Plan Status:** Approved  **Status Date:** 12/14/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit evidence of training (agenda, materials used, attendance list with staff role/signature) for general education, special education and related service providers to ensure each have been informed of their responsibility to attend IEP Team meetings when they are required members, and if unable to attend, that they must submit written input into the development of the IEP prior to the meeting and must be excused in writing by the parent by February 28, 2017.  Conduct a review of records for students across all grade levels subsequent to implementation of all corrective actions, to ensure that required Team members, particularly special education teachers, have attended, and if unable to attend, have submitted written input into the development of the IEP prior to the meeting, and have been excused in writing by the parent. Indicate the number of records reviewed; the number found to be compliant; an explanation of the root cause(s) for any continued non-compliance and a description of additional corrective actions taken by the district to address any identified non-compliance by April 28, 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). | | |
| **Progress Report Due Date(s):**  02/28/2017  04/28/2017 | | |

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

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| **Criterion & Topic:**  SE 11 School district response to parental request for independent educational evaluation | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that when the parent disagrees with an evaluation completed by the charter school, the school requires parents to request an independent educational evaluation within 16 months for all students. The 16-month requirement applies only if cost shared or funded for state wards or for students receiving free or reduced cost lunch. | | |
| **Description of Corrective Action:**  Policy regarding SE 11 was revised to include missing criteria on student eligibility for cost share on independent educational evaluation. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education | | **Expected Date of Completion:**  10/20/2016 |
| **Evidence of Completion of the Corrective Action:**  Revised SE 11 policy | | |
| **Description of Internal Monitoring Procedures:**  Program review, mid-cycle CPR review, and CPR indicators and policies | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 11 School district response to parental request for independent educational evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 12/14/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide the revised procedures developed for responding to parent request for independent evaluations by February 28, 2017.  Submit evidence of training (agenda, dated attendance list with staff signature/role) provided to special education staff on the revised procedures by February 28, 2017. | | |
| **Progress Report Due Date(s):**  02/28/2017 | | |

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

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| **Criterion & Topic:**  SE 20 Least restrictive program selected | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Interviews indicated that charter school staff are knowledgeable about least restrictive environment and committed to keeping students with disabilities in the general education classroom; however, Non-participation Justification statements in the IEP do not consistently explain why the removal is considered critical to the student's program and the basis for the Team's conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. | | |
| **Description of Corrective Action:**  Inclusion of IDEA 2004 Regulation 20 U.S.C. §612 (a) (5).550 along with team's statement of removal | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education | | **Expected Date of Completion:**  10/20/2016 |
| **Evidence of Completion of the Corrective Action:**  Non-participation Justification statement present on all IEPs written from 10/20/16 on | | |
| **Description of Internal Monitoring Procedures:**  Random checks completed as part of the Annual Special Education Program review | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 20 Least restrictive program selected | **Corrective Action Plan Status:** Approved  **Status Date:** 12/14/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit evidence of training (agenda, materials used to include sample statements, attendance list with staff role/signature) provided to special education staff to ensure that if a student is removed from the general education classroom at any time, the Team states why the removal is considered critical to the student’s program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily by February 28, 2017.  Conduct a review of records for students across all grade levels subsequent to implementation of all corrective actions, to ensure that the Non-participation Justification statements in the IEP consistently explain why the removal is considered critical to the student's program and the basis for the Team's conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. Indicate the number of records reviewed; the number found to be compliant; an explanation of the root cause(s) for any continued non-compliance and a description of additional corrective actions taken by the district to address any identified non-compliance by April 28, 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). | | |
| **Progress Report Due Date(s):**  02/28/2017  04/28/2017 | | |

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

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| **Criterion & Topic:**  SE 54 Professional development | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that the charter school does not provide in-service training for transportation providers, before they begin transporting any special education student receiving special transportation, on his or her needs and appropriate methods of meeting those needs; for any such student the charter school does not provide written information on the nature of any needs or problems that may cause difficulties, along with information on appropriate emergency measures. | | |
| **Description of Corrective Action:**  Training related to the student's special need(s) and appropriate methods of meeting those needs along with appropriate emergency measures will occur with each locally hired and contracted transportation provider. This will occur before the start of transporting | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education | | **Expected Date of Completion:**  10/20/2016 |
| **Evidence of Completion of the Corrective Action:**  The district will maintain documentation of its professional development activities for transportation providers, including agenda(s) and written information related to student's need(s) | | |
| **Description of Internal Monitoring Procedures:**  Reviewed annually based on need and included in reviews for MCR and CPR | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 54 Professional development | **Corrective Action Plan Status:** Approved  **Status Date:** 12/14/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide evidence (agenda, materials used, staff attendance list with signature/role) of in-service training provided to transportation providers before they began transporting any special education student receiving special transportation, on his or her needs and appropriate methods of meeting those needs by February 28, 2017. | | |
| **Progress Report Due Date(s):**  02/28/2017 | | |

