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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: Baystate Academy Charter Public School (District)

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 09/13/2017.

**Mandatory One-Year Compliance Date:** **09/13/2018**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 9 | Timeline for determination of eligibility and provision of documentation to parent | Partially Implemented |
| SE 11 | School district response to parental request for independent educational evaluation | Partially Implemented |
| SE 18B | Determination of placement; provision of IEP to parent | Partially Implemented |
| SE 25 | Parental consent | Partially Implemented |
| SE 46 | Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district | Partially Implemented |
| CR 7 | Information to be translated into languages other than English | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10C | Student Discipline | Partially Implemented |
| CR 11A | Designation of coordinator(s); grievance procedures | 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 | Partially Implemented |
| CR 18 | Responsibilities of the school principal | Partially Implemented |
| CR 18A | School district employment practices | Partially Implemented |
| ELE 17 | Program Evaluation | Partially Implemented |

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| **Criterion & Topic:** SE 9 Timeline for determination of eligibility and provision of documentation to parent | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Student record review and interviews indicated that within 45 school working days of the parent's written consent to an initial evaluation or a re-evaluation, the charter school does not consistently determine whether the student is eligible for special education and provide to the parent either a proposed IEP and placement or a written explanation of the finding of no eligibility. |
| **Description of Corrective Action:** The problem with securing a service provider is largely the cause for this deficiency |
| **Title/Role(s) of Responsible Persons:**Director of Student Support Services | **Expected Date of Completion:**09/01/2018 |
| **Evidence of Completion of the Corrective Action:**Monitoring of student records will show the school is in compliance with this regulation. |
| **Description of Internal Monitoring Procedures:** The Executive Director and Principal will ensure this process is in compliance via weekly status meetings with the Director of Student Support Services |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 9 Timeline for determination of eligibility and provision of documentation to parent | **Corrective Action Plan Status:** Partially Approved **Status Date:** 10/31/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:** The charter school must demonstrate tracking of mandated timelines for determining eligibility and providing a proposed IEP, or providing a written explanation of finding no eligibility, within 45 school days of receipt of parent consent for initial and re-evaluation well as provide staff training on complying with the timeline requirement. |
| **Department Order of Corrective Action:**The charter school must develop a tracking system to monitor mandated timelines for determining eligibility and providing a proposed IEP, or providing a written explanation of finding no eligibility, within 45 school days of receipt of parent consent for initial and re-evaluation as well as provide staff training on complying with the timeline requirement. |
| **Required Elements of Progress Report(s):** By February 9, 2018, the charter school must provide evidence (agenda, sign in sheet, training materials) of staff training on determining eligibility and providing a proposed IEP, or providing a written explanation of finding no eligibility, within 45 school days of receipt of parent consent for initial and re-evaluation and provide a copy of the method developed for tracking mandated timelines.By May 11, 2018, submit the results of a review of student records for students who have had an initial evaluation or a re-evaluation after staff training is provided, to ensure that parents receive a proposed IEP and proposed placement or a written explanation of the finding of no eligibility, within forty-five school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation. Include the number of student records reviewed, the number of records in compliance, and 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 school 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) Nameof person(s) who conducted the review with their role(s) and signature(s). |
| **Progress Report Due Date(s):** 02/09/201805/11/2018 |

