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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: Masconomet

CPR Onsite Year: 2016-2017

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 02/28/2017.

**Mandatory One-Year Compliance Date:** **02/28/2018**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 13 | Progress Reports and content | Partially Implemented |
| SE 20 | Least restrictive program selected | Partially Implemented |
| CR 8 | Accessibility of extracurricular activities | Partially Implemented |
| CR 10C | Student Discipline | Partially Implemented |
| CR 25 | Institutional self-evaluation | Partially Implemented |
| ELE 17 | Program Evaluation | Not Implemented |
| ELE 18 | Records of ELL students | Partially Implemented |

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| **Criterion & Topic:**  SE 13 Progress Reports and content | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that although parents of students with disabilities receive reports at least as often as parents are informed of the progress of non-disabled students, the reports do not consistently include written information on the student's progress towards the annual goals in the IEP. Specifically, progress reports contain identical comments from one report to the next, which do not convey how the student is making progress towards the IEP's annual goals. | | |
| **Description of Corrective Action:**  Action 1:  A series of workshops transpired on January 10th, 17th and 24th that included training on writing Progress Reports. Additionally, a series of department meetings transpired on October 3rd, 26th, 27th as well as November 17th and November 30th where additional training was provided on writing Progress Reports.  Action 2:  A Process of Review will be established. The Assistant Superintendent for Student Services will review Progress Reports for both high school (quarterly) and for the middle school (trimester) at the end of each quarter and/or trimester. The Assistant Superintendent for Student Services will read, review, and determine that Progress Reports are conveying how the student is making progress towards the IEP annual goals.  Action 3:  An internal review of 5-6 Progress Reports will transpire quarterly to ensure that they convey how the student is making progress towards the IEP annual goals. Additionally, the Assistant Superintendent for Student Services will review the previous Progress Reports written for these 5-6 cases quarterly to ensure Progress Reports do not contain identical comments from one report to the next.  Action 4:  The FY18 Budget has included a 1.0 FTE IEP Team Chairperson administrative position who will chair all Initial and Reevaluation Meetings. This position will support the Assistant Superintendent for Student Services in ensuring compliance with special education standards and mandates. | | |
| **Title/Role(s) of Responsible Persons:**  Patricia Bullard  Assistant Superintendent for Student Services | | **Expected Date of Completion:**  06/30/2017 |
| **Evidence of Completion of the Corrective Action:**  The Assistant Superintendent for Student Services will submit and upload the Agendas and Attendance Sheets for all workshops and training.  The Assistant Superintendent for Student Services will submit and upload actual Progress Reports for 5-6 cases that show that Progress Reports do not contain identical comments from one report to the next and also convey how the student is making progress towards the IEP?s annual goals. | | |
| **Description of Internal Monitoring Procedures:**  At every Progress Reporting time, whether quarterly (high school) or by trimester (middle school) the Assistant Superintendent for Student Services will conduct an internal review of 5-6 Progress Reports to ensure that every Progress Report conveys how the student is making progress towards the IEP’s goals and that progress reports do not contain identical comments from one report to the next.  In the event that a Progress Report after review does not convey how the student is making progress towards the IEP?s goals or that it is determined that Progress Reports contain identical comments from one report to the next, additional training will transpire to ensure compliance with this standard. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 13 Progress Reports and content | **Corrective Action Plan Status:** Approved  **Status Date:** 03/29/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By June 28, 2017, submit the training agendas and signed attendance sheets for all workshops and training conducted by the district on the development of progress reports, along with relevant training materials. The district has already uploaded evidence of its trainings on progress report development from January 2017 (Additional Documents).  By December 12, 2017, submit the results of an internal review of approximately 10 records of students with progress reports issued subsequent to implementation of all corrective actions. Provide a detailed narrative summary of the review, including the number of records reviewed and the number of progress reports that include written information on the student's progress towards the annual goals in the IEP. If non-compliance is identified, report the specific actions taken to correct each individual student record, identify and report the root cause(s) of the ongoing noncompliance and a plan to remedy it.  \*Please note that when monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the record review; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature(s). | | |
| **Progress Report Due Date(s):**  06/28/2017  12/12/2017 | | |