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

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| **Criterion & Topic:**  CR 10A Student handbooks and codes of conduct | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Interviews and document review indicated that while the charter school has developed procedures for the discipline of students with disabilities, the student handbook does not contain the complete procedures. Specifically, the handbook does not contain the following required information:  Actions when the Team determines the behavior is not a manifestation of the student's disability;  Actions when the Team determines the behavior is a manifestation of the student's disability;  Procedures for placing students in an interim alternative educational setting;  Use, as appropriate, of a functional behavioral assessment and behavioral intervention plan;  Parent notification of disciplinary action; and  Parent right to appeal the disciplinary decision of the charter school.  Additionally, the code of conduct does not include procedures for the discipline of students on a Section 504 Accommodation Plan, procedures for accepting, investigating and resolving complaints alleging discrimination or harassment, and the non-discrimination policy omits gender identity as a protected category. | | |
| **Description of Corrective Action:**  The section of the Student handbook detailing the disciplinary procedures for student with disabilities was revised according to the technical advisories provided by DESE; including manifestation procedures and due process; interim educational placements; use of functional behavioral analysis and the behavior intervention plan; parental notification and appeals process; procedures for disciplining students with 504 plans; procedures for investigating and resolving complaints alleging discrimination or harassment and the will include gender identity as a protected category in the non-discrimination policy. | | |
| **Title/Role(s) of Responsible Persons:**  Dean of Students, Director of Special Education, Principal | | **Expected Date of Completion:**  01/23/2107 |
| **Evidence of Completion of the Corrective Action:**  Revised Student handbook | | |
| **Description of Internal Monitoring Procedures:**  Each summer responsible persons will collaborate to review and update the handbook and all its policies pertaining to disciplining students with disabilities. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved  **Status Date:** 12/14/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide evidence (notice to staff, students and parents, with completed procedures attached) that the procedures for the discipline of students with disabilities in the handbook has been amended to include all required content, and have been disseminated to staff, students and parents for the 2016-2017 school year and is posted on the district website by February 28, 2017. | | |
| **Progress Report Due Date(s):**  02/28/2017 | | |

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

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| **Criterion & Topic:**  CR 10B Bullying Intervention and Prevention | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Interviews indicated that staff are aware that they may be named as an "aggressor" or "perpetrator" in a bullying report; however, the charter school's Bullying Prevention and Intervention Plan, as set forth in the student handbook and employee handbook, has not been amended to make clear that a member of the school staff may be named the "aggressor" or "perpetrator" in a bullying report. | | |
| **Description of Corrective Action:**  The current Bullying Prevention and Intervention Plan, in both the staff and student handbook, was revised to include naming staff as an "aggressor" or as a “perpetrator" and that staff may be named as an "aggressor" or perpetrator" in a bullying report. | | |
| **Title/Role(s) of Responsible Persons:**  Dean of Students | | **Expected Date of Completion:**  10/20/2016 |
| **Evidence of Completion of the Corrective Action:**  Updated and revised Bully Prevention and Intervention Plan. | | |
| **Description of Internal Monitoring Procedures:**  Annually the Bullying Prevention and Intervention Plan will be updated and revised to include any new information based on the guidance and advisory of DESE | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved  **Status Date:** 12/14/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide the updated Bullying Prevention and Intervention Plan that makes clear that a member of the school staff may be named the "aggressor" or "perpetrator" in a bullying report and provide evidence that the revised Bullying Prevention and Intervention Plan has been disseminated to staff, students and parents and has been posted on the charter school website by February 28, 2017. | | |
| **Progress Report Due Date(s):**  02/28/2017 | | |