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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 the charter school's procedures for responding to a parental request for an independent educational evaluation (IEE) do not include the following requirements: 1) within five school days, the school shall either agree to pay for the IEE or proceed to the Bureau of Special Education Appeals (BSEA) to show that its evaluation was comprehensive and appropriate; 2) whenever possible, the IEE is completed and a written report is sent no later than 30 days after the date the parent requests the IEE; 3) the independent evaluator's report summarizes, in writing, the procedures, assessments, results, diagnostic impressions, and appropriate types of placements as well as educationally relevant recommendations for meeting the identified needs of the student, but does not recommend specific classrooms or schools; and 4) within 10 school days from the time the charter school receives the report of the IEE, the Team reconvenes and considers the report. |
| **Description of Corrective Action:** Our practice has not been thorough due to lacking consistent leadership with our student support services |
| **Title/Role(s) of Responsible Persons:**Director of Students Support Services | **Expected Date of Completion:**09/01/2018 |
| **Evidence of Completion of the Corrective Action:**A review of students records will show we are complying with the required regulations |
| **Description of Internal Monitoring Procedures:** The Executive Director and Principal will ensure this process is in compliance via weekly status meetings with the Director of Student Support Services |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 11 School district response to parental request for independent educational evaluation | **Corrective Action Plan Status:** Partially Approved **Status Date:** 10/31/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:** The charter school will revise the procedures for a response to a parental request for an independent educational evaluation (IEE). |
| **Department Order of Corrective Action:**The charter school must revise the procedures for a response to a parental request for independent educational evaluation (IEE). |
| **Required Elements of Progress Report(s):** By February 9, 2018, submit a copy of revised procedures to respond to a parental request for an independent educational evaluation (IEE) with all required elements, including: 1) within five school days, the school shall either agree to pay for the IEE or proceed to the Bureau of Special Education Appeals (BSEA) to show that its evaluation was comprehensive and appropriate; 2) whenever possible, the IEE is completed and a written report is sent no later than 30 days after the date the parent requests the IEE; 3) the independent evaluator's report summarizes, in writing, the procedures, assessments, results, diagnostic impressions, and appropriate types of placements as well as educationally relevant recommendations for meeting the identified needs of the student, but does not recommend specific classrooms or schools; and 4) within 10 school days from the time the charter school receives the report of the IEE, the Team reconvenes and considers the report. |
| **Progress Report Due Date(s):** 02/09/2018 |

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| **Criterion & Topic:** SE 18B Determination of placement; provision of IEP to parent | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Student record review and interviews indicated that the charter school does not consistently provide the parent with two copies of the proposed IEP and proposed placement along with the required notice immediately following the development of the IEP. |
| **Description of Corrective Action:** Our practice has not been thorough due to lacking consistent leadership with our student support services |
| **Title/Role(s) of Responsible Persons:**Director of Students Support Services | **Expected Date of Completion:**09/01/2018 |
| **Evidence of Completion of the Corrective Action:**A review of students records will show we are complying with the required regulations |
| **Description of Internal Monitoring Procedures:** The Executive Director and Principal will ensure this process is in compliance via weekly status meetings with the Director of Student Support Services |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 18B Determination of placement; provision of IEP to parent | **Corrective Action Plan Status:** Partially Approved **Status Date:** 10/31/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:** The charter school must revise the procedures for providing the IEP to parent to ensure that immediately following the development of the IEP, the parent is provided with two (2) copies of the proposed IEP and proposed placement along with the required notice. The charter school also did not state that special education staff will be trained on the revised procedures. |
| **Department Order of Corrective Action:**The charter school must develop procedures to ensure that immediately following the development of the IEP, the parent is provided with two copies of the proposed IEP and proposed placement along with the required notice, and must train special education staff on the newly adopted procedures. |
| **Required Elements of Progress Report(s):** Please review the Memorandum on the Implementation of 603 CMR 28.05(7): Parent response to proposed IEP and proposed placement at http://www.doe.mass.edu/news/news.aspx?id=3182By February 9, 2018, submit a copy of the procedures developed and evidence (agenda, sign in sheet, training materials) of training to special education staff members to ensure that immediately following the development of the IEP, the parent is provided with two copies of the proposed IEP and proposed placement along with the required notice. By May 11, 2018, the charter school will submit the results of a review of student records, after staff training is provided, to ensure that immediately following the development of the IEP, the parent is provided with two copies of the proposed IEP and proposed placement along with the required notice. Include the number of student records reviewed, the number of records in compliance, and 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 school 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) Nameof person(s) who conducted the review with their role(s) and signature(s). |
| **Progress Report Due Date(s):** 02/09/201805/11/2018 |