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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:**  Action 1  A workshop/training transpired on January 9, 2017. This training focused on the Nonparticipation Justification section of the IEP and the question: Why is the removal of the student from the general education classroom considered critical to the student's program.  Action 2  A Process of Review has been established. Every IEP that is developed is sent to the Assistant Superintendent for Student Services for review and signature. The Non-Participation Section of the IEP will be one of the key focus areas that will be reviewed by the Assistant Superintendent for Student Services to ensure that every IEP Team consistently justifies the student's removal from the general education classroom and states 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. | | |
| **Title/Role(s) of Responsible Persons:**  Patricia Bullard  Assistant Superintendent for Student Services | | **Expected Date of Completion:**  06/30/2017 |
| **Evidence of Completion of the Corrective Action:**  The Assistant Superintendent for Student Services will submit and upload the Agendas and Attendance Sheets for all workshops and training.  The Assistant Superintendent for Student Services will submit and upload actual IEPs for 5-6 cases that show that every IEP Team consistently justifies the student's removal from the general education classroom and states 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 Internal Monitoring Procedures:**  Every IEP that is processed is sent to the Assistant Superintendent for Student Services for review and signature. The Non-Participation Section of the IEP will be one of the key focus areas that will be reviewed by the Assistant Superintendent for Student Services to ensure that every IEP Team consistently justifies the student's removal from the general education classroom and states 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 the event that IEPs after review do not 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, additional training will transpire to ensure compliance with this standard. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 20 Least restrictive program selected | **Corrective Action Plan Status:** Approved  **Status Date:** 03/29/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  The district submitted its January 2017 training on developing nonparticipation justification statements that state why the removal of the student from the general education classroom is considered critical to the student's program (Additional Documents).  By December 12, 2017, submit the results of an internal review of approximately 10 records of students with IEP development subsequent to implementation of all corrective actions. Provide a detailed narrative summary of the review including the number of records reviewed and the number of IEPs that demonstrated nonparticipation justification that address benefit to the student and justify removal from general education. If non-compliance is identified, report the specific actions taken to correct each individual student record, identify and report the root cause(s) of the ongoing noncompliance and a plan to remedy it.  \*Please note that when monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the record review; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature(s). | | |
| **Progress Report Due Date(s):**  06/28/2017  12/12/2017 | | |

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| **Criterion & Topic:**  CR 8 Accessibility of extracurricular activities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and administrative interviews indicated that although the middle school is a designated secondary school that allows for a variety of non-curricular student clubs, a Gay-Straight Alliance had not existed at the middle school prior to the 2016-2017 school year, thereby excluding students on the basis of sexual orientation. | | |
| **Description of Corrective Action:**  Action 1:  The FY18 budget has approved a stipend for an advisor of the Gay-Straight Alliance at the middle school that has not existed at the middle school prior to the 2016-2017 school year.  Action 2:  An Advisor has been identified for this non-curricular club.  Action 3:  A system has been established to inform students of this club through posters and through morning announcements. The club meets twice a week for lunch meetings. The 7th graders meet on one day while the 8th grades meet on the other. The entire group with both 7th and 8th graders combined meet every Friday.  Action 4:  Anti-hazing systems will be established for this club as well as others. | | |
| **Title/Role(s) of Responsible Persons:**  Patricia Bullard  Assistant Superintendent for Student Services | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  The Assistant Superintendent for Student Services will submit and upload all Gay-Straight Alliance Meeting Schedule and Flyers.  The Assistant Superintendent for Student Services will submit and upload other documentation that a Gay-Straight Alliance exists at the middle school, thereby not excluding students on the basis of sexual orientation including; website design and list of books featuring LBGTQ individuals that the librarian will consider buying. | | |
| **Description of Internal Monitoring Procedures:**  The Assistant Superintendent for Student Services will conduct an internal review consisting of trimester check-points during the school year to ensure the consistency of keeping to the meeting schedule and addressing the needs of the group and any issues or concerns raised by the group to the advisor and administration. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 8 Accessibility of extracurricular activities | **Corrective Action Plan Status:** Approved  **Status Date:** 03/29/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By June 28, 2017, submit a narrative summary for the Gay-Straight Alliance club, identifying the advisor, providing an informal count of students attending and other appropriate documentation (such as advertising fliers, etc.).  In addition, submit a copy of the anti-hazing assurance that the advisor has provided each student with a copy of the school's anti-hazing disciplinary policy. Please see http://www.doe.mass.edu/pqa/sa\_nr/anti-hazing/ for a copy of the assurance statement for each club, team, etc. (attachment #2). | | |
| **Progress Report Due Date(s):**  06/28/2017 | | |