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

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| **Criterion & Topic:**  CR 10C Student Discipline | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:** Document review and interviews indicated that the board of trustees of the charter school has not updated the student discipline policies and procedures to meet the requirements of M.G.L.c. 71, section 37H ¾; M.G.L.c. 76, section 21; and 603 CMR 53.00. The charter school does not have student discipline policies and procedures in place that include a school-wide education service plan, notice of suspension and hearing, procedures for short term suspension, procedures for long term suspension, procedures for the superintendent's hearing, procedures for emergency removal, procedures for in-house suspension, or a system for periodic review of discipline data by special populations. | | |
| **Description of Corrective Action:**  Revisions to the student discipline policy will include a school-wide education service plan, notice of suspension and hearing, procedures for short term suspension, procedures for long term suspension, procedures for the superintendent's hearing, procedures for emergency removal, procedures for in-house suspension, or a system for periodic review of discipline data by special populations. | | |
| **Title/Role(s) of Responsible Persons:**  Dean of Students, Civil Rights Coordinator, Board of Trustees | | **Expected Date of Completion:**  01/23/2107 |
| **Evidence of Completion of the Corrective Action:**  The revised student discipline policy. | | |
| **Description of Internal Monitoring Procedures:**  Annually the Board will review and approve the student discipline policy. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10C Student Discipline | **Corrective Action Plan Status:** Approved  **Status Date:** 12/14/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** Provide a copy of the charter school's updated discipline policies and procedures that meet the requirements of M.G.L.c. 71, section 37H ¾; M.G.L.c. 76, section 21; and 603 CMR 53.00. These procedures should contain all required content for: 1) School-Wide Education Plan; 2) Notice of suspension and hearing; 3) Procedures for short term suspension; 4) Procedures for long term suspension; 5) Procedures for the superintendent's hearing; 6) Procedures for emergency removal; 7) Procedures for in-house suspension; and 8) A system for periodic review of discipline data by special populations by February 28, 2017.  Provide evidence that the updated discipline policy and procedures have been disseminated to staff, students and parents for the 2016-2017 school year and is posted on the district website by April 28, 2017. | | |
| **Progress Report Due Date(s):**  02/28/2017  04/28/2017 | | |

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

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| **Criterion & Topic:**  CR 15 Non-discriminatory administration of scholarships, prizes and awards | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that the charter school has not developed procedures for the administration of scholarships, prizes and awards. Scholarships, prizes and awards sponsored or administered by the charter school should be free of restrictions based upon race, color, sex, gender identity, religion, national origin, sexual orientation or disability. | | |
| **Description of Corrective Action:**  Procedures were developed free of restrictions based upon race, color, sex, gender identity, religion, national origin, sexual orientation or disability. | | |
| **Title/Role(s) of Responsible Persons:**  Civil Rights Coordinator | | **Expected Date of Completion:**  10/20/2016 |
| **Evidence of Completion of the Corrective Action:**  Procedures for the administration of any scholarships, prizes and awards will appear in the Student handbook and on any related material. | | |
| **Description of Internal Monitoring Procedures:**  Annual Civil Rights Review | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 15 Non-discriminatory administration of scholarships, prizes and awards | **Corrective Action Plan Status:** Approved  **Status Date:** 12/14/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide the procedures developed for the administration of scholarships, prizes and awards to ensure those sponsored or administered by the charter school are free of restrictions based upon race, color, sex, gender identity, religion, national origin, sexual orientation or disability by February 28, 2017.  Submit evidence of training (agenda, dated attendance list with staff role/signature) provided to administrative and guidance staff on these new procedures by February 28, 2017. | | |
| **Progress Report Due Date(s):**  02/28/2017 | | |