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| **Criterion & Topic:** SE 25 Parental consent | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Student record review and interviews indicated that the charter school does not document a variety of methods to secure the consent of the parent when the parent fails or refuses to provide consent to the services proposed on a student´s IEP. |
| **Description of Corrective Action:** Our practice has not been thorough due to lacking consistent leadership with our student support services |
| **Title/Role(s) of Responsible Persons:**Director of Students Support Services | **Expected Date of Completion:**09/01/2018 |
| **Evidence of Completion of the Corrective Action:**A review of students records will show we are complying with the required regulations |
| **Description of Internal Monitoring Procedures:** The Executive Director and Principal will ensure this process is in compliance via weekly status meetings with the Director of Student Support Services |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 25 Parental consent | **Corrective Action Plan Status:** Partially Approved **Status Date:** 10/31/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:** The charter school will develop procedures to gain parental consent for implementation of a student's IEP, detailing a variety of methods to secure consent, including letters, certified mail, e-mail, telephone calls or home visits. Additionally, a tracking system, with oversight from the Director of Special Education, will also be developed to monitor parent response to efforts to secure consent to a student's IEP. For two (EA, BC) of the three records identified by the Department at the time of the onsite, the charter school submitted evidence, via email, that parents consented to the IEPs for Team meetings held in April 2017. No further action is required concerning these two students. For the third student record identified by the Department at the time of the onsite, (ML), the charter school did not submit parent/guardian consent to the proposed special education services on the IEP for the Team meeting held June 2017. The consented to IEP and placement provided by the charter school was for the IEP developed in June 2106 for the 2016-2017 school year. |
| **Department Order of Corrective Action:**The charter school must develop procedures to gain parental consent for implementation of a student's IEP, detailing a variety of methods to secure consent, including letters, certified mail, e-mail, telephone calls or home visits. Additionally, a tracking system, with oversight from the Director of Special Education, must be developed to monitor parent response to efforts to secure consent to a student's IEP. For the student identified by the Department (ML), the charter school must secure parent/guardian consent to the proposed special education services on the IEP for the Team meeting held in June 2017. If the charter school determines that the parent's failure or refusal to consent will result in a denial of a free appropriate public education to the student, provide evidence that the charter school has initiated resolution of the dispute through the Bureau of Special Education Appeals (BSEA). |
| **Required Elements of Progress Report(s):** By February 9, 2018, submit procedures to gain parental consent for the implementation of a student's IEP, detailing a variety of methods to secure consent, including letters, certified mail, e-mail, telephone calls or home visits. Submit the tracking system, with oversight from the Director of Special Education, to monitor parent response to efforts to secure consent to a student's IEP. By February 9, 2018, for student (ML) identified by the Department, submit the administrative data page (ADM 1), consented to IEP and placement page (PL1) to the Team meeting that occurred in June 2017. If the charter school determines that the parent's failure or refusal to consent will result in a denial of a free appropriate public education to the student, provide evidence that the charter school has initiated resolution of the dispute through the Bureau of Special Education Appeals (BSEA).By May 11, 2018, submit the results of a review of student records to ensure that the school is documenting a variety of methods to secure the consent of the parent when the parent fails or refuses to provide consent to the services proposed on a student´s IEP. Include the number of student records reviewed, the number of records in compliance, and 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 school 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) Nameof person(s) who conducted the review with their role(s) and signature(s). |
| **Progress Report Due Date(s):** 02/09/201805/11/2018 |

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| **Criterion & Topic:** SE 46 Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Student record review and document review indicated that the charter school's procedures for the suspension of students with disabilities do not include the requirement to return the student to the original placement when the behavior is a manifestation of a disability unless the parents and district agree otherwise or a hearing officer orders a new placement. |
| **Description of Corrective Action:** Our practice has not been thorough due to lacking consistent leadership with our student support services |
| **Title/Role(s) of Responsible Persons:**Director of Students Support Services | **Expected Date of Completion:**09/01/2018 |
| **Evidence of Completion of the Corrective Action:**-A review of students records will show we are complying with the required regulations-Copy of our updated policies |
| **Description of Internal Monitoring Procedures:** The Executive Director and Principal will ensure this process is in compliance via weekly status meetings with the Director of Student Support Services |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 46 Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district | **Corrective Action Plan Status:** Approved **Status Date:** 10/31/2017 **Correction Status:** Corrected |
| **Basis for Decision:** The charter school updated section of the 2017-2018 Family and Student Handbook code of conduct that now includes procedures for the suspension of students with disabilities that includes the requirement to return the student to the original placement when the behavior is a manifestation of a disability unless the parents and district agree otherwise or a hearing officer orders a new placement. These revisions can be found on the charter school's website. No further progress reporting is required. |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):**  |
| **Progress Report Due Date(s):**  |

