|  |
| --- |
| **MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**  **Program Quality Assurance Services** |

##### COORDINATED PROGRAM REVIEW

## CORRECTIVE ACTION PLAN

Charter School or District: Ipswich

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 09/09/2017.

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

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 13 | Progress Reports and content | Partially Implemented |
| SE 20 | Least restrictive program selected | Partially Implemented |
| SE 39B | Procedures used to provide services to eligible students who are enrolled at private expense in private schools in the district and whose parents reside out of state | Partially Implemented |
| SE 40 | Instructional grouping requirements for students aged five and older | Partially Implemented |
| SE 55 | Special education facilities and classrooms | Partially Implemented |
| CR 9 | Hiring and employment practices of prospective employers of students | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | Partially Implemented |
| CR 15 | Non-discriminatory administration of scholarships, prizes and awards | 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 18A | School district employment practices | Partially Implemented |
| CR 24 | Curriculum review | Partially Implemented |
| ELE 4 | Waiver Procedures | Partially Implemented |
| ELE 17 | Program Evaluation | Not Implemented |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  SE 13 Progress Reports and content | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that although parents receive progress reports at least as often as parents are informed of the progress of non-disabled students, these reports do not consistently include written information on the student's progress toward the annual goals in the IEP. | | |
| **Description of Corrective Action:**  1. The District will provide Professional Development to improve the development of IEP goals and written information on the students' progress toward these goals. The District has contracted with Alan Blume, former instructor at Simmons College, to offer this training to all PPS Staff at a PPS Meeting. on 11/30/17.  2. As a direct result of the training on 11/30/17, staff will develop and implement a checklist to follow when writing progress reports that helps to maintain the focus on the stated goals .  3. Program Managers will target these areas in their oversight of IEP's developed and submit 5 examples per school of these pages during the months of December, February, April and June as evidence of progress. This will be a total of 20 exemplars per school.  4. The district has revised out- of- district contracts to include the following statement: "This means that the narrative for Progress Reports must be as measurable as possible, and must specifically address progress in goal areas." | | |
| **Title/Role(s) of Responsible Persons:**  School Program Managers, PPS Direct | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  1) Sign-in from staff training; 2) Copy of Progress Report Checklist; 3) Spreadsheet from examination of the total 20 examples per school submitted as described above. | | |
| **Description of Internal Monitoring Procedures:**  Training plus oversight of school submissions will allow the Director to confirm implementation of best practice in this area. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 13 Progress Reports and content | **Corrective Action Plan Status:** Approved  **Status Date:** 10/20/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 18, 2017 submit the training agenda and signed attendance sheets for workshops and training conducted or contracted by the district on the development of progress reports, along with relevant training materials.  By December 18, 2017 confirm that the district has developed an ongoing internal monitoring process to ensure that progress reporting consistently includes written information on the student's progress toward the annual goals in the IEP.  By March 5, 2018 submit the results of an internal review of approximately 5 records of students from each school 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):**  12/18/2017  03/05/2018 | | |

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

|  |  |  |
| --- | --- | --- |
| **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 state why the removal from the general education classroom is critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. | | |
| **Description of Corrective Action:**  1.All PPS staff will participate in Allan Blume training reviewing language for non-participation justification usage on at 11/30/17 PPS Meeting.  2. At the meeting, staff will collectively develop a template for creation of best practice non-participation language.  3.Program Managers will target these areas in oversight of IEP's developed and submit 5 examples per school of these pages during the months of December, February, April and June as evidence of progress. This will be a total of 20 exemplars per school. | | |
| **Title/Role(s) of Responsible Persons:**  PPS Director and Program Managers | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  1) Sign-in from training; 2) Non-participation template; 3) Examination of twenty examples at each school by 6/30/18 will serve as evidence of improved practice. | | |