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

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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:**  Interviews indicated that the district consistently reaches out to students who are chronically absent and those in danger of leaving school without a diploma; however, the charter school did not submit evidence that it provides:  a) the student and parents a notice within five days of the student's tenth consecutive absence, in English and the primary language of the home, that offers at least two dates and times for an exit interview between the executive director (or designee) and the student and the parent/guardian to occur prior to the student permanently leaving school, and also includes contact information for scheduling the exit interview. The notice indicates that the parties shall agree to a date and time for the exit interview and that the interview shall occur within 10 days of the notice. The time and date for the exit interview may be extended at the request of the parent/guardian but for no longer than 14 days.  b) annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school, within the past two years, 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:**  A letter template and procedures were created to address all of the required information in English and the family's native language concerning students who are absent for 10 consecutive days.  Written notice developed to send to students who have yet to earn their competency determination and who have not transferred to another school regarding the availability of publicly funded post-high school academic support programs and encourage participation. | | |
| **Title/Role(s) of Responsible Persons:**  Civil Rights Coordinator, Attendance (front office) Administration, principal | | **Expected Date of Completion:**  01/23/2017 |
| **Evidence of Completion of the Corrective Action:**  Letters for both and documentation of contact, sent letters and responses | | |
| **Description of Internal Monitoring Procedures:**  Civil Rights Coordinator will randomly pull attendance records and match with school attendance outreach records to ensure compliance. | | |
| 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:** 12/14/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Review the following documents: High School Exit Intervention Model Protocol at http://www.doe.mass.edu/dropout/2014-05ExitProtocol.pdf, and Information for School Districts about Required Notices Regarding Students who Leave High School Without Graduating at http://www.doe.mass.edu/news/news.aspx?id=3051  Submit a copy of the procedures developed to ensure 1) a written notice is provided to students and their parents within five days of the student's tenth consecutive absence, in English and the primary language of the home; and 2) a notice is sent annually to former students who have not yet earned their competency determination and have not transferred to another school by February 28, 2017.  Submit a copy of the revised notice sent by the charter school to students and their parents within five days of the student's tenth consecutive absence that includes all required content; and a copy of the notice used by the charter school to annually inform former students who have not yet earned their competency determination by February 28, 2017.  Submit evidence of training (agenda, dated attendance list with staff signature/role) provided to the Principal and guidance staff on the new procedures by February 28, 2017. | | |
| **Progress Report Due Date(s):**  02/28/2017 | | |

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

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| **Criterion & Topic:**  CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that the charter school's written restraint prevention and behavior support policy and procedures do not include all required content consistent with new regulatory requirements that went into effect January 1, 2016. The policy and procedures do not include:  Methods for preventing student violence, self-injurious behavior and suicide;  Methods for engaging parents and youth in discussions about restraint prevention and use;  A description and explanation of the program's alternatives to physical restraint;  The method of physical restraint in emergency situations;  The prohibition of medication restraint, mechanical restraint and prone restraint unless permitted pursuant to 603 CMR 46.03(1)(b) or the use of restraint inconsistent with 603 CMR 46.00;  A procedure for the use of time-out. | | |
| **Description of Corrective Action:**  Policy and training to include all required content consistent with new regulatory requirements that went into effect January 1, 2016. The policy and procedures do not include: Methods for preventing student violence, self-injurious behavior and suicide; Methods for engaging parents and youth in discussions about restraint prevention and use; A description and explanation of the program's alternatives to physical restraint; The method of physical restraint in emergency situations; The prohibition of medication restraint, mechanical restraint and prone restraint unless permitted pursuant to 603 CMR 46.03(1)(b) or the use of restraint inconsistent with 603 CMR 46.00; A procedure for the use of time-out. | | |
| **Title/Role(s) of Responsible Persons:**  Executive Director, Social Worker, Dean of Students | | **Expected Date of Completion:**  01/23/2017 |
| **Evidence of Completion of the Corrective Action:**  Policy and staff training agenda and/or sign in sheet | | |
| **Description of Internal Monitoring Procedures:**  Annual updates prior to the school year | | |
| 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:** Approved  **Status Date:** 12/14/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit the updated written restraint prevention and behavior support policy and procedures consistent with new regulations under 603 CMR 46.00 that include 1) Methods for preventing student violence, self-injurious behavior and suicide; 2) Methods for engaging parents in discussions about restraint prevention and use; 3) A description and explanation of the program's alternatives to physical restraint; 4) The method of physical restraint in emergency situations; 5) The prohibition of medication restraint, mechanical restraint and prone restraint unless permitted pursuant to 603 CMR 46.03(1)(b) or the use of restraint inconsistent with 603 CMR 46.00; and 6) A procedure for the use of time-out by February 28, 2017.  Submit evidence of training (dated attendance list with staff signature/role) provided within the first month of the school year for all staff on the revised restraint prevention and behavior support policy and procedures by February 28, 2017. | | |
| **Progress Report Due Date(s):**  02/28/2017 | | |