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| **Criterion & Topic:** CR 7 Information to be translated into languages other than English | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review and interviews indicated that the charter school does not translate important information and documents being distributed to parents, including student handbooks, into the major languages spoken by parents or guardians with limited English skills. |
| **Description of Corrective Action:** All documents distributed to families or potential families will be translated into Spanish and other languages based on student enrollment. Enrollment and recruiting material will also be translated into Somoli |
| **Title/Role(s) of Responsible Persons:**Principal | **Expected Date of Completion:**09/01/2018 |
| **Evidence of Completion of the Corrective Action:**The office staff will maintain an inventory of all communications for a school year to provide evidence. The Family and Student Handbook has been translated into Spanish and posted on the school's website. |
| **Description of Internal Monitoring Procedures:** The Executive Director will ensure this process is followed |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 7 Information to be translated into languages other than English | **Corrective Action Plan Status:** Approved **Status Date:** 10/31/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By February 9, 2018, submit evidence (link to district's web-site, copies) of important documents translated into the major language of the school, including student handbooks, as determined by the district. |
| **Progress Report Due Date(s):** 02/09/2018 |

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| **Criterion & Topic:** CR 10A Student handbooks and codes of conduct | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review and interviews indicated that the student handbook does not include: 1) complete procedures for the discipline of students with disabilities (see SE 46); 2) discipline procedures for students with Section 504 Accommodation Plans; 3) procedures for accepting, investigating and resolving complaints alleging discrimination or harassment; and 4) disciplinary measures the charter school may impose if it determines that harassment or discrimination has occurred. |
| **Description of Corrective Action:** Our policy did not include specific policies for students with special needs. |
| **Title/Role(s) of Responsible Persons:**Principal | **Expected Date of Completion:**09/01/2018 |
| **Evidence of Completion of the Corrective Action:**-The final product - Revised Family Handbook with updated policies-Training session with staff to review the revised policies which would include the agenda, sign-in sheet and a copy of the presentation |
| **Description of Internal Monitoring Procedures:** The Executive Director will ensure the policy is reviewed during our annual review and update of the Family Handbook |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved **Status Date:** 10/31/2017 **Correction Status:** Corrected |
| **Basis for Decision:** The charter school updated the 2017-2018 Family and Student Handbook to include 1) complete procedures for the discipline of students with disabilities (see SE 46); 2) discipline procedures for students with Section 504 Accommodation Plans; 3) procedures for accepting, investigating and resolving complaints alleging discrimination or harassment; and 4) disciplinary measures the charter school may impose if it determines that harassment or discrimination has occurred. These revisions can be found on the charter school's website. No further progress reporting is required. |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):**  |
| **Progress Report Due Date(s):**  |

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| **Criterion & Topic:** CR 10C Student Discipline | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review and interviews indicated that the charter school's policies and procedures for student discipline do not contain the following required content: 1) procedures for the Principal's Hearing of long-term suspensions do not include an opportunity for the student to receive education services to make academic progress during the period of removal; 2) procedures for theSuperintendent's Hearing do not include the superintendent's right to deny the appeal, if it is not filed within the required timeline; 3) procedures for the emergency removal of a student do not include that the principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation; and 4) there are no procedures for the in-school suspension of students.Additionally, the charter school has not developed a notice of suspension and hearing, or a system for periodically reviewing discipline data by selected populations. |
| **Description of Corrective Action:** Our policy did not include inclusive language as required by the new mandates. |
| **Title/Role(s) of Responsible Persons:**Executive Director | **Expected Date of Completion:**09/01/2018 |
| **Evidence of Completion of the Corrective Action:**-The final product - Revised Family Handbook with updated policies-Training session with staff to review the revised policies which would include the agenda, sign-in sheet and a copy of the presentation |
| **Description of Internal Monitoring Procedures:** The Executive Director will ensure the policy is reviewed during our annual review and update of the Family Handbook |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10C Student Discipline | **Corrective Action Plan Status:** Partially Approved **Status Date:** 10/31/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:** The charter school's policies and procedures for student discipline have been updated in the 2017-2018 Family and Student Handbook found on the charter school's website to include: 1) procedures for Principal's Hearing of long-term suspensions include an opportunity for the student to receive education services to make academic progress during the period of removal; 2) procedures for Superintendent's Hearing include the superintendent's right to deny the appeal, if it is not filed within the required timeline; 3) procedures for emergency removal of a student include that the principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation; and 4) procedures for the in-school suspension of students. The charter school did submit a copy of the notice of suspension and hearing, and a description for periodically reviewing discipline data by selected populations. Additionally please note, the procedures for a Short or Long Term Suspension outlined on pages 47-48 of the 2017-2018 Family and Student Handbook cannot mandate a Re-Entry Meeting before a student's return to school after having duly completed the assigned suspension under M.G.L.c. 71, section 37H 3/4, M.G.L.c. 76, section 21. |
| **Department Order of Corrective Action:**The charter school must submit a copy of the notice of suspension outlined in the 2017-2018 Family and Student Handbook, a description for periodically reviewing discipline data by selected populations, and the revised procedures for re-entry into school from a suspension of a student that does not include a mandatory meeting, and provide evidence that the Dean of Students, Principal and Guidance staff have reviewed the revisions. |
| **Required Elements of Progress Report(s):** By February 9, 2018, submit a copy of the notice of suspension outlined in the 2017-2018 Family and Student Handbook and a description of a system for periodically reviewing discipline data by selected populations. Also, submit a copy of the revised procedures for the re-entry of a student into school from a short-term or long-term suspension. By February 9, 2018, the charter school must provide evidence that the appropriate staff have reviewed the notice of suspension, the procedures for periodically reviewing discipline data by selected populations, and the revised procedures for the re-entry of a student into school from a short-term or long-term suspension. |
| **Progress Report Due Date(s):** 02/09/2018 |