| **Description of Internal Monitoring Procedures:**  At the school level, the Program Managers will be examining every IEP for evidence of best practice Nonparticipation Justification statements. They will edit IEP's and coach best practice. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 20 Least restrictive program selected | **Corrective Action Plan Status:** Approved  **Status Date:** 10/20/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 18, 2017 submit evidence of special education staff training on the development of non-participation justification statements that state why the removal from the general education classroom is critical to the student's program, including the agenda, signed attendance sheet, name and role of presenter, and training materials.  By March 5, 2018 submit the results of an internal review of a sample of 5 records from each school with nonparticipation justification statements 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 nonparticipation justification statements that identify why the removal from the general education classroom is critical to the student's program and the basis for concluding that education of the student in a less restrictive environment with the use of supplementary aids and services could not be achieved satisfactorily. 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):**  12/18/2017  03/05/2018 | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  SE 39B Procedures used to provide services to eligible students who are enrolled at private expense in private schools in the district and whose parents reside out of state | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the district's procedures to provide services to eligible students who are enrolled at private expense in private schools and whose parents reside out of state do not address the use of an individual services plan. | | |
| **Description of Corrective Action:**  A Service Plan procedures description has been completed and has been added to the PPS homepage. | | |
| **Title/Role(s) of Responsible Persons:**  PPS Director | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  link on PPS Homepage at https://www.ipsk12.net/cms/lib/MA02212674/Centricity/Domain/43/CAP%20-%20district%20service%20plan.pdf | | |
| **Description of Internal Monitoring Procedures:**  District PPS staff use the Procedures Manual on the PPS Homepage to guide their practices. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 39B Procedures used to provide services to eligible students who are enrolled at private expense in private schools in the district and whose parents reside out of state | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 10/20/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district's consultation process does not provide sufficient detail regarding collaboration between the district and private school officials and parents of home schooled students.  Although there are currently no private schools in Ipswich, procedures for Ipswich parents with students placed in out-of-district private schools, parents of homeschooled students, and out-of-state parents of students enrolled in private schools must include a description of the continuous and ongoing consultation with schools and parents, the written affirmation process, and the use of the individual services plan.  For students who reside in Ipswich and attend private schools in other districts and for homeschooled resident students, the Pupil Personnel Director affirmed that the district meets with parents and private school staff for consultation purposes. | | |
| **Department Order of Corrective Action:**  Review the procedures for parentally placed private school students and home schooled students in Administrative Advisory SPED 2018-1: Guidance and Workbook for Calculating and Providing Proportionate Share Services for Students with Disabilities Enrolled by Their Parents in Private Schools at http://www.doe.mass.edu/sped/advisories/2018-1.html.  Revise the procedures currently posted on the district's website to capture the district's activities for continuous and ongoing consultation (child find), evaluation and written affirmations that the district provides for students who are parentally placed at private expense or who are homeschooled.  Provide training to appropriate special education staff members on the revised procedures. | | |
| **Required Elements of Progress Report(s):**  By December 18, 2017 submit revised procedures for eligible students who are enrolled at private expense in private schools including home schooled students after reviewing Administrative Advisory SPED 2018-1: Guidance and Workbook for Calculating and Providing Proportionate Share Services for Students with Disabilities Enrolled by Their Parents in Private Schools at http://www.doe.mass.edu/sped/advisories/2018-1.html.  By December 18, 2017 submit evidence of special education staff training on the revised child find/proportionate share procedures, including the agenda, signed attendance sheet, name and role of presenter, and training materials.  By March 5, 2018 submit samples of two written affirmations and a sample service plan for one home schooled student and one parentally placed private school student to demonstrate the district's consultation and outreach to parents of homeschooled students residing in the district and for parentally placed Ipswich residents placed in private schools out of district. | | |
