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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: Berlin

CPR Onsite Year: 2017-2018

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 03/23/2018.

**Mandatory One-Year Compliance Date:** **03/23/2019**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 32 | Parent advisory council for special education | Partially Implemented |
| SE 53 | Use of paraprofessionals | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | Partially Implemented |
| CR 24 | Curriculum review | Partially Implemented |
| CR 25 | Institutional self-evaluation | Partially Implemented |
| ELE 10 | Parental Notification | Partially Implemented |

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

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| **Criterion & Topic:**  SE 32 Parent advisory council for special education | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Interviews and document review indicated that the Parent Advisory Council does not participate in the planning, development, and evaluation of the district's special education programs. | | |
| **Description of Corrective Action:**  April 2018- Review 2016/17 SEPAC parent survey for areas parents have concerns with current programming.  June 2018 - Summarize data from parent survey sent following team meetings and discuss with SEPAC areas of parent concern.  September 2018 - Develop new parent survey to send to SEPAC members concerning programming needs.  November 2018-Report on results to SEPAC and staff. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Pupil Personnel Services | | **Expected Date of Completion:**  01/30/2019 |
| **Evidence of Completion of the Corrective Action:**  Data from parent surveys and analysis of needs  Action Plan for implementing changes that the district determines are necessary from parent feedback. | | |
| **Description of Internal Monitoring Procedures:**  Results from parent surveys  SEPAC agendas when data is discussed  Goals and action plan developed | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Approved  **Status Date:** 04/23/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By June 15, 2018, submit a descriptive summary of the district's plan that allows for parent participation in the planning, development, and evaluation of the district's special education programs. The plan should include a timeline for meetings along with agenda items.  By December 14, 2018, submit evidence of SEPAC meetings during which the planning, development, and evaluation of special education programming was addressed with school officials. Evidence should include meeting agendas, attendance sheets, and any additional activities related to the planning, development, and evaluation of special education programming. | | |
| **Progress Report Due Date(s):**  06/15/2018  12/14/2018 | | |

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

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| **Criterion & Topic:**  SE 53 Use of paraprofessionals | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Interviews and a review of documents indicated that not all paraprofessionals who work with students with disabilities are supervised by someone who is proximate and readily available to provide such supervision. Specifically, paraprofessionals responsible for conducting Applied Behavior Analysis trials are supervised by an employee whose schedule is split between the three Berlin-Boylston school districts, with time spent in Berlin being less than half of the school week. As this staff member is not consistently in the district when paraprofessionals are expected to implement instruction, supervision is not readily available and provided. | | |
| **Description of Corrective Action:**  April 2018-Director will review schedules of SPED staff to make sure building based staff are scheduling supervision time with Paras.  June 2018- Director will meet with all sped teachers and Paras to make sure they understand which of the building staff is responsible for supervising them, and that the BCBA is providing additional training as needed.  September 2018- Director will review all schedules to make sure Para consult time is included, and that paras have a licensed staff member readily available to them at all times, either Gen ed or special ed. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Pupil Personnel Services | | **Expected Date of Completion:**  11/20/2018 |
| **Evidence of Completion of the Corrective Action:**  Meeting agendas with topics listed  Staff schedules with consult time delineated | | |
| **Description of Internal Monitoring Procedures:**  Yearly review of staff schedules for building based consult time with Paras.  Review with staff yearly who the supervising teacher is for each para | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 53 Use of paraprofessionals | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 04/23/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district proposed a training on procedures for special education teachers, staff, and paraprofessionals on supervisory roles and assigning staff to supervise paraprofessionals. The updated procedure includes a review of schedules to ensure paraprofessionals have consultation time included in their schedules.  These procedures do not, however, include ongoing monitoring and oversight to ensure that paraprofessionals who work with students with disabilities are supervised by someone who is proximate and readily available to provide supervision consistently. Consultation time with paraprofessionals does not constitute oversight and supervision. | | |
| **Department Order of Corrective Action:**  Develop oversight and monitoring procedures to ensure that paraprofessionals who work with students with disabilities are supervised by someone who is proximate and readily available to provide such supervision. | | |
| **Required Elements of Progress Report(s):**  By June 15, 2018, provide a description the district's newly developed oversight and monitoring procedures to ensure that paraprofessionals who work with students with disabilities are supervised by someone who is proximate and readily available to provide such supervision.  By September 28, 2018, provide evidence of training to all special education staff, including paraprofessionals, on the newly developed procedures. Evidence should include an agenda, signed attendance sheets, and training materials. | | |
| **Progress Report Due Date(s):**  06/15/2018  09/28/2018 | | |

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

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| **Criterion & Topic:**  CR 10B Bullying Intervention and Prevention | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that although the district has an established Bullying Prevention and Intervention Plan, the district does not provide all school staff with professional development that includes developmentally appropriate strategies to prevent bullying incidents; developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; information on the incidence and nature of cyber-bullying; and internet safety issues as they relate to cyber-bullying. | | |
| **Description of Corrective Action:**  1. September 2018- Yearly review of bullying prevention policy by principals  2. January 22, 2019- Pd on how to intervene when bullying occurs for all staff | | |
| **Title/Role(s) of Responsible Persons:**  Building principals | | **Expected Date of Completion:**  02/25/2019 |
| **Evidence of Completion of the Corrective Action:**  Agenda with Bullying presentation from annual review  Agenda from PD on intervening  Sign in sheet from trainings | | |
| **Description of Internal Monitoring Procedures:**  Monitor yearly review of bullying plan  Ongoing PD opportunities on responding to bullying | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 04/23/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district proposed reviewing their bullying prevention policy annually. The district is also, however, responsible for providing professional development to all staff that includes developmentally appropriate strategies to prevent bullying incidents; developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; information on the incidence and nature of cyber-bullying; and internet safety issues as they relate to cyber-bullying. | | |
| **Department Order of Corrective Action:**  Provide all school staff with professional development that includes developmentally appropriate strategies to prevent bullying incidents; developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; information on the incidence and nature of cyber-bullying; and internet safety issues as they relate to cyber-bullying. | | |
| **Required Elements of Progress Report(s):**  By September 28, 2018, provide evidence of the annual training for all staff that includes developmentally appropriate strategies to prevent bullying incidents; developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; information on the incidence and nature of cyber-bullying; and internet safety issues as they relate to cyber-bullying. Evidence should include an agenda, training materials, and signed attendance sheets. | | |
| **Progress Report Due Date(s):**  09/28/2018 | | |