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| **Criterion & Topic:** CR 11A Designation of coordinator(s); grievance procedures | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review indicated that the charter school has not designated one or more staff persons to serve as the coordinator(s) for compliance with responsibilities under Title IX and Section 504. |
| **Description of Corrective Action:** The school did not provide evidence that a coordinator was in place for Title IX and 504's |
| **Title/Role(s) of Responsible Persons:**Executive Director | **Expected Date of Completion:**09/01/2018 |
| **Evidence of Completion of the Corrective Action:**Outlined in our Family Handbook |
| **Description of Internal Monitoring Procedures:** The Executive Director will insure this is in place |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 11A Designation of coordinator(s); grievance procedures | **Corrective Action Plan Status:** Partially Approved **Status Date:** 10/31/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:** The charter school stated the Family Handbook will be revised to provide updated information regarding coordinator(s) for compliance with responsibilities under Title IX and Section 504. The Public School Monitoring CPR liaison did clarify with the charter school that the Family Handbook referred to in the corrective action plan is in fact the 2017-2018 Family and Student Handbook. |
| **Department Order of Corrective Action:**The charter school must update the Family and Student Handbook to include information of the staff person(s) who serve as coordinator(s) for compliance with responsibilities under Title IX and Section 504 and provide evidence to the Department. |
| **Required Elements of Progress Report(s):** By February 9, 2018, provide a link from the school website to the section of the revised Family and Student Handbook that contains information of the staff person(s) who serves as coordinator(s) for compliance with responsibilities under Title IX and Section 504. |
| **Progress Report Due Date(s):** 02/09/2018 |

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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 and interviews indicated that the notice sent to students 16 or older leaving school without a high school diploma, certificate of attainment, or certificate of completion does not include: 1) two dates and times for an exit interview between the superintendent (or designee) and the student and the parent/guardian; 2) contact information for scheduling the exit interview; and 3) information to indicate that the time and the date for the exit interview may be extended at the request of the parent/guardian but for no longer than 14 days. |
| **Description of Corrective Action:** This has not been address because we have not had students in this situation |
| **Title/Role(s) of Responsible Persons:**Principal | **Expected Date of Completion:**09/01/2018 |
| **Evidence of Completion of the Corrective Action:**-Copies of correspondence sent to student with the required language-Meeting with guidance counselor, school social worker and office manager to insure they are versed on the policy-Copy of the outlined process for identifying student and sending correspondence. |
| **Description of Internal Monitoring Procedures:** The Executive Director will ensure this process is in place. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | **Corrective Action Plan Status:** Approved **Status Date:** 10/31/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By February 9, 2018, provide a template of the notice to be sent within 5 days from the student's tenth consecutive absence to the student and the parent/guardian of the student that includes: 1) two dates and times for an exit interview between the charter school leader (or designee) and the student and the parent/guardian; 2) contact information for scheduling the exit interview; and 3) information to indicate that the time and the date for the exit interview may be extended at the request of the parent/guardian but for no longer than 14 days.By February 9, 2018, submit a copy of the procedure developed for sending a notice within 5 days from a student's tenth consecutive absences, and evidence that the guidance counselor, school social worker and office manager have reviewed the process. |
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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 restraint prevention and behavior support policy and procedures do not 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 alternatives to physical restraint and methods of physical restraint in emergency situations; and 4) procedures for the use of time-out. |
| **Description of Corrective Action:** Our policy did not include methods for prevention and alternative restraints. |
| **Title/Role(s) of Responsible Persons:**Principal | **Expected Date of Completion:**09/01/2018 |
| **Evidence of Completion of the Corrective Action:**-Copy of revised policy-Staff training, which includes agenda, sign in sheet and presentation |
| **Description of Internal Monitoring Procedures:** Executive Director will ensure doing our annual policy review we have followed and implemented this policy |
| 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:** 10/31/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:** The charter school's restraint prevention and behavior support policy and procedures have been revised to include: 1) methods for preventing student violence, self-injurious behavior and suicide; 2) methods for engaging parents in discussions about restraint prevention and use; and, 3) a description and explanation of the alternatives to physical restraint and methods of physical restraint in emergency situations. These revisions are within the 2017-2018 Family and Student Handbook found on the charter school's website. The charter school did not include procedures for the use of time-out. |
| **Department Order of Corrective Action:**The charter school must develop procedures for the use of timeout and train appropriate staff. |
| **Required Elements of Progress Report(s):** Please review Technical Assistance Advisory SPED 2016-1: Time-out and Seclusion found at http://www.doe.mass.edu/sped/advisories/2016-1ta.htmlBy February 9, 2018, submit the procedures developed for the use of time-out as a behavioral support strategy and evidence (agenda, sign in sheet, training materials) of staff training on the use off time-out as a behavioral support strategy. |
| **Progress Report Due Date(s):** 02/09/2018 |