| **Progress Report Due Date(s):**  12/18/2017  03/05/2018 | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  SE 40 Instructional grouping requirements for students aged five and older | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that one section of the high school's academic support class exceeds the maximum number of students to staff ratio for special education students scheduled outside of the general education classroom 60% or less of their school programs; specifically, this section enrolls 14 students with one special education teacher and one classroom aide. Document review and staff interviews also indicated that the district has not provided written notification to the Department or the parents of all group members of the decision to increase this instructional group size and the reason for such decision. | | |
| **Description of Corrective Action:**  Ipswich High School Program Manager and Principal will review student to staff ratios each quarter in order to ensure classes have the appropriate instructional groupings.  a. This has already occurred for Quarter 1 for the 2017-2018 academic year.  b. additional dates: 11/9/17, 1/26/18, 4/6/18, 6/15/18. | | |
| **Title/Role(s) of Responsible Persons:**  High School Program Manager and High School Principal, PPS Director | | **Expected Date of Completion:**  06/15/2018 |
| **Evidence of Completion of the Corrective Action:**  No class rosters will exceed the maximum student: staff ratio for special education students scheduled outside of the general education classroom. The Ipswich HS Program Manager will submit rosters quarterly to the PPS Director | | |
| **Description of Internal Monitoring Procedures:**  Program Manager and principal will monitor all special education class rosters. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 40 Instructional grouping requirements for students aged five and older | **Corrective Action Plan Status:** Approved  **Status Date:** 10/20/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 18, 2017 submit the results of the November 9, 2017 high school instructional groupings conducted by the Program Manager and Principal using the instructional groupings form in the WBMS Document Library. | | |
| **Progress Report Due Date(s):**  12/18/2017 | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  SE 55 Special education facilities and classrooms | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of facilities and student schedules at the Winthrop Elementary School indicated that as many as five instructional groups for special education instruction, speech and language, and reading services are simultaneously scheduled in one room, thereby creating auditory distractions. | | |
| **Description of Corrective Action:**  Winthrop School has been designated for a school building project by the Massachusetts School Building Authority due to its inadequate facilities. Support services are clearly impacted by these substandard facilities.  In an effort to minimize the number of students simultaneously receiving services in the two existing Learning Labs, changes in practices and schedules have been made for the 2017.2018 school year.  Service Delivery  · Twenty-seven percent of all students on Individual Education Plans receive all designated services in general education classrooms. Our expanded co-teaching classrooms are comprised of a general education and special education teacher collaboratively teaching one classroom of students for the entire day. The populations of co-taught classrooms reflect those of all classrooms with a mix of students with learning disabilities, non-native English speakers and typically progressing students.  · Services delivered outside the classroom are predominantely therapies. Forty-five percent of students with Individual Education Plans receive therapies outside of the general education classroom. Occupational and physical therapy occurs in a designated room. Speech services delivered outside the general education classroom are scheduled to occur in either one of the Learning Labs or a designated small group/testing room.  · Twenty-one percent of students with disabilities receive some academic support outside of the classroom. Two Learning Lab classrooms are designated for this service and the schedules for the use of these rooms is staggered to reduce the number of students working in the room at one time. No more than two groups of students (less than 10 students) occupy the space at one time.  Scheduling Adjustment  · The overall building schedule is staggered to allow English Language Arts and Mathematics to be taught at different times for grade levels throughout the day. This staggered schedule ensures that special education teachers are available and servicing one grade level of students at designated times during the day. This method reduces the number of groups needing service in any one time period and, by default, reducing the potential number of students to be serviced in the Learning Lab. | | |
| **Title/Role(s) of Responsible Persons:**  Winthrop School principal | | **Expected Date of Completion:**  09/30/2017 |
| **Evidence of Completion of the Corrective Action:**  Schedule below.  Learning Lab Service Schedule  Monday Tuesday Wednesday Thursday Friday  8:45 Speech (2 students) Speech (2 students) Speech (2 students) Speech (2 students) Speech (2 students)  9:00  9:15 Speech (2 students) Speech (2 students)  9:30  9:45 Speech (2 students)  10:00  10:15 Speech (2 students) Speech (1 student) Speech (2 students)  10:30  10:45 Speech (1 student) Reading (2 students) Reading (2 students) Reading (2 students) Speech (1 student) Reading (2 students)  11:00  11:15 Speech (1 student) Reading (2 students) Speech (2 students) Reading (2 students) Reading (2 students) Speech (1 student) Reading (2 students)  11:30  11:45 Speech (3 students) Reading (1 student)  12:00  12:15 Speech (2 students) Reading (1 student)  12:30 Speech (2 students) Reading (1 student)  12:45 Reading (1 student)  1:00 Speech (2 students) Speech (1 student) Speech (2 students)  1:15  1:30 Speech (2 students) Speech (1 student)  1:45  2:00 Speech (2 students) Early Release Team Planning  2:15 Speech (2 students)  2:30 Speech (2 students)  2:45  3:00 | | |