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| **Criterion & Topic:**  CR 10C Student Discipline | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and administrative interviews indicated that although the district collects and annually reports data to the Department regarding in-school suspensions, short- and long-term suspensions, expulsions, and emergency removals, the district has not developed a system for periodic review of discipline data by principals to assess the extent of suspensions and removals or the impact of such disciplinary action on selected student populations. In addition, document review and administrative interviews indicated that the district's procedure for emergency removals does not address that student removals cannot exceed two school days. | | |
| **Description of Corrective Action:**  Action 1  Training will be provided for Assistant Principals and Principals in regards to the process and procedures for collection and periodic review of discipline data to assess the extent of suspensions and removals or the impact of such disciplinary action on selected student populations.  Action 2  The district will develop a system for periodic review of discipline data by principals to assess the extent of suspensions and removals or the impact of such disciplinary action on selected student populations.  Action 3  School Committee Policy ? JK-R2, Suspension and Expulsion Due Process Procedures indicates on page 2 in section Due Process contains the following:  ...The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which the Principal shall (1) make immediate and reasonable efforts to orally notify the student and the student’s parent of the emergency removal and, the reason for the removal; (2) provide written notice to the student and parent; (3) provide the student and parents with an opportunity for a hearing with the Principal before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent....  The District will provide review and training for Assistant Principals and Principals in regards to understanding, implementation, and compliance with this standard. | | |
| **Title/Role(s) of Responsible Persons:**  Patricia Bullard  Assistant Superintendent for Student Services | | **Expected Date of Completion:**  09/01/2017 |
| **Evidence of Completion of the Corrective Action:**  The Assistant Superintendent for Student Services will submit and upload the Agendas and Attendance Sheets for all workshops and training.  The Assistant Superintendent for Student Services will submit and upload the system that has been developed for periodic review of discipline data by principals to assess the extent of suspensions and removals or the impact of such disciplinary action on selected student populations.  The Assistant Superintendent for Student Services will submit and upload other documents indicating that the district's procedure for emergency removals addresses that student removals cannot exceed two school days. | | |
| **Description of Internal Monitoring Procedures:**  The district will conduct a Periodic Review scheduled bi-monthly as part of our Monday Morning Principal's Meeting. The Assistant Superintendent for Student Services, Assistant Director of Special Education, Principal, and Assistant Principals will review the discipline data to assess the extent of suspensions and removals or the impact of such disciplinary action on selected student populations; including students with disabilities, ELL students, including students with ASD, and students with Emotional disabilities. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10C Student Discipline | **Corrective Action Plan Status:** Approved  **Status Date:** 03/29/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By June 28, 2017, submit the revised procedures for student discipline that include emergency removals cannot exceed two school days.  By June 28, 2017, submit evidence of training for administrators on the revised procedures for student discipline, including the system for periodic review of discipline data by principals to assess the extent of suspensions and removals or the impact of such disciplinary action on selected student populations. Submit the agenda, signed attendance sheet, name and role of presenter, and training materials.  By December 12, 2017, submit a sample of the periodic data review of suspensions and removals for selected student populations. Also by December 12, 2017, please submit a narrative interpretation of the data review and impact of removal for the subgroups of selected students. | | |
| **Progress Report Due Date(s):**  06/28/2017 | | |

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| **Criterion & Topic:**  CR 25 Institutional self-evaluation | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the district does not evaluate all aspects of its 7-12 program annually 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:**  Action 1  The District's Advisory Council consisting of all Department Chairs will meet to discuss and develop a system for collecting enrollment data and student participation in all 7-12 programs.  Action 2  The District's Advisory Council consisting of all Department Chairs will collect participation enrollment data.  Action 3  The Assistant Superintendent for Student Services will collect the data from Department Chairs quarterly (high school) and by trimester (middle school) and create a Self-Evaluation Report annually. | | |
| **Title/Role(s) of Responsible Persons:**  Patricia Bullard  Assistant Superintendent for Student Services | | **Expected Date of Completion:**  09/30/2017 |
| **Evidence of Completion of the Corrective Action:**  The Assistant Superintendent for Student Services will submit and upload any Agendas and Attendance Sheets for all workshops, training, and meetings.  The Assistant Superintendent for Student Services will submit and upload the District's Self-Evaluation Report. | | |
| **Description of Internal Monitoring Procedures:**  The District's Advisory Council consisting of all Department Chairs will meet monthly, collect enrollment data in all courses, programs and extra-curricular activities each quarter (high school) and trimester (middle School), this data will be collected annually and submitted to the Assistant Superintendent for Student Services. Assistant Superintendent for Student Services will create a Self-Evaluation Report annually. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 03/29/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By June 28, 2017, submit the Advisory Council's plan for evaluating equal access to all programs, including athletics and extracurricular programs.  By December 12, 2017 submit the written results of the annual review of equal access to all programs in the district regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status. If any barriers in participation in programs are identified, provide the steps the district will take to address each barrier. | | |
| **Progress Report Due Date(s):**  06/28/2017  12/12/2017 | | |