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

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| **Criterion & Topic:** CR 18 Responsibilities of the school principal | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review and interviews indicated that the charter school has not developed procedures for the provision of educational services in home or hospital for students who are out of school for medical reasons for fourteen school days or more in any school year. |
| **Description of Corrective Action:** These services were not thoroughly documented and implemented. |
| **Title/Role(s) of Responsible Persons:**Principal | **Expected Date of Completion:**09/01/2018 |
| **Evidence of Completion of the Corrective Action:**- Copy of the revised policy-Training of staff to include meeting agenda, sign in sheet and copy of the presentation |
| **Description of Internal Monitoring Procedures:** Executive Director will ensure the training and policy development and implementation occurs. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 18 Responsibilities of the school principal | **Corrective Action Plan Status:** Approved **Status Date:** 10/31/2017 **Correction Status:** Corrected |
| **Basis for Decision:** The policy has been updated and is published in the 2017-2018 Family and Student Handbook which is posted online.No progress reports are required for this criterion. |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):**  |
| **Progress Report Due Date(s):**  |

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

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| **Criterion & Topic:** CR 18A School district employment practices | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review indicated that the charter school's employment application does not contain a statement of nondiscrimination that includes the protected category of gender identity. |
| **Description of Corrective Action:** The application did not include a statement regarding gender identification. |
| **Title/Role(s) of Responsible Persons:**Principal | **Expected Date of Completion:**12/01/2017 |
| **Evidence of Completion of the Corrective Action:**Copy of the revised enployment application |
| **Description of Internal Monitoring Procedures:** Executive Director will ensure the application has been updated |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 18A School district employment practices | **Corrective Action Plan Status:** Approved **Status Date:** 10/31/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By February 9, 2018, submit a copy of the charter schools employment application that contains a statement of nondiscrimination that includes the protected category of gender identity. |
| **Progress Report Due Date(s):** 02/09/2018 |

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

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| **Criterion & Topic:** ELE 17 Program Evaluation | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review indicated that the charter school did not submit a complete program evaluation as required. Therefore, the Department concludes that the district does not have a comprehensive process to evaluate the effectiveness of its ELE programming in developing students' English language skills and increasing their ability to participate meaningfully in the school's educational program. |
| **Description of Corrective Action:** A document program evaluation has not been completed for the school by the program coordinator or administration. |
| **Title/Role(s) of Responsible Persons:**Coordinator of ELL Services | **Expected Date of Completion:**09/01/2018 |
| **Evidence of Completion of the Corrective Action:**The program evaluation for FY17 has been completed as of September 15, 2017. |
| **Description of Internal Monitoring Procedures:** The Executive Director will ensure the principal and coordinator of ELL services complete a program evaluation by June 30 of the school year. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 17 Program Evaluation | **Corrective Action Plan Status:** Approved **Status Date:** 10/31/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By February 9, 2018, 1. Please submit the program evaluation that was completed by the district.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. |
| **Progress Report Due Date(s):** 02/09/2018 |