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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: Richmond

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 01/25/2018.

**Mandatory One-Year Compliance Date:** **01/25/2019**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 13 | Progress Reports and content | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | Partially Implemented |
| CR 10C | Student Discipline | Partially Implemented |
| CR 18 | Responsibilities of the school principal | Partially Implemented |

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

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| **Criterion & Topic:**  SE 13 Progress Reports and content | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Student record review and interviews indicated that progress report information sent to parents regarding occupational therapy does not include information on progress towards meeting the annual occupational therapy goals in the IEP. | | |
| **Description of Corrective Action:**  Student record review for OT did not include information on progress reports meeting the annual occupational therapy goals in the IEP. | | |
| **Title/Role(s) of Responsible Persons:**  Jenevra Strock  Sped Director | | **Expected Date of Completion:**  01/18/2019 |
| **Evidence of Completion of the Corrective Action:**  We will hold a staff meeting to review what progress report should include and making sure that the progress report states how the student is meeting the goal. We will review quality progress reports at a meeting before each progress report period. Quality progress report examples will be given to each SPED staff. | | |
| **Description of Internal Monitoring Procedures:**  The Sped Director will review all progress reports before going home with the student. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 13 Progress Reports and content | **Corrective Action Plan Status:** Approved  **Status Date:** 03/28/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By June 8, 2018, submit evidence (agenda, signed attendance sheet, materials) that appropriate staff have been trained on completing reports on the student's progress toward reaching the goals set forth in the IEP.  By December 14, 2018, submit the results of an internal review of records for students receiving occupational therapy services to ensure that progress report information is sent to parents regarding the goals set forth in the IEP. Please include the following: 1) the number of records reviewed; 2) the number of records in compliance; 3) for any records not in compliance, determine the root cause; and 4) the specific corrective actions taken to remedy the non-compliance. | | |
| **Progress Report Due Date(s):**  06/08/2018  12/14/2018 | | |

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| **Criterion & Topic:**  CR 10A Student handbooks and codes of conduct | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicated that the district's code of conduct does not contain complete procedures for the discipline of students with disabilities or procedures for the discipline of students with Section  504 Accommodation Plans. Also, the code of conduct does not contain procedures for accepting, investigating and resolving complaints alleging discrimination or harassment and the disciplinary measures that the district may impose if it determines that harassment or discrimination has occurred. | | |
| **Description of Corrective Action:**  Although we have complete procedures for disciplining students with disabilities and procedures for the discipline of students with Section 504 Accommodation Plans, we do not have this documented in our Code of Conduct. These procedures include accepting, investigating and resolving complaints alleging discrimination or harassment and the disciplinary measures that the district may impose if it determines the harassment or discrimination has occurred. Our Code of Conduct will be updated to include these measures. | | |
| **Title/Role(s) of Responsible Persons:**  Monica Zanin, Principal | | **Expected Date of Completion:**  01/18/2019 |
| **Evidence of Completion of the Corrective Action:**  The Code of Conduct will be updated to include a complete list of procedures. The updated Code of Conduct will be distributed to our community and posted on our website. I will submit the updated Code of Conduct to the Department of Elementary and Secondary Education. | | |
| **Description of Internal Monitoring Procedures:**  I will work with my administrative team to ensure the procedures are documented and that the updated plan is posted and distributed to the community. The Code of Conduct will be reviewed 1x a year with all staff. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved  **Status Date:** 03/28/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By June 8, 2018, provide a copy of the proposed revisions to the Richmond Code of Conduct that includes: 1) procedures for the discipline of students with disabilities; 2) procedures for the discipline of students with Section 504 Accommodation Plans; 3) procedures for accepting, investigating and resolving complaints alleging discrimination or harassment, and; 4) the disciplinary measures that the district may impose if it determines that harassment or discrimination has occurred.  By October 19, 2018, provide a link to the updated 2018-2019 Richmond Code of Conduct on the school website, which contains procedures for the discipline of students with disabilities and discipline of students with Section 504 Accommodation Plans as well as the procedures for accepting, investigating and resolving complaints alleging discrimination or harassment and the disciplinary measures that the district may impose if it determines that harassment or discrimination has occurred. | | |
| **Progress Report Due Date(s):**  06/08/2018  10/19/2018 | | |