| **Description of Internal Monitoring Procedures:**  Change has already been made. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Approved  **Status Date:** 10/20/2017  **Correction Status:** Corrected | |
| **Basis for Decision:**  An onsite facilities observation by 2 DESE representatives at the Winthrop School on October 18, 2017 verified that no more than two instructional groups of two students or less are concurrently scheduled for related services in the Learning Lab (Room 11) at any given time. The school decreased the number of students in the room by developing service delivery models that reduced pull-out services, including co-taught classes. The revised schedule, uploaded in Additional Documents, was verified both by observation and by cross-referencing staff schedules with the school's principal Sheila McAdams. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  CR 9 Hiring and employment practices of prospective employers of students | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that although the district requires prospective employers recruiting at the high school to sign a statement that the employer complies with applicable federal and state laws prohibiting discrimination, the statement does not specifically address the protected categories of gender identity and sexual orientation. | | |
| **Description of Corrective Action:**  The high school has changed both its letter to prospective employers and statement of practices to include required language about gender identity and sexual orientation The updated statement has already been posted on the website but the changes occurred after the deadline for publishing the student-parent handbook. The hard copy of the 2018-19 handbook will contain the updated policy.  Letter is as follows:  IPSWICH HIGH SCHOOL  134 High Street, Ipswich MA 01938-1247  (978) 356-3 137 Fax: (978) 356-3720      Jeffrey R. Carovillano Assistant Prin cipal jcarovillano @ipsk 1 2.net    As a prospective employer of an Ipswich High School student, you are requested to sign and Return an Equal Opportunity Employer Assurance Statement. This statement is required to assure our compliance with state and federal equal opportunity legislation. It will be kept on file in our  Guidance Office. If we do not receive a signed Equal Opportunity Assurance Statement from you,  we will not be able to list your job opening (s) on our job postings board.  EQUAL OPPORTUN ITY EMPLOYER ASSURA NCE STATEMENT  Ipswich High School is hereby authorized to publicize that we are (or I am) an Equal Opportunity Employer. We wi ll consider all qualified applicants without regard to sexual orientation , race, color, nationa l origin, ancestry, religion, gender identity, age, disability or veteran status; except where age or sex is a bon a fide occupational qualification. This is in accordance with Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title JX of the Education Amendments of 1972, the Vocational Rehabilitation Act of 1973, the Age of Discrimination Act of 1975 and the Americans with Disabilities Act of 1990.  Name: --------------------------------------------------------------  Business Narne (if any): \_  Address:-------------------------------------------------------------    City:    State: --------------- Zip:    Phone Number: ---------------------- Fax #: \_  Authorized Signature: ------------------------------------Date: \_  PLEASE SIGN AND RETURN THIS FORM AS SOON AS POSSIBLE  Ipswich High School Guidance Department  134 High Street  Ipswich, MA 01938  (978) 356-3 137  Fax(978)356-3720 | | |
| **Title/Role(s) of Responsible Persons:**  Ipswich HS Asst. Principal | | **Expected Date of Completion:**  08/09/2018 |
| **Evidence of Completion of the Corrective Action:**  Evidence is found at link below  https://www.ipsk12.net/cms/lib/MA02212674/Centricity/Domain/240/EqualOpportunityAssuranceStatement.pdf | | |
| **Description of Internal Monitoring Procedures:**  Prior forms have been replaced with the current document, which is given to all prospective employers. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 9 Hiring and employment practices of prospective employers of students | **Corrective Action Plan Status:** Approved  **Status Date:** 10/20/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 18, 2017 submit evidence of dissemination of the complete nondiscrimination statement for prospective employers to high school administrators, guidance staff and internship coordinators. | | |
| **Progress Report Due Date(s):**  12/18/2017 | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  CR 10A Student handbooks and codes of conduct | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of the nondiscrimination policy in the student handbook indicated that the protected category of gender identity is not included. Although the handbook contains appropriate procedures for the discipline of students with disabilities, these procedures do not include students with Section 504 Accommodation Plans. In addition, document review indicated that the student handbook does not include the disciplinary measures that the district may impose if it determines that harassment or discrimination has occurred. | | |
