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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: Stoneham

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 04/04/2018.

**Mandatory One-Year Compliance Date:** **04/04/2019**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 7 | Transfer of parental rights at age of majority and student participation and consent at the age of majority | Partially Implemented |
| SE 20 | Least restrictive program selected | Partially Implemented |
| SE 24 | Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE | 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 10B | Bullying Intervention and Prevention | Partially Implemented |
| CR 10C | Student Discipline | Partially Implemented |
| CR 14 | Counseling and counseling materials free from bias and stereotypes | Partially Implemented |
| CR 16 | Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | Partially Implemented |
| CR 17A | Use of physical restraint on any student enrolled in a publicly-funded education program | Partially Implemented |
| CR 24 | Curriculum review | Partially Implemented |
| CR 25 | Institutional self-evaluation | Partially Implemented |
| ELE 14 | Licensure Requirements | Partially Implemented |

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| **Criterion & Topic:** SE 7 Transfer of parental rights at age of majority and student participation and consent at the age of majority | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records and staff interviews indicated that while the district notifies the student and parent/guardian at least one year prior to the student's 18th birthday of the educational decision-making rights that will transfer from the parent/guardian to the student, the district does not affirmatively obtain consent from the student with shared decision-making rights once he or she turns age 18 to continue with the student's special education program. |
| **Description of Corrective Action:** We will rewrite our procedure for obtaining consent from the student with shared decision-making rights on the student's 18th birthday. The High School Special Education Supervisor will train all high school special education teachers and out of district liaisons on the new procedures. |
| **Title/Role(s) of Responsible Persons:**Martha Bakken, Student Services Director | **Expected Date of Completion:**12/31/2018 |
| **Evidence of Completion of the Corrective Action:**The evidence of compliance are: A copy of the new procedures, training agenda, and training materials. This training will take place before the end of the school year 2017-2018. We have created a spreadsheet to monitor students' 18th birthdays and check this weekly to ensure that we know who needs to sign in the coming weeks. We will also complete a review of 5 -8 records of students who turn eighteen by December 2018 (if there are that many) to ensure that we are complying with the new procedure. |
| **Description of Internal Monitoring Procedures:** The High School Special Education Supervisor will continue to monitor our online spreadsheet to ensure all students with shared decision making are signing IEPS on their 18th birthday. In addition we will pull 5 random records 1-2 times a year to ensure that all students with shared decision making have signed IEPs in their files. The Director of Student Services will be responsible for the random record review. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 7 Transfer of parental rights at age of majority and student participation and consent at the age of majority | **Corrective Action Plan Status:** Approved **Status Date:** 05/22/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 28, 2018 submit the procedures for obtaining consent to continue the special education program from the student with decision-making rights once he or she turns age 18, and evidence of training on the procedures for high school special education and guidance staff including the agenda, training materials, signed attendance sheets, and the name/role of presenter. Please see the Department's guidance on age of majority at http://www.doe.mass.edu/sped/advisories/11\_1.html. By December 14, 2018 submit the results of an internal review of approximately five (5) records of students who turned 18 subsequent to implementation of all corrective actions for evidence the district gained the student's consent to continue their special education program and placement, or documentation of the student's choice to delegate decisionmaking rights.Provide a detailed summary of the internal review including the number of records reviewed, and the number showing that the district obtained the student's consent or documented the student's choice to delegate their rights. 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):** 09/28/201812/14/2018 |

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| **Criterion & Topic:** SE 20 Least restrictive program selected | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records indicated that the district does not consistently state why removal from the general education classroom is considered critical to the student's program and the basis for the Team's conclusion that education in the least restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |
| **Description of Corrective Action:** The Director of Student Services will train all special education staff in August/September, 2018 on the rationale for removing a student from special education and how to document the reasons for the Team's conclusion on the IEP. The staff will also be provided with exemplars for IEP completion. |
| **Title/Role(s) of Responsible Persons:**Martha Bakken, Student Services Director | **Expected Date of Completion:**12/30/2018 |
| **Evidence of Completion of the Corrective Action:**Evidence will include: A copy of Training Materials including exemplars and the sign in sheet for training all special education staff. In November, 2018 we will review 10 random records at multiple levels during our weekly Special Education Administrator meeting to ensure compliance. The Special Education Director will be responsible for the review of records. |
| **Description of Internal Monitoring Procedures:** Special Education Supervisors will review every IEP before it is sent out will review the Justification for Removal and document compliance on the IEP checklist. In addition we will pull 5 random records 1-2 times a year to ensure that all IEPs are in compliance. The Director of Student Services will be responsible for the random record review. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 20 Least restrictive program selected | **Corrective Action Plan Status:** Approved **Status Date:** 05/22/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 28, 2018 submit evidence of training on procedures for ensuring that IEP Teams consistently state why removal from the general education classroom is considered critical to student success and why it could not be achieved satisfactorily in the least restrictive environment, and evidence of training on the procedures including the agenda, training materials, signed attendance sheets, and the name/role of presenter.By December 14, 2018 submit the results of an internal review of approximately ten (10) student records with IEP development subsequent to implementation of all corrective actions, and whose IEP includes grid C services, for evidence that IEP Teams consistently state why removal from the general education classroom is considered critical to student success and why it could not be achieved satisfactorily in the least restrictive environment.Provide a detailed summary of the internal review including the number of records reviewed, and the number showing that IEP Teams stated why removal from the general education classroom is considered critical to student success and why it could not be achieved satisfactorily in the least restrictive environment. 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):** 09/28/201812/14/2018 |

