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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: Medford

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 08/24/2018.

**Mandatory One-Year Compliance Date:** **08/24/2019**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 6 | Determination of transition services | 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 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10C | Student Discipline | Partially Implemented |
| ELE 5 | Program Placement and Structure | Partially Implemented |

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| **Criterion & Topic:**  SE 6 Determination of transition services | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that although IEP Teams develop transition plans for students 14 or older, the Transition Planning Forms do not consistently include appropriate measurable postsecondary goals that are updated annually. | | |
| **Description of Corrective Action:**  The Special Education Operations Team will conduct a root cause analysis, then review current procedures and revise if necessary. Grade level Special Education Coordinators will provide middle and high school Evaluation Team Leaders with PD on district procedures to ensure all IEPs include appropriate measureable postsecondary goals that are updated annually. The district will reconvene team meetings to amend the IEP for any identified student who did not have appropriate measureable postsecondary goals. The high school and middle school Special Education Coordinators will conduct an internal record review on a random sample of 12 IEPs written after the ETL training to ensure full compliance with the requirement for IEPs to include measurable postsecondary goals that are updated annually. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Pupil Services | | **Expected Date of Completion:**  02/28/2019 |
| **Evidence of Completion of the Corrective Action:**  Evidence of training to Evaluation Team Leaders will includes an agenda, materials disseminated and a signed attendance with name(s) and role(s). The results of the post training record review will indicate full compliance with all reviewed records showing measurable postsecondary goals that are updated annually. | | |
| **Description of Internal Monitoring Procedures:**  Special Education Coordinators who supervise middle and high school programs will conduct a random sample review of student transition plans at least twice per school year. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 6 Determination of transition services | **Corrective Action Plan Status:** Approved  **Status Date:** 09/18/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By November 9, 2018, for those students whose records were identified by the Department, submit the required documents listed on the Student Record Issues Group Worksheet provided in person on August 24.  By November 9, 2018 submit evidence of training for evaluation team leaders on appropriate development of transition plans documented in the Transition Planning Form (28M/9) and IEP, including training materials, name of presenter, agenda and signed attendance sheet(s) with staff name, role and signature.  By February 15, 2019 submit the results of an internal review of approximately ten (10) records of students aged 14 or older with IEP meetings held subsequent to implementation of all corrective actions for evidence the IEP Team reviewed and revised as appropriate the Transition Planning Form (TPF) and IEP and identified measurable goals which will reasonably enable the student to meet the postsecondary vision. Provide a detailed summary of the internal review including the number of records reviewed, the number showing that the TPF was reviewed and revised as appropriate, and the number that identified measurable goals. If non-compliance is identified, report the specific actions taken to correct it and report the root cause(s) of the ongoing non-compliance as well as 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):**  11/09/2018  02/15/2019 | | |

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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:**  A review of documents and staff interviews indicated that although the district has developed written procedures for the discipline of students with disabilities and Section 504 Accommodation Plans, the code of conduct does not include procedures for students who have not yet been found eligible for special education. As outlined in the student handbooks/codes of conduct, the manifestation determination procedures also incorrectly state that if the student's behavior leading to the suspension is determined to be related to the student's disability, the Team will modify the student's special education program or write an amendment to deliver services during the suspension. Additionally, the procedures include a citation to the discontinued Chapter 766 regulations (now M.G.L. Chapter 71B). | | |
| **Description of Corrective Action:**  The School Principals work group will revise the code of conduct, including manifestation determination procedures for students who have not yet been found eligible for special education. The updated code of conduct will be recorded in all online versions of Student Handbooks. Parents and students will be notified of the revisions through a parent letter that will be attached to a copy of the revised code of conduct that will be posted on the front page of the district website, as well as on the webpage for each individual school. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Pupil Services  School Principals work group | | **Expected Date of Completion:**  11/30/2018 |
| **Evidence of Completion of the Corrective Action:**  The revised handbooks uploaded to the district/school webpages at: www.medford.k12.ma.us  A copy of the parent/student notifications will be uploaded to: www.medford.k12.ma.us | | |
| **Description of Internal Monitoring Procedures:**  The Central Administration Team will annually review student handbooks to determine that all elements of student handbooks, including code of conduct, are up to date and reflect any changes in federal, state, and local requirements. | | |
| 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:** 09/18/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By November 9, 2018 submit revised manifestation determination procedures to include the discipline of students not yet found eligible for special education, and removing the provision to modify the student's special education program or write an amendment to deliver services during the suspension if the student's behavior is determined to be related to the student's disability. Also provide evidence, such as dissemination of updated handbooks, a notice on the school website, or an email sent to staff, families, and students, that the school community has been notified of the revisions to the code of conduct. | | |
| **Progress Report Due Date(s):**  11/09/2018 | | |