| **Description of Corrective Action:**  1. The school committee approved an updated nondiscrimination policy for the District this summer and it is posted on the District 's website. The changes occurred after the deadline for publishing the handbook, but the 2018-19 handbook will contain the updated policy.  2. The 2018-19 handbook will be updated to contain appropriate procedures for the discipline of students with 504 accommodation plans.  3. The 2017-18 handbook includes the disciplinary measures that the District may impose if it determines that harassment or discrimination has occurred. | | |
| **Title/Role(s) of Responsible Persons:**  Building Principals | | **Expected Date of Completion:**  08/15/2018 |
| **Evidence of Completion of the Corrective Action:**  Evidence is found online at https://www.ipsk12.net/cms/lib/MA02212674/Centricity/Domain/111/FINAL%20CS%20Handbook-Entire%20Handbook--%2017-18.pdf | | |
| **Description of Internal Monitoring Procedures:**  All principals will highlight this change at a Faculty Meeting, and follow the practice in disciplinary proceedings. Online handbook already evidences change. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 10/20/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The 2017-2018 Student/Parent Handbook currently posted on the district website does not incorporate the following:  1. students on 504 Accommodation Plans in the procedures for discipline of students with disabilities;  2. the protected category of gender identity in the nondiscrimination statement; and  3. the disciplinary measures that the district may impose when harassment or discrimination has occurred based on race, color, national origin, sex, gender identity, religion, or sexual orientation. | | |
| **Department Order of Corrective Action:**  Revise the student/parent handbook on the website to include: (1) gender identity as a protected category in the nondiscrimination statement; (2) students on Section 504 Plans in the discipline for students with disabilities; and (3) the discipline measures imposed when harassment or discrimination based on race, color, national origin, sex, gender identity, religion, or sexual orientation has occurred.  Train administrators and inform staff and parents regarding the revisions to the student/parent handbook. | | |
| **Required Elements of Progress Report(s):**  By December 18, 2017 submit the revised student handbook as an upload or a link to the district's web page demonstrating the inclusion of gender identity in the nondiscrimination statement; the inclusion of students on 504 Accommodation Plans in the disciplinary procedures for students with disabilities; and the disciplinary measures imposed when harassment or discrimination based on race, color, national origin, sex, gender identity, religion, or sexual orientation has occurred.  By December 18, 2017, submit evidence that administrators and faculty have reviewed these additions to the student handbook, either via a training agenda and signed attendance sheet or a notice/email sent to administration and staff alerting them of the revisions.  By December 18, 2017 submit evidence that parents/guardians are notified of these changes to the student handbook, including a description of the dissemination process and copy of the notice/email/text. | | |
| **Progress Report Due Date(s):**  12/18/2017 | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  CR 10B Bullying Intervention and Prevention | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that although the district's Bullying Intervention and Prevention Plan is distributed to staff annually, is summarized in the student handbook, and is available on the district website, the local Plan posted on the website does not include staff in the definition of aggressor and does not require that staff hired after the start of the year be provided with training on the Plan. | | |
| **Description of Corrective Action:**  1. The School Committee reviewed revisions to the district's Bullying Intervention and Prevention plan. This revision includes staff in the definition of aggressor. This was approved at the 9/21/17 School Committee meeting.  2. The District will ensure that all staff hired after the District mandated training has occurred will be provided with training on the plan. This provision is included in the revised Bullying Intervention and Prevention plan currently under review by the school committee. | | |
| **Title/Role(s) of Responsible Persons:**  Ipswich Administrative Team | | **Expected Date of Completion:**  11/01/2017 |
| **Evidence of Completion of the Corrective Action:**  The revised Bullying Intervention and Prevention Plan is posted on the District homepage, and also at the link below.  https://www.ipsk12.net/site/handlers/filedownload.ashxmoduleinstanceid=63&dataid=2197&FileName=New%20Policy%20JICFB.pdf | | |
| **Description of Internal Monitoring Procedures:**  Building principals will highlight this change for staff members at faculty meetings. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 10/20/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  Although the district bullying prevention and intervention policy states that all staff will be trained annually, it does not address training for staff hired after the start of the school year. | | |
| **Department Order of Corrective Action:**  Revise the Bullying Prevention and Intervention Plan to include that staff hired after the start of the school year are trained on the Bullying Prevention and Intervention Plan. | | |