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| **Criterion & Topic:** SE 24 Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records indicated that information included in the narrative description of the Notice of Proposed School District Action (N1), following annual IEP review and revision, does not consistently contain sufficient detail of the district's proposed actions, specifically a description of each evaluation procedure, test, record, or report the agency used as a basis for the proposed or refused action. |
| **Description of Corrective Action:** The Director of Student Services will train all special education staff in August/September, 2018 on how to document with sufficient detail the district's proposed actions on the N1, giving a description of each evaluation procedure, test, record or report the agency used as a basis for the proposed or refused action. The staff will also be provided with exemplars for N1 completion. |
| **Title/Role(s) of Responsible Persons:**Martha Bakken, Student Services Director | **Expected Date of Completion:**12/30/2018 |
| **Evidence of Completion of the Corrective Action:**Evidence will include: A copy of Training Materials including exemplars and sign in sheet for training all special education staff. In November, 2018 we will review 10 random records at multiple levels during our weekly Special Education Administrator meeting to ensure compliance. The Special Education Director will be responsible for the review of records. |
| **Description of Internal Monitoring Procedures:** Special Education Administrators will review the N1 language for every IEP before it is send out to ensure compliance. In addition we will pull 5 random records 1-2 times a year to ensure that we have documented the proposed actions with sufficient detail. The Director of Student Services will be responsible for the random record review. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 24 Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE | **Corrective Action Plan Status:** Approved **Status Date:** 05/22/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 28, 2018 submit evidence of training on procedures for ensuring that the Notice of Proposed School District Action (N1) consistently contains sufficient detail of the district's proposed actions, specifically a description of each evaluation procedure, test, record, or report the agency used as a basis for the proposed or refused action, and evidence of training on the procedures including the agenda, training materials, signed attendance sheets, and the name/role of presenter.By December 14, 2018 submit the results of an internal review of approximately ten (10) student records with IEP development subsequent to implementation of all corrective actions for evidence that information included in the narrative description of the Notice of Proposed School District Action (N1) consistently contains sufficient detail of the district's proposed actions, specifically a description of each evaluation procedure, test, record, or report the agency used as a basis for the proposed or refused action.Provide a detailed summary of the internal review including the number of records reviewed, and the number showing that N1s contains sufficient detail of the district's proposed actions, specifically a description of each evaluation procedure, test, record, or report the agency used as a basis for the proposed or refused action. 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):** 09/28/201812/14/2018 |

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| **Criterion & Topic:** SE 46 Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documents and staff interviews indicated that manifestation determination procedures outlined in the elementary and middle school handbooks/codes of conduct incorrectly state that if it is determined the student's behavior leading to the suspension was 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. These procedures also do not include the requirement to consider whether the district's failure to implement the IEP contributed to the student's behavior. Additionally, the procedures include a citation to the discontinued Chapter 766 regulations (now M.G.L. Chapter 71B). |
| **Description of Corrective Action:** We will revise the procedures for Manifestation Determination in all of the school handbooks to reflect current regulations and procedures and include information on the requirement to consider whether the district's failure to implement the IEP contributed to the student's behavior and remove the citation to Chapter 766. |
| **Title/Role(s) of Responsible Persons:**Martha Bakken, Student Services DirectorDave Ljungberg, Director of Curriculum and Assessment | **Expected Date of Completion:**10/30/2018 |
| **Evidence of Completion of the Corrective Action:**Our handbooks will reflect the updated language and procedures. |
| **Description of Internal Monitoring Procedures:** Each year we will monitor our handbooks to ensure they are up-to-date and accurate. Martha Bakken, Student Services Director, and Dave Ljungberg, Director of Curriculum and Assessment, and School Principals will review the handbooks before they go to print. |
| 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:** 05/22/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 28, 2018 submit revised elementary and middle school codes of conduct for the discipline of students with disabilities in accordance with district procedures, specifically, 1) the requirements that manifestation determination hearings consider whether the district's failure to implement the IEP contributed to the student's behavior, and 2) if it is determined that the student's behavior leading to the suspension was related to the student's disability, the student returns to the original placement unless the parents and district agree otherwise or a hearing officer orders a new placement.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):** 09/28/2018 |

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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:** We will revise the procedures for Manifestation Determination in all of the school handbooks to reflect current regulations and procedures and include information on the requirement to consider whether the district's failure to implement the IEP contributed to the student's behavior and remove the citation to Chapter 766. |
| **Title/Role(s) of Responsible Persons:**Martha Bakken, Student Services DirectorDave Ljungberg, Director of Curriculum and Assessment | **Expected Date of Completion:**10/30/2018 |
| **Evidence of Completion of the Corrective Action:**Our handbooks will reflect the updated language and procedures. |
| **Description of Internal Monitoring Procedures:** Each year we will monitor our handbooks to ensure they are up-to-date and accurate. Martha Bakken, Student Services Director, and Dave Ljungberg, Director of Curriculum and Assessment, and School Principals will review the handbooks before they go to print. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved **Status Date:** 05/22/2018 **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):** 09/28/2018 |

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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 the district has updated its Bullying Intervention and Prevention Plan consistent with the amendments to the Massachusetts anti-bullying law, which is available on the district website and in the staff manual. However, the school committee's policies and the high school handbook do not include staff in the definition of perpetrator. In addition, while the elementary and middle school handbooks provide a list of bullying behaviors and disciplinary consequences, the district does not provide annual written notice to parents and guardians of all student-related sections of the plan, specifically the procedures for reporting and investigating suspected acts of bullying, and the response to a determination that bullying occurred. |
| **Description of Corrective Action:** The Director of Curriculum will revise the School Committee Policy and once it is approved; will insert the same language into the High School Handbook to include staff in the definition of perpetrator. The Elementary and Middle School Handbooks will be revised to include annual written notice to parents and guardians off all student-related sections of the plan, specifically the procedures for reporting and investigating suspected acts of bullying, and the response to a determination that bullying occurred. This annual written notice will also be sent home via the school district's List Serv, will be posted on the district website, and will also be made available in paper copy at each school's main office. |
| **Title/Role(s) of Responsible Persons:**David Ljungberg, Director of Curriculum | **Expected Date of Completion:**10/30/2018 |
| **Evidence of Completion of the Corrective Action:**\*School Committee Agenda showing adoption of revised district policy\*School Committee Agenda showing adoption of high school handbook with revised policy inserted\*Annual written notice |
| **Description of Internal Monitoring Procedures:** The Director of Curriculum will review updates to Bullying Prevention and Intervention Law on an annual basis to be sure that school committee policy, high school handbook, and annual notifications to parents are in compliance with state and local regulations and policies. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved **Status Date:** 05/22/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 28, 2018 submit the district's Bullying Intervention and Prevention Policy and a web link to the high school handbook revised to include staff in the definition of perpetrator. Also, submit evidence such as an email to families or dissemination of the student/family handbook that parents/guardians have been provided written notice of the student-related sections of the plan, specifically the procedures for reporting and investigating suspected acts of bullying, and the response to a determination that bullying occurred. |
| **Progress Report Due Date(s):** 09/28/2018 |

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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 district policies and codes of conduct have been updated to include the provision for students to make up work missed during a suspension, and the high school handbook states that students suspended more than ten (10) consecutive school days will be provided with educational services. However, district policies and procedures do not address the requirement to facilitate and verify enrollment of the student in the educational service, or include the district's responsibility to admit to its schools, or provide educational services for, students who move into the district while under suspension or expulsion from another district.In addition, the elementary and middle school handbooks/codes of conduct do not include the provision of educational services for students suspended over ten (10) days. Although the middle school handbook includes offenses as per state law that may result in expulsion, such as those involving weapons, controlled substances, and assault, the handbook incorrectly states that a student may be subject to permanent expulsion for flagrantly and continuously breaking school rules. |
| **Description of Corrective Action:** District policies and procedures will be revised to address the requirement to facilitate and verify enrollment of students who are suspended more than (10) days. Procedures and policies will also be updated to include the district's responsibility to admit to its schools, or provide educational services for, students who move into the district while under suspension or expulsion from another district. The elementary and middle school handbooks will be revised to include the provision of educational services for students suspended over (10) days. The middle school handbook will be revised and the statement that "a student may be subject to permanent expulsion for flagrantly and continuously breaking school rules" will be removed. |
| **Title/Role(s) of Responsible Persons:**David Ljungberg, Director of CurriculumPrincipals | **Expected Date of Completion:**10/30/2018 |
| **Evidence of Completion of the Corrective Action:**\*Revised District Policies\*Revised high school, middle school, and elementary school handbooks |
| **Description of Internal Monitoring Procedures:** Annual review of policies and procedures will be in place in order to be sure that policies and procedures are in compliance with state and local policies and procedures. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10C Student Discipline | **Corrective Action Plan Status:** Approved **Status Date:** 05/22/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 28, 2018 submit discipline policies and procedures that include the requirement for the district to facilitate and verify enrollment in educational services provided for students suspended over ten (10) days, and provide educational services for students who move into the district while under suspension or expulsion from another district.Also, submit elementary and middle school codes of conduct revised to include the provision of educational services for students suspended over ten (10) days, and the removal of expulsion as a possible consequence for non-statutory offenses, and evidence of dissemination of the revised policy to parent/guardians, students, and staff through school handbooks or other means. |
| **Progress Report Due Date(s):** 09/28/201812/14/201801/25/2019 |

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| **Criterion & Topic:** CR 14 Counseling and counseling materials free from bias and stereotypes | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documents and staff interviews indicated that English learners are not always provided counseling and guidance in a language the student understands. |
| **Description of Corrective Action:** A list of students & families who have requested oral or written translations will be shared with all guidance / counseling services across the district. Guidance staff and principals will be trained on procedures that we develop in consultation with the Director of Curriculum and district ELL Coordinator. The guidance secretaries, where applicable will also be trained on these new procedures. Examples of practices that we will exam and produce procedures around may include the following: \*Translator who comes in for key meetings, selection of classes, application to colleges, looking at scholarships, language assisting, etc. |
| **Title/Role(s) of Responsible Persons:**David Ljungberg, Director of CurriculumNicole Dillon, Head of GuidancePrincipals | **Expected Date of Completion:**04/04/2019 |
| **Evidence of Completion of the Corrective Action:**\*Agendas of trainings\*Published Procedures\*Examples of translated documents |
| **Description of Internal Monitoring Procedures:** \*Annual review of these procedures will take place as part of the responsibilities of the head of guidance and Director of Curriculum. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 14 Counseling and counseling materials free from bias and stereotypes | **Corrective Action Plan Status:** Approved **Status Date:** 05/22/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 28, 2018 submit procedures and evidence of training for guidance staff and principals on procedures for ensuring English learners are provided counseling and guidance in a language the student understands. Include the agenda, signed attendance sheets, and the name/role of presenter. |
| **Progress Report Due Date(s):** 09/28/201812/14/201801/25/2019 |

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| **Criterion & Topic:** CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documents and staff interviews indicated that the district notice to a student 16 or over and their parent/guardian is not sent within five (5) days of the student's tenth consecutive absence and does not offer the student and parent/guardian at least two dates and times within ten (10) days of the date of the notice for an exit interview with school representatives to discuss the reasons for the student permanently leaving school and to consider alternative education programs and services available to the student. In addition, the district's annual notice to students who have not earned a diploma or certificate and are not enrolled elsewhere does not inform students of the availability of publicly funded post-high school academic support programs and encourage them to participate in those programs. |
| **Description of Corrective Action:** The district regarding school attendance and absences will be updated to include the provision that the district send notice to a student 16 or over and their parent/guardian within (5) days of the student's tenth consecutive absence. It will also be sure to include that this notice provide at least two dates and times within ten (10) days of the notice for an exit interview with school representatives to discuss the reasons for the student permanently leaving school and to consider alternative education programs and services available to the student. The districts annual notice to students who have not earned a diploma or certificate and are not enrolled elsewhere will inform students of the availability of publicly funded post-high school academic support programs and encourage them to participate in those programs. Training will be provided to the high school administration, program supervisors, and guidance department faculty and secretaries on these procedures