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| **Criterion & Topic:**  CR 10A Student handbooks and codes of conduct | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  See SE 46. | | |
| **Description of Corrective Action:**  The School Principals work group will revise the code of conduct, including manifestation determination procedures for students who have not yet been found eligible for special education. The updated code of conduct will be recorded in all online versions of Student Handbooks. Parents and students will be notified of the revisions through a parent letter that will be attached to a copy of the revised code of conduct that will be posted on the front page of the district website, as well as on the webpage for each individual school. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Pupil Services  School Principals work group | | **Expected Date of Completion:**  11/30/2018 |
| **Evidence of Completion of the Corrective Action:**  The revised handbooks uploaded to the district/school webpages at: www.medford.k12.ma.us  A copy of the parent/student notifications will be uploaded to: www.medford.k12.ma.us | | |
| **Description of Internal Monitoring Procedures:**  The Central Administration Team will annually review student handbooks to determine that all elements of student handbooks, including code of conduct, are up to date and reflect any changes in federal, state, and local requirements. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved  **Status Date:** 09/18/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  See SE 46. | | |
| **Progress Report Due Date(s):**  11/09/2018 | | |

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| **Criterion & Topic:**  CR 10C Student Discipline | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that although high school students are provided the opportunity to make educational progress during periods of suspension, the attendance policy in the high school handbook states that suspensions count toward the fifteen days of absences leading to a loss of course credits, in violation of M.G.L. c. 71, § 37H ¾.  A review of documents also indicated that the district's code of conduct incorrectly states that an expelled student loses his or her right to a public education, in violation of M.G.L. c. 71, §§ 37H and 37H½. | | |
| **Description of Corrective Action:**  Prior to July 1, 2014, Medford Public Schools updated the student discipline code to provide high school students the opportunity to make educational progress during periods of suspension consistent with M.G.L. c. 71, § 37H ¾. However, the attendance policy in the high school handbook erroneously stated that suspensions count toward the fifteen days of absences leading to a loss of course credits. A review of documents also indicated that the district's code of conduct incorrectly states that an expelled student loses his or her right to a public education, in violation of M.G.L. c. 71, §§ 37H and 37H½.  The High School Headmaster will revise the Student Handbook to ensure that the attendance policy reflects current practice, which includes providing students the opportunity to make educational progress during periods of suspension, with no loss of course credits. A statement that incorrectly indicates that an expelled student loses his or her right to a public education will be removed. The updated attendance policy and code of conduct will be recorded in all online versions of Student Handbooks. Parents, students, and staff will be notified of the revisions through a parent letter that will be attached to a copy of the revised attendance policy and code of conduct that will be posted on the main page of the district website, as well as on the high school webpages. | | |
| **Title/Role(s) of Responsible Persons:**  Medford High School Headmaster | | **Expected Date of Completion:**  11/30/2018 |
| **Evidence of Completion of the Corrective Action:**  The revised handbook will be uploaded to the district/school webpages at: www.medford.k12.ma.us  A copy of the parent/student notifications will be uploaded to: www.medford.k12.ma.us | | |
| **Description of Internal Monitoring Procedures:**  The High School Administrator team will annually review student handbooks to determine that all elements of student handbooks, including attendance policy and code of conduct, are up to date and reflect any changes in federal, state, and local requirements. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10C Student Discipline | **Corrective Action Plan Status:** Approved  **Status Date:** 09/18/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By November 9, 2018 submit the high school attendance policy revised to ensure that when a student is suspended the days of suspension are not counted as absences for the purpose of loss of course credit, and removing language from the high school handbook indicating that an expelled student loses his or her right to a public education. Also provide evidence, such as dissemination of the updated handbook, a notice on the school website, or an email sent to staff, families, and students, that the school community has been notified of the revisions to the attendance policy and code of conduct. | | |
| **Progress Report Due Date(s):**  11/09/2018 | | |

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| **Criterion & Topic:**  ELE 5 Program Placement and Structure | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  State and federal laws require that students in Massachusetts public schools, who do not speak English or whose native language is not English and who currently cannot perform ordinary classroom work in English, receive instruction that is specifically designed to assist them both in learning English and in learning subject matter.  A review of documents and staff interviews indicated that at the McGlynn Middle School, not all English learners at lower levels of English language proficiency receive content instruction appropriate to their grade level. | | |
| **Description of Corrective Action:**  The Director of EL Services, along with district curriculum directors, will review content curriculum and lesson plans across subject areas to ensure inclusion of language objectives during content instruction. The master schedule at the McGlynn Middle School has been revised to provide increased flexibility with student schedules for EL students. The EL program has been restructured to include EL students in co-taught grade level appropriate classrooms. | | |
| **Title/Role(s) of Responsible Persons:**  Director of English Learners | | **Expected Date of Completion:**  11/30/2018 |
| **Evidence of Completion of the Corrective Action:**  A review of sample lesson plans, curriculum, EL student schedules, and classroom rosters will demonstrate that all English learners at lower levels of English language proficiency receive consistent instruction appropriate to their grade levels. | | |
| **Description of Internal Monitoring Procedures:**  The Director of EL Services will conduct intermittent review of student schedules. A LAT meeting will be held on an annual basis to review EL student progress to make program placement decisions. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 5 Program Placement and Structure | **Corrective Action Plan Status:** Approved  **Status Date:** 09/18/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By 11/9/2018 the district will submit evidence of content curriculum and lesson plans used across subject areas to ensure inclusion of language objectives during content instruction that is grade-appropriate for ELs in grades 6-8, EL student schedules, and classroom rosters to demonstrate that all English learners at lower levels of English language proficiency receive consistent instruction appropriate to their grade levels. | | |
| **Progress Report Due Date(s):**  11/09/2018 | | |