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

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| **Criterion & Topic:**  CR 25 Institutional self-evaluation | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Interviews and document review indicated that the charter school does not annually evaluate all aspects of its grade 9-12 program to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. | | |
| **Description of Corrective Action:**  An institutional self- evaluation will be developed and implemented yearly to evaluate all aspects of our 9-12 program to ensure all identified protected category of students have equal access, including athletics and other extracurricular activities. | | |
| **Title/Role(s) of Responsible Persons:**  Executive Director, Principal, District Administration | | **Expected Date of Completion:**  07/31/2017 |
| **Evidence of Completion of the Corrective Action:**  A yearly institutional self-evaluation report will identify areas of concern to address | | |
| **Description of Internal Monitoring Procedures:**  Yearly presentation of findings to the Board of Trustees | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 12/14/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide description of the evaluation procedure and any evaluation tools developed to ensure all aspects of the charter school's 9-12 programs are evaluated annually and that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities by February 28, 2017.  Submit the results of the institutional self-evaluation, conclusions reached, and resolution of any identified issues by April 28, 2017. | | |
| **Progress Report Due Date(s):**  02/28/2017  04/28/2017 | | |

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

Charter School: Paulo Freire Social Justice Charter School

Corrective Action Plan Review

Program Area: English Learner Education

Prepared by: Name of School/District Staff Member

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: September 13, 2017**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic: ELE 1**  **Annual English Language Proficiency Assessment** | | | **Rating:** Not Implemented |
| **Department CPR Finding:** *A review of ACCESS participation rates as shown in the state database revealed that the district only assessed the English proficiency of 64 % of the ELL students in the district.* | | | |
| **Narrative Description of Corrective Action:** The district recognizes the importance of assessing all ELLs in order to be in compliance with ELE 1. The district will ensure a complete participation of all ELLs in the upcoming ACCESS cycle by working on the dissemination of test dates on all websites and media services in a timely fashion. The district will also engage students in groups to discuss the purpose of ACCESS, the plans for the district to use the results to improve instruction and strategies for increasing participation. ELL Coordinator will provide teachers of content areas with strategies for communicating value of participation with students to help reach compliance percentage for this assessment according to requirements established under ELE 1. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Melissa Mirhej/Principal and Jessica Oliveras/ELL Coordinator | | **Expected Date of Completion for Each Corrective Action Activity:** March 1, 2017 | |
| **Evidence of Completion of the Corrective Action:** District will submit attendance roster of all ELLs assessed during the current ACCESS test administration period. | | | |
| **Description of Internal Monitoring Procedures:** Principal and program coordinator will review participation rates annually. | | | |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION**  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion: ELE 1** | **Status of Corrective Action:**  X Approved ☐ Partially Approved ☐ Disapproved | | |
| **Basis for Partial Approval or Disapproval:**    N/A | | | |
| **Department Order of Corrective Action:**      N/A | | | |
| **Required Elements of Progress Report(s):**  Please submit a roster of the ELLs who have been administered ACCESS for ELLs in 2017. Please specify if they have been tested in four domains. Provided that there are students who have not been tested with ACCESS for ELLs and in all four domains, determine the root cause of the non-compliance and provide the district’s plan to remedy it. | | | |
| **Progress Report Due Date(s):     April 7, 2017** | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| Criterion & Topic: ELE 5Program Placement and Structure | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Documentation submitted by the district described the level of services provided to ELs as follows:*   * *Students classified as Foundational level of proficiency will receive 90 minutes of ESL instruction classes daily, as well as assistance in core academic classes for a substantial portion of the day.* * *Students classified as “Transitional” will receive 45 minutes of ESL instruction delivered by a licensed ESL teacher. In addition, students will receive in-class language support by a teacher qualified to teach ELs.*   *However, the EL student roster completed by the district indicates that there are inconsistencies in the level of ESL instruction provided to ELs. For instance, one of the students at proficiency level 3 is not placed in the district’s SEI program and some of the ELs at proficiency levels 3 and 4 only receive classroom support and they are not provided with direct ESL instruction. Therefore, the ESL instruction and language support that ELs receive are not always consistent with services the district committed to provide to ELs and the district does not offer all ELs at the same proficiency levels equal access to ESL instruction and the same learning opportunities.* | | | |
