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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 II (PCSS-II) (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 15 | Outreach by the School District (Student Find) | Partially Implemented |
| SE 20 | Least restrictive program selected | 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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| COORDINATED PROGRAM REVIEW**CORRECTIVE ACTION PLAN** |

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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 indicated 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:** PCSS2 will make clear to parents or guardians that special education services are provided and whom to contact for further information. |
| **Title/Role(s) of Responsible Persons:**Jed O'Connor, Special Education Administration | **Expected Date of Completion:**04/01/2016 |
| **Evidence of Completion of the Corrective Action:**Posted on the school website will be the name of the PCSS2 Outreach Coordinator, along with their phone number and email address. Also available to those seeking information about the PCSS2 referral process will be the name of the school Special Education Administrator and the PCSS2 Continuum of Services description. |
| **Description of Internal Monitoring Procedures:** The PCSS2 Executive Director will monitor the website for initial entry of the Outreach Coordinator, Special Education Coordinator, and Continuum of Services description. The Executive Director will oversee updating as may be needed at any point in the school year, but especially at the beginning of each new school year. |
| 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 will provide a description of how parents or others who are concerned about a student's educational progress or behavior can refer students for a special education evaluation. Its method of outreach can be via the district's website and/or within its student and family handbook and should include 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 20 Least restrictive program selected | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records indicated that IEP Teams do not consistently justify the student's removal from the general education classroom and state why the removal of the student from the general education classroom is considered critical to the student's program and the basis for the IEP 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:** Each Nonparticipation Justification statement written on student IEPs will contain a full explanation of the link between disability, effect on performance, and need for specific support services for the individual student and why removal from the general education classroom is critical for the student to make effective progress. |
| **Title/Role(s) of Responsible Persons:**Jed O'Connor, Special Education Administrator. | **Expected Date of Completion:**06/03/2016 |
| **Evidence of Completion of the Corrective Action:**When IEPs are developed after Team meetings, all Nonparticipation Justification statements will clearly explain why the removal from a mainstream class was determined to be essential to the student making effective progress. The IEP developed on 2/11/16 and those developed afterward give evidence that this fuller explanation is in place |
| **Description of Internal Monitoring Procedures:** When monitoring each IEP before it is sent to parents, the Special Education Administrator checks that the Nonparticipation Justification is complete and accurate in explaining why removal from mainstream classes was determined. Further, a PCSS2 leader will also review new IEPs sent out in February, March, April and May to assure compliance in this area. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 20 Least restrictive program selected | **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 how to justify a student's removal from the general education classroom and state why the removal of the student from the general education classroom is considered critical to the student's program and the basis for the IEP 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 in IEPs. 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 of students with IEP development subsequent to implementation of all training for appropriately developed Non-Participation Justification Statements. This sample must include only IEPs developed 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:** 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 (the page that has the non-discrimination statement is uploaded as an additional document) and school website. |
| **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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| 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:** Document review demonstrated the following issues with the district'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 unexcused consecutive 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:**Dean of Students | **Expected Date of Completion:**03/01/2016 |
| **Evidence of Completion of the Corrective Action:**Both notices are uploaded as additional documents. |
| **Description of Internal Monitoring Procedures:** The Dean of Students Office is responsible for keeping track of student attendance. The 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:** Disapproved **Status Date:** 03/22/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:** Neither of the notices provided in Additional Documents include the updated requirements from July 2014.See http://www.doe.mass.edu/dropout/ for information on the state's drop-out prevention initiatives. |
| **Department Order of Corrective Action:**Revise the initial notice to students aged 16 and their parents following the student's 10 consecutive day of unexcused absences to include all required information and the annual outreach notice to inform students of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs.All requirements are spelled out in the CR 16 criterion link on this page. |
| **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 annually 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 district meets all current requirements for use of physical restraint. Document review and interviews demonstrated that the district 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:**08/31/2016 |
| **Evidence of Completion of the Corrective Action:**Updated procedures are available upon request. 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 November 2015 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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| **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 be made available upon request after 08/31/2016. |
| **Description of Internal Monitoring Procedures:** The Civil Rights Coordinator will annually review the language by the end of August, and 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 II

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Pioneer Charter School of Science II / Mary Will Munsell

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 20, 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, including report cards, parent notices, and progress reports.* |
| **Narrative Description of Corrective Action:** **Actions Already in Progress:**The district currently translates report cards, progress report cards, Home Language Survey, Student Handbook, Initial English Language Learner Identification letters, Annual ELL Notification letters. **Future Actions:**The district will make a list of all documents, including the ones mentioned above, that need to be translated into the district's most recurrent languages. The district will then submit all documents to the translation company, JR Language Translation Services, Inc. or similar translation services firms, and keep translated electronic copies in a shared folder for staff and administration to use when needed. |
| **Title/Role of Person(s) Responsible for Implementation:** ESL Coordinator | **Expected Date of Completion for Each Corrective Action Activity:** August 1, 2016 |
| **Evidence of Completion of the Corrective Action:** The district already submitted translated report cards and progress report cards to the department. The district will submit the translated end of year report card and progress report cards and the list of the other documents to be translated to the department.  |
| **Description of Internal Monitoring Procedures:** The ESL Coordinator is responsible for checking with the Dean of Academics as well as the school secretary on the day grades close or progress report grades are due in order to ensure the necessary documents are translated. The ESL Coordinator will also do quarterly record reviews and update the records. The translated records will be shared with the staff electronically. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 7 | **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 September 23, 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 September 23, 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 January 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): September 23, 2016; January 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:** *Document review indicated that while the district sends notification to parents upon initial identification and annually thereafter for ELE students, this notification letter does not include specific English Language Education program exit requirements.* |
| **Narrative Description of Corrective Action:** Effective immediately the district will begin sending home the exit requirements for students identified as ELLs. |
| **Title/Role of Person(s) Responsible for Implementation:** ESL Coordinator | **Expected Date of Completion for Each Corrective Action Activity:** May 2016 - Exit requirements will be sent home with ACCESS test results |
| **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:** Quarterly record reviews will include parent letters. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 10 | **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>, exit criteria are contained in Section II of the notice and should not be deleted when sent to parents.**By September 23, 2016,** submit the charter school’s parent notice (both initial and annual), demonstrating the inclusion of exit criteria.**By September 23, 2016**, submit evidence of training on the revised parent notices, including an agenda, training materials and a signed attendance sheet for ELL staff and relevant record keeping staff. **By January 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 exit criteria included. 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): September 23, 2016; January 27, 2017** |