| **Required Elements of Progress Report(s):**  By December 18, 2017 submit the revised section of the Bullying Prevention and Intervention Plan or submit a website link to the revised document.    By December 18, 2017 submit evidence of training on the district's Bullying Prevention and Intervention Plan for all staff including educators, administrators, school nurse, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals whether hired or contracted. Submit the agenda, signed attendance sheet, name and role of presenter, and training materials. | | |
| **Progress Report Due Date(s):**  12/18/2017 | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  CR 15 Non-discriminatory administration of scholarships, prizes and awards | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that although the district has a process to ensure that scholarships, prizes and awards sponsored or administered by the district are free of restrictions based on race, color, sex, religion, national origin, sexual orientation, and disability, this process does not address the protected category of gender identity. | | |
| **Description of Corrective Action:**  The district has updated its policies to address the protected category of gender identity . | | |
| **Title/Role(s) of Responsible Persons:**  Building Principals | | **Expected Date of Completion:**  09/30/2017 |
| **Evidence of Completion of the Corrective Action:**  Found at link below  https://www.ipsk12.net/cms/lib/MA02212674/Centricity/Domain/8/Notice-of-Nondiscrimination%2012.28.16.pdf | | |
| **Description of Internal Monitoring Procedures:**  Continued adherence to District procedures through administrative oversight of decision-making at the building level. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 15 Non-discriminatory administration of scholarships, prizes and awards | **Corrective Action Plan Status:** Approved  **Status Date:** 10/20/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 18, 2017 submit evidence of dissemination/training of the revised nondiscrimination policy and procedures implemented for the administration of scholarships, prizes and awards by high school administrative and guidance staff. Evidence may include dissemination/use of the procedures for distributing scholarship information, along with documentation of training of guidance staff. | | |
| **Progress Report Due Date(s):**  12/18/2017 | | |

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

|  |  |  |
| --- | --- | --- |
| **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:**  A review of documents and staff interviews indicated that the notice to students 16 or over leaving school without a high school diploma, certificate of attainment or certificate of completion 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 to occur prior to the student permanently leaving school. | | |
| **Description of Corrective Action:**  All future notices provided to students 16 or over leaving school without a high school diploma, certificate of attainment or certificate of completion will offer at least two dates and times for an exit interview between the superintendent (or designee) and the student and the parent/guardian to occur prior to the student permanently leaving school. | | |
| **Title/Role(s) of Responsible Persons:**  Ipswich HS Principal and Asst.Principal | | **Expected Date of Completion:**  10/01/2017 |
| **Evidence of Completion of the Corrective Action:**  Letter below is being used:  May 6, 2017  XXXXXXXXXXXXXX  XXXXXXXXXXXXXX  XXXXXXXXXXXXXX  Dear XXXX,  As of May 6, 2017 you have exceeded fifteen consecutive absences. Pursuant to Chapter 76: Section 18 of the Massachusetts General Laws, this letter is being sent as recognition of your withdrawal from school.  You may meet with the Assistant Principal within 10 days of the date of this notice to discuss your leaving school and possible plans for other educational pursuits. I am available Thursday May 11 or Friday May 12 at 9am. Please call 978-356-3137 to make an appointment.  CHAPTER 76. SCHOOL ATTENDANCE. Section 18. No student sixteen years of age or older shall be considered to have permanently left public school unless an administrator of the school which such student last attended has sent notice within a period of ten days from the student's fifteenth consecutive absence to the parent or guardian of such student in both the primary language of such parent or guardian and English, stating that such student and his parent or guardian may meet with the school committee or its designated representatives prior to the student permanently leaving school, within ten days after the sending of the notice. The time for meeting may be extended at the request of the parent or guardian and with consent of the school committee or its designated representatives, provided no extension shall be for longer than fourteen days. Such meeting shall be for the purpose of discussing the reasons for the student permanently leaving school and alternative educational or other placements.  Sincerely,  Jeffrey Carovillano  Assistant Principal | | |
| **Description of Internal Monitoring Procedures:**  Consistent use of amended letter. PPS Director has sent a copy of this letter to the three high school guidance counselors. | | |
| 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:** Partially Approved  **Status Date:** 10/20/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district's notice to students 16 or older leaving school without a high school diploma, certificate of attainment, or certificate of completion is not sent within 5 days from the student's 10th consecutive absence (see link for text of criterion). | | |