| **Narrative Description of Corrective Action:** Program coordinator will provide principal with an updated list of ELL students in program including English language proficiency level and hours of ESL Instruction required by each according to the Guidance on Identification, Assessment, Placement and Reclassification of English Language Learners. Instruction and student schedules will be provided for each to demonstrate compliance with this criterion. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Melissa Mirhej/Principal and Jessica Oliveras/ ELL Coordinator | | **Expected Date of Completion for Each Corrective Action Activity:** February 1, 2017 | |
| **Evidence of Completion of the Corrective Action:** Principal will provide copy of instruction schedule and student rosters of ESL instruction classes. | | | |
| **Description of Internal Monitoring Procedures:** The principal/coordinator will periodically monitor ESL instruction delivery throughout the year to ensure that the hours of instruction indicated on the schedules are being provided to ELL students. | | | |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION**  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion: ELE 5** | **Status of Corrective Action:**  ☐ Approved ☐ Partially Approved X Disapproved | | |
| **Basis for Partial Approval or Disapproval:**  Providing the principal with an updated EL roster and the Department’s guidance on ESL instructional time cannot be accepted as a corrective action for the noncompliance indicated in the Coordinated Program Review Final Report. | | | |
| **Department Order of Corrective Action:** See required elements below. | | | |
| **Required Elements of Progress Report(s):**   1. Please complete the *Castañeda* test by the progress report due date. Please ensure that your answers to the questions on the test reflect the changes that the district will implement in order to comply with federal and state laws and regulations. 2. Please explain how the district will monitor the progress and completion of the program goals identified in the *Castañeda* test. Please include the names of the responsible staff who will be involved in the process. 3. Please provide a reasonable timeline on how the district will come into compliance by providing all ELs appropriate services they are entitled to by law and addressing the areas of improvement the district will identify as a result of the program evaluation prong 3 of the test requires. Please note that 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. 4. Please complete district information in the attached spreadsheet labeled EL List by school for each EL in the district. 5. Provide a copy of the 2016-17 ESL teacher schedules for all grade levels district wide. All schedules should include the following for each block of time:    1. Names of the ELL students    2. Grade level for each student;    3. English proficiency level for each student | | | |
| **Progress Report Due Date(s):       February 6, 2017** | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic: ELE 11**  **Equal Access to Academic Programs and Services** | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Interviews and document review indicated that English learners do not receive credit toward graduation for English as a Second Language classes.* | | | |
| **Narrative Description of Corrective Action:** District is in the process of developing a system where credits will be awarded toward graduation for ESL classes to meet criteria established in ELE 11. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Melissa Mirhej/Principal | | **Expected Date of Completion for Each Corrective Action Activity:** September 30, 2017 | |
| **Evidence of Completion of the Corrective Action:** District will submit student documentation such as transcripts, report cards and assessments as evidence of credits awarded for ESL class. | | | |
| **Description of Internal Monitoring Procedures:** Program coordinator will review transcripts at the end of school year to ensure appropriate credit awarded for each ESL class. | | | |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION**  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion: ELE 11** | **Status of Corrective Action:**  x Approved ☐ Partially Approved ☐ Disapproved | | |
| **Basis for Partial Approval or Disapproval:**  N/A | | | |
| **Department Order of Corrective Action:**  N/A | | | |
| **Required Elements of Progress Report(s):**  Submit the procedures or a description of the system developed to ensure that English learners (ELs) receive credit toward graduation for English as a Second Language class by **February 6, 2017.**  Conduct a review of high school EL student records to ensure that these students receive credit toward graduation for English as a Second Language classes. Indicate the number of EL student records reviewed, the number of records in compliance, and for any EL student record that is not incompliance, indicate the reason for the non-compliance, and detail the steps the district is taking to remedy any non-compliance found, if applicable, by **April 7, 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).** | | | |
| **Progress Report Due Date(s):   February 6, 2017; April 7, 2017** | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic: ELE 17**  **Program Evaluation** | | | **Rating: Not Implemented** |
| **Department CPR Finding:** *Documentation and staff interviews indicated that the district has not conducted periodic evaluations of the effectiveness of its ELE program in developing students’ English language skills and increasing their ability to participate meaningfully in the educational program.* | | | |