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| **Criterion & Topic:**  CR 10B Bullying Intervention and Prevention | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicated that the district's code of conduct has not been updated to extend protections to students who are bullied by a member of the school staff and to make clear that a member of the school staff may be named the "aggressor" or "perpetrator" in a bullying report. | | |
| **Description of Corrective Action:**  Although, we acknowledge and train our faculty/staff that an "aggressor" or "perpetrator" can be a member of our school staff or faculty in a bullying report, it isn't documented in our Code of Conduct. | | |
| **Title/Role(s) of Responsible Persons:**  Monica Zanin, Principal | | **Expected Date of Completion:**  01/18/2019 |
| **Evidence of Completion of the Corrective Action:**  I will provide evidence by submitting an updated Code of Conduct acknowledging that protections to students who are bullied by a member of the school staff/faculty may be named the "aggressor" or "perpetrator" in a bullying report. | | |
| **Description of Internal Monitoring Procedures:**  With the help of my administrative team, our Code of Conduct will be updated to include wording that an "aggressor" or 'perpetrator" may be named a member of the school staff/faculty in a bullying report. The Code of Conduct will be reviewed 1x a year with all staff and the community will have access to it via website or paper. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved  **Status Date:** 03/28/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By June 8, 2018, provide a copy of the Bullying Prevention and Intervention procedures that will be included  in the 2018-2019 Richmond Code of Conduct that extends protections to students who are bullied by a member of the school staff and to make clear that a member of the school staff may be named the "aggressor" or "perpetrator" in a bullying report.  By October 19, 2018, provide a link to the information on bullying in the 2018-2019 Richmond Code of Conduct which extends protections to students who are bullied by a member of the school staff and that a member of the school staff may be named the "aggressor" or "perpetrator" in a bullying report.  By October 19, 2018, provide evidence (agenda, attendance sheet with signature/role, training materials) that all staff have been trained on the district's Bullying Prevention and Intervention Plan. | | |
| **Progress Report Due Date(s):**  06/08/2018  10/19/2018 | | |

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| **Criterion & Topic:**  CR 10C Student Discipline | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicated that the district's procedures for the emergency removal of a student, as contained within the district's student discipline policy, 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.  Additionally, there is no School-wide Education Service Plan in place at the school for students who are expelled or suspended for more than 10 consecutive days, and the district has not developed a system for periodic review of discipline data by special populations. | | |
| **Description of Corrective Action:**  Although the district follows through with these measures, the district's procedures for the emergency removal of a student, as contained within the district's student discipline policy, does 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.  Additionally, there is no School-wide Education Service in place at the school for students who have been expelled or suspended for more than 10 consecutive days, and the district has not documented a system for periodic review of discipline data by special populations. | | |
| **Title/Role(s) of Responsible Persons:**  Monica Zanin, Principal | | **Expected Date of Completion:**  01/18/2019 |
| **Evidence of Completion of the Corrective Action:**  The district's discipline policy will be updated to 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. In addition, we review special population student discipline data bi-weekly in our admin team meetings. This will be documented and added into the student disciplinary policy within the Code of Conduct. The policy will also indicate that there will be School-wide Education Services for students suspended or expelled for more than 10 consecutive days. | | |
| **Description of Internal Monitoring Procedures:**  The administrative team and I will update and monitor the procedures put in place for tracking student discipline data along with procedures surrounding the emergency removal of a student. The team will review and update policies as necessary regarding educational services in the event that a student is expelled or suspended for 10 or more consecutive days. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10C Student Discipline | **Corrective Action Plan Status:** Approved  **Status Date:** 03/28/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By June 8, 2018, provide a copy of the student discipline procedures to include that a 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.  By June 8, 2018 provide a copy of the School-wide Education Service Plan for students who are expelled or suspended for more than 10 consecutive days, and a copy of the system the district will use for periodic review of discipline data by special populations. | | |
| **Progress Report Due Date(s):**  06/08/2018 | | |

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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 district has not developed a district curriculum accommodation plan (DCAP) that includes efforts to meet the needs of diverse learners within the general education program; assists the regular classroom teacher in analyzing and accommodating the various learning styles of all children within the general education program; assists in providing appropriate services and support, including direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning; and includes provisions encouraging teacher mentoring and collaboration, and parental involvement. | | |
| **Description of Corrective Action:**  The DCAP that we use and developed does not meet the needs of diverse learners within the general education program; assists the regular education teacher in analyzing and accommodating the various learning styles of all children within the general education program; assists in providing appropriate services and support, including direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning; and includes provisions encouraging teacher mentoring and collaboration, and parental involvement. | | |
| **Title/Role(s) of Responsible Persons:**  Monica Zanin, Principal | | **Expected Date of Completion:**  01/18/2019 |
| **Evidence of Completion of the Corrective Action:**  An updated DCAP will be developed and loaded for our District. This will replace our existing DCAP and staff will be informed of the shift. This will meet the needs of diverse learners within the general education program; assist the regular education teacher in analyzing and accommodating the various learning styles of all children within the general education program; assist in providing appropriate services and support, including direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning; and includes provisions encouraging teacher mentoring and collaboration, and parental involvement. | | |
| **Description of Internal Monitoring Procedures:**  The administrative team and I will develop the plan, share with our educators and provide training on response to intervention and accommodating the various learning styles of all children within the general education program. This meeting will occur 1x year. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 18 Responsibilities of the school principal | **Corrective Action Plan Status:** Approved  **Status Date:** 03/28/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By June 8, 2018, provide a copy of a revised district curriculum accommodation plan (DCAP) that includes: 1) efforts to meet the needs of diverse learners within the general education program; 2) assists the regular classroom teacher in analyzing and accommodating the various learning styles of all children within the general education program; 3) assists in providing appropriate services and support, including direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, and; 4) includes provisions encouraging teacher mentoring and collaboration, and parental involvement.  By October 19, 2018, provide evidence (signed attendance sheet, agenda, materials) that all staff have been trained on the district's revised DCAP. | | |
| **Progress Report Due Date(s):**  06/08/2018  10/19/2018 | | |