| **Department Order of Corrective Action:**  Revise the district's procedures and notice to students 16 or older leaving school without a high school diploma, certificate of attainment, or certificate of completion to ensure that within five days of the tenth consecutive absence the student and parent are contacted to discuss reasons the student is leaving school, offering at least two dates and times for an exit interview between the superintendent (or designee) and the student and parent/guardian to occur prior to the student permanently leaving school.  Disseminate the revised procedure to high school administrators and guidance counselors. | | |
| **Required Elements of Progress Report(s):**  By December 18, 2017 submit the revised procedure to ensure that HS guidance send a notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion within five days of the student's tenth consecutive absence to discuss reasons the student is leaving school, offering at least two dates and times for an exit interview between the superintendent (or designee) and the student and parent/guardian to occur prior to the student permanently leaving school.  By December 18, 2017 provide evidence of the dissemination of the revised procedure and notice to HS guidance staff and principal. | | |
| **Progress Report Due Date(s):**  12/18/2017 | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  CR 18A School district employment practices | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that district job notices do not address the protected category of sex. | | |
| **Description of Corrective Action:**  District job postings have been edited to state: Equal Opportunity Employer: Ipswich Public Schools is committed to maintaining a work and learning environment free from discrimination on the basis of sex, race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.  The District has also created a new Human Resources Specialist position to ensure compliance. | | |
| **Title/Role(s) of Responsible Persons:**  Human Resources Specialist and all hiring managers | | **Expected Date of Completion:**  09/30/2017 |
| **Evidence of Completion of the Corrective Action:**  Evidence found at link below:  https://www.ipsk12.net/cms/lib/MA02212674/Centricity/Domain/38/Notice\_of\_Nondiscrimination.pdf | | |
| **Description of Internal Monitoring Procedures:**  Human Resources Specialist will continue to work with hiring managers to monitor compliance in best practices in hiring. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 18A School district employment practices | **Corrective Action Plan Status:** Approved  **Status Date:** 10/20/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 18, 2017 submit two samples of revised job postings that include the protected categories of gender identity, linguistic and ethnic minorities and sex. | | |
| **Progress Report Due Date(s):**  12/18/2017 | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  CR 24 Curriculum review | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the district does not ensure that individual teachers review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. | | |
| **Description of Corrective Action:**  These practices are already in effect.  1. Ipswich Public Schools uses our local curriculum validation system -- "Learning Cycles" -- for faculty to review educational materials for simplistic and demeaning generalization lacking intellectual merit. In Learning Cycles, teachers meet in small groups throughout the school year to use a protocol to share curriculum, give each other feedback and use a variety of tools to assess student work. The protocol teachers use to review tasks includes a section on four questions that address anti-bias in curriculum:  a. The task is differentiated in order to best meet the needs of all students -- including identifiable cultural, gender, linguistic, socio-economic and the like.  b. The allows for accommodations for students with IEP's/504 plans.  c. Task is free of stereotypes and generalizations.  d. Task can be reasonably completed in given time period and all students have access to needed materials and resources."  1. Ipswich Public Schools uses our local curriculum validation system -- "Learning Cycles" -- for faculty to review educational materials for simplistic and demeaning generalization lacking intellectual merit. In Learning Cycles, teachers meet in small groups throughout the school year to use a protocol to share curriculum, give each other feedback and use a variety of tools to assess student work. The protocol teachers use to review tasks includes a section on four questions that address anti-bias in curriculum:  a. The task is differentiated in order to best meet the needs of all students -- including identifiable cultural, gender, linguistic, socio-economic and the like.  b. The allows for accommodations for students with IEP's/504 plans.  c. Task is free of stereotypes and generalizations.  d. Task can be reasonably completed in given time period and all students have access to needed materials and resources." | | |
| **Title/Role(s) of Responsible Persons:**  Director of Teaching and Learning | | **Expected Date of Completion:**  10/01/2017 |
| **Evidence of Completion of the Corrective Action:**  The Director of Teaching and Learning continues to monitor best practices. | | |