| **Narrative Description of Corrective Action:** Principal and program coordinator will conduct an evaluation of the ELE Program by establishing a team who will gather and analyze data related to ELL student performance throughout the academic year which will inform program planning and implementation for the following year. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Melissa Mirhej/Principal and Jessica Oliveras/ELL Coordinator | | **Expected Date of Completion for Each Corrective Action Activity:** August 1, 2017 | |
| **Evidence of Completion of the Corrective Action:** A written report resulting from the evaluation process will be submitted. | | | |
| **Description of Internal Monitoring Procedures:** Program coordinator will submit an annual program evaluation report for principal and Board of Trustees review. | | | |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION**  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion: ELE 17** | **Status of Corrective Action:**  X Approved ☐ Partially Approved ☐ Disapproved | | |
| **Basis for Partial Approval or Disapproval:**  N/A | | | |
| **Department Order of Corrective Action:**  N/A | | | |
| **Required Elements of Progress Report(s):**   1. Please complete the program evaluation tool that is available at <http://www.doe.mass.edu/ell/ProgramEvaluation.pdf> . The district must complete all of the components of the attached form in order to evaluate the effectiveness of its ELE program in developing students’ English language skills and increasing their ability to participate meaningfully in the district’s educational program. 2. Please provide information regarding the strengths and areas of improvement the district identified as a result of its ELE program evaluation. 3. Please provide a plan of action to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation to improve the effectiveness of the program at promoting and supporting the rapid acquisition of English language proficiency by ELs as is required in G.L. c. 71A. | | | |
| **Progress Report Due Date(s):   April 7, 2017** | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic: ELE 18**  **Records of LEP Students** | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Document review and interviews indicated that the charter school does not consistently maintain all required documentation in the students’ records, including home language surveys; MCAS, PARCC or other tests; information about students’ previous school experiences; and evidence that communications to parent, such as report cards and progress reports, have been translated into a language the parents can understand.* | | | |
| **Narrative Description of Corrective Action:** The district recognizes the need to maintain complete files for all ELL students. Program coordinator now maintains a master file to which ELL liaisons and administrative staff add copies of documents. Files will be reviewed quarterly and a records review summary will be sent to liaisons so any missing items will be addressed in a timely fashion. A checklist will be created to track all documentation required in a file. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Melissa Mirhej/Principal  and Jessica Oliveras/ELL Coordinator | | **Expected Date of Completion for Each Corrective Action Activity:** Record reviews will occur quarterly and will be ongoing starting September 11, 2017. | |
| **Evidence of Completion of the Corrective Action:** We will submit data to demonstrate that parent notification letters, along with copies of monitoring forms are being updated and placed in files accordingly. | | | |
| **Description of Internal Monitoring Procedures:** Principal will conduct periodic on site file reviews to ensure that files are properly maintained and up to date according to checklists provided. A summary of this review will be sent to program coordinator, liaisons and administrative staff to address all corrective actions in a timely manner. | | | |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION**  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion: ELE 18** | **Status of Corrective Action:**  ☐ Approved x Partially Approved ☐ Disapproved | | |
| **Basis for Partial Approval or Disapproval:**  The charter school’s description does not address how the charter school will ensure that communications to the parent, such as report cards and progress reports, will be translated into a language the parent understands and those translated documents will be maintained in the student record. | | | |
| **Department Order of Corrective Action:**  The charter school must develop procedures to ensure that communications to the parent, such as report cards and progress reports, are translated into a language the parent understands and are maintained in the student record. | | | |
| **Required Elements of Progress Report(s):**  Submit the procedures developed to ensure that communications to the parent, such as report cards and progress reports, are translated into a language the parent understands and are maintained in the student record, and submit a copy of the checklist created to track all documentation required in a file by **February 6, 2016.**  Conduct a review of EL student records to ensure that all required documentation , including: 1) Home Language Surveys; 2) MCAS, PARCC or other tests; 3) Information about students’ previous school experiences; and 4) Communications to parent, such as report cards and progress reports, have been translated into a language the parents can understand are maintained in the student’s records. Indicate the number of EL student records reviewed, the number of records in compliance, and for any EL student record that is not incompliance, indicate the reason for the non-compliance, and detail the steps the district is taking to remedy any non-compliance found, if applicable, by **April 7, 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).** | | | |
| **Progress Report Due Date(s):  February 6, 2017; April 7, 2017** | | | |