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| **Criterion & Topic:**  ELE 17 Program Evaluation | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the district does not have a formal process to evaluate the effectiveness of its ELE programming and does not document steps taken to make appropriate program adjustments or changes, as needed. | | |
| **Description of Corrective Action:**  The District will develop a formal process to evaluate the effectiveness of its ELE programming and document steps taken to make appropriate program adjustments or changes, as needed.  Action 1:  The ELE Coordinator will collect data in regards to District Resources including; the number of ELE teachers and SEI endorsed teachers.  Action 2:  The ELE Coordinator will determine based, upon data collection, whether the District has sufficient ELE resources and whether any changes to the ELE Program need to be made.  Action 3:  The ELE Coordinator will write a Self- Evaluation Report outlining current resources, resources needed, and any programmatic changes necessary.  Action 4:  The ELE Coordinator will report annually to the School Committee the ELE Self-Evaluation Report including appropriate budget recommendations if funding is needed for programmatic changes. | | |
| **Title/Role(s) of Responsible Persons:**  Patricia Bullard  Assistant Superintendent | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  ELE Self-Evaluation Report | | |
| **Description of Internal Monitoring Procedures:**  1. The ELE Coordinator will oversee the District's systemic practices and responsibility for managing them.  2. The ELE Coordinator will remain current in all ELE Regulations and Mandates and gauge progress towards compliance.  3. The ELE Coordinator will attend pertinent workshops sponsored by DESE in regards to ELE.  4. The ELE Coordinator will provide updates to staff in regards to RETELL courses and other training.  5. The ELE Coordinator will be the District's resource for personnel. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 17 Program Evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 03/29/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By June 28, 2017, 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.  By June 28, 2017, following the completion of the evaluation, submit information regarding the strengths and areas of improvement the district identified as a result of its ELE program evaluation.  By June 28, 2017, submit a plan of action to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation. | | |
| **Progress Report Due Date(s):**  06/28/2017 | | |

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| **Criterion & Topic:**  ELE 18 Records of ELL students | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that the following are not consistently documented in English language learner records: 1) the ACCESS for ELLs report; 2) MCAS/PARCC report; and 3) copies of initial parent notification letters. | | |
| **Description of Corrective Action:**  Action 1  The ELL Coordinator will participate in ELL Record Keeping Training.  Action 2  The ELL Coordinator will conduct a Record Review of all ELL student records to ensure that all records consistently document in English language learner records: 1) the ACCESS for ELLs report; 2) MCAS/PARCC report; and 3) copies of initial parent notification letters. | | |
| **Title/Role(s) of Responsible Persons:**  Patricia Bullard  Assistant Superintendent for Student Services | | **Expected Date of Completion:**  10/31/2017 |
| **Evidence of Completion of the Corrective Action:**  The Assistant Superintendent for Student Services will submit and upload Agenda and Attendance for ELL Record Training.  The Assistant Superintendent for Student Services will submit and upload ELL student records as evidence that all records consistently document in English language learner records: 1) the ACCESS for ELLs report; 2) MCAS/PARCC report; and 3) copies of initial parent notification letters. | | |
| **Description of Internal Monitoring Procedures:**  The ELL Coordinator will conduct Record Review(s) of all ELL student records quarterly to ensure that all records consistently document in English language learner records: 1) the ACCESS for ELLs report; 2) MCAS/PARCC report; and 3) copies of initial parent notification letters. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 18 Records of ELL students | **Corrective Action Plan Status:** Approved  **Status Date:** 03/29/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By June 28, 2017, provide training to ELE and other relevant staff on the requirements for student records, including: the ACCESS for ELLs report, MCAS/PARCC report and parent notification letters. Submit the agenda, signed attendance sheet, name and role of presenter, and training materials.  By December 12, 2017, submit the results of an internal review of approximately five records of ELL students. Provide a detailed narrative summary, including the number of records reviewed and the number with the ACCESS for ELLs report, MCAS/PARCC reports, and parent notices. If non-compliance is identified, report the specific actions taken to correct each individual student record, identify and report the root cause(s) of the ongoing noncompliance and a plan to remedy it.  \*Please note that when monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the record review; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature(s). | | |
| **Progress Report Due Date(s):**  06/28/2017  12/12/2017 | | |