| **Description of Internal Monitoring Procedures:**  This process is integral to all curriculum development, and continues as an ongoing practice. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 24 Curriculum review | **Corrective Action Plan Status:** Approved  **Status Date:** 10/20/2017  **Correction Status:** Corrected | |
| **Basis for Decision:**  The district described the Learning Cycle process used by teachers and uploaded a sample for how tasks are differentiated and reviewed for fairness which includes four components related to culture, disability, gender and whether the task is free of stereotypes and generalizations. The Learning Cycle for tasks is based on K. Hess's Collaborative Education model which has been implemented in Ipswich since 2015. The district uploaded its documentation in Additional Documents. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  ELE 4 Waiver Procedures | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the district uses a waiver process to exit English learners (EL) from the ELE program with the understanding that these students would benefit from instruction that targets their cognitive/academic needs. G.L. c. 71A states that a parent may request a program waiver to allow the student to participate in an ELE program other than the state-mandated SEI program model. The current waiver policy and practice in the district is not consistent with the waiver requirements stated in G.L. c. 71A. | | |
| **Description of Corrective Action:**  A statement regarding the waiver policy has been posted online. | | |
| **Title/Role(s) of Responsible Persons:**  PPS Director, building principals, ELL teachers | | **Expected Date of Completion:**  10/01/2017 |
| **Evidence of Completion of the Corrective Action:**  Found at  https://www.ipsk12.net/cms/lib/MA02212674/Centricity/Domain/43/English%20Language%20Learner%20Waiver%20Procedures.pdf | | |
| **Description of Internal Monitoring Procedures:**  ELL teachers and building principals will utilize this practice and make parents aware of the waiver option. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 4 Waiver Procedures | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 10/20/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The document the district posted on its website does not clarify how the district will not use the waiver process to exit ELs with disabilities from the ELE program in favor of the Special Education program. Please note that parents can request a waiver only when an alternate ELE program, namely Transitional Bilingual Education (TBE), would be better for the student's educational progress and rapid acquisition of English. Special Education programs do not substitute an ELE program and ELs with disabilities should be given access to all programs they are eligible for. | | |
| **Department Order of Corrective Action:**  Please see "Required Elements of Progress Reports". | | |
| **Required Elements of Progress Report(s):**  1- Please revise the waiver procedures posted on the website by adding a statement that the waiver process cannot be used to exit ELs with disabilities from the ELE program and that parents can request a waiver only when an alternate ELE program, namely Transitional Bilingual Education (TBE), would be better for the student's educational progress and rapid acquisition of English.  2- Provide training to all ELE staff to ensure that they are knowledgeable about the changes. Submit the training materials, sign-in sheets and agendas. | | |
| **Progress Report Due Date(s):**  12/18/2017 | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  ELE 17 Program Evaluation | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  The district submitted the 2012 ELE Coordinated Program Review (CPR) Report issued by the Department as the program evaluation of its ELE program. The 2012 ELE CPR report includes the Department's feedback to the district regarding the district's compliance with federal and state laws in terms of services provided to ELs, but does not qualify as a program evaluation districts are expected to conduct in order to assess the effectiveness of their ELE programs in developing students' English language skills and increasing their ability to participate meaningfully in the educational program. Please see HYPERLINK "http://www.doe.mass.edu/ell/ProgramEvaluation.pdf" http://www.doe.mass.edu/ell/ProgramEvaluation.pdf . | | |
| **Description of Corrective Action:**  The District has entered into an agreement with Crest Collaborative for an ELL Program Evaluation which would include a review of EL's growth in acquiring English, the number of EL's in the District who attained English proficiency, and the academic achievement of EL's and former EL's compared to their never-EL peers. In the event that the program evaluation does not indicate adequate progress, the ELL teachers and PPS Director will modify the program as a result of the challenges identified. | | |
| **Title/Role(s) of Responsible Persons:**  PPS Director | | **Expected Date of Completion:**  09/01/2018 |
| **Evidence of Completion of the Corrective Action:**  Completed ELL Program Evaluation to be completed by summer 2018. | | |
| **Description of Internal Monitoring Procedures:**  The ELL Program Evaluation will be shared with the ELL teachers and building principals so that next steps in program improvement can be determined. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 17 Program Evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 10/20/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  1- Please submit the district's completed ELE program evaluation.  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):**  05/11/2018 | | |