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

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| **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:**  1. By June 2018 -Develop a formal curriculum evaluation tool for teachers to use to look at bias.  2. By September 2018 - Principals will meet with teachers during PD or staff meetings to talk about evaluation for bias and share checklist. Require forms for any new curriculum adoption.  3. By October 2018- use forms as part of formal and informal curriculum review process  4. By January 2019 - submit examples of completed forms. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Curriculum and Grants and Principals | | **Expected Date of Completion:**  01/25/2019 |
| **Evidence of Completion of the Corrective Action:**  Newly created curriculum review tool and examples of its use in reviewing curriculum.  Agenda from staff meetings discussing evaluation curriculum for bias. | | |
| **Description of Internal Monitoring Procedures:**  Forms will be used by the Curriculum coordinator for all formal textbook adoptions and will be made available for all teachers to use to evaluate their own classroom materials. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 24 Curriculum review | **Corrective Action Plan Status:** Approved  **Status Date:** 04/23/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By June 15, 2018, provide a description the district's newly developed procedures and samples of the tools used to ensure 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.  By June 15, 2018, submit description of the district's internal oversight and tracking system with periodic reviews, along with the name/role of the designated person.  By September 28, 2018, provide evidence of training to all teachers on the newly developed procedures. Evidence should include agenda, signed attendance sheets, and training materials. | | |
| **Progress Report Due Date(s):**  06/15/2018  09/28/2018 | | |

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| **Criterion & Topic:**  CR 25 Institutional self-evaluation | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the district does not annually evaluate all aspects of its K-5 programming to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. | | |
| **Description of Corrective Action:**  1. May 2018- Hire part time help for scheduling at the High School  2. October 2018 - Start District Equity committee to look at data in each school using Title I funds  3. September 2018 revision of music program to give students greater access to band and chorus- compare pre and post  4. October 2018- Collect data on number of scheduling conflicts, which were unresolved | | |
| **Title/Role(s) of Responsible Persons:**  Director of Curriculum and Grants and Director of Pupil Personnel Services | | **Expected Date of Completion:**  02/20/2019 |
| **Evidence of Completion of the Corrective Action:**  Standing Equity committee  Data showing scheduling conflicts  Band and chorus numbers after adjustments | | |
| **Description of Internal Monitoring Procedures:**  Equity committee will look at data on ongoing basis | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 04/23/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district proposed establishing a District Equity committee to look at data in each school using Title I funds. The district proposed collecting data on scheduling conflicts with band and chorus. This evaluation proposal does not include student participation based on all protected categories as a measure of accessibility, or consider equal access to all program areas. The self-assessment should include an evaluation of all programs, including athletics and other extracurricular activities, to ensure equal access for all students regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status. | | |
| **Department Order of Corrective Action:**  Develop procedures and tools to conduct an annual institutional self-evaluation to evaluate all aspects of the district's K-5 programming to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including academics, athletics and other extracurricular activities.  Submit the results of the district's institutional self-evaluation utilizing these newly developed procedures; include recommendations and action steps, if necessary, for any improvements needed based upon evaluation results. | | |
| **Required Elements of Progress Report(s):**  By September 28, 2018, provide a description the district's newly developed procedures and samples of the tools used for the purpose of conducting an institutional self-evaluation to evaluate all aspects of the district's K-5 programming to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including academics, athletics and other extracurricular activities.  By January 14, 2019, submit the results of the district's institutional self-evaluation utilizing these newly developed procedures; include recommendations and action steps, if necessary, for any improvements needed based upon evaluation results. | | |
| **Progress Report Due Date(s):**  09/28/2018  01/14/2019 | | |

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

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| **Criterion & Topic:**  ELE 10 Parental Notification | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the parent notification form sent to English learner (EL) parents, upon students' initial identification as ELs and annually thereafter, does not include all the required information that needs to be communicated to the parents. | | |
| **Description of Corrective Action:**  April 2018-We will review the state template with our template for missing elements.  June 2018- We will rewrite our form with required elements.  September 2018 - We will begin using the new form for students who are initially identified.  November- We will begin periodic checks for use of new form | | |
| **Title/Role(s) of Responsible Persons:**  Director of Pupil Personnel with ELE staff | | **Expected Date of Completion:**  11/15/2018 |
| **Evidence of Completion of the Corrective Action:**  -Updated form  - Evidence of completed forms sent to parents | | |
| **Description of Internal Monitoring Procedures:**  Periodic record review  Submission of completed forms to PPS office | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 10 Parental Notification | **Corrective Action Plan Status:** Approved  **Status Date:** 04/23/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please submit copies of the parent notification letters sent to each student's parent or guardian in their preferred language. | | |
| **Progress Report Due Date(s):**  09/28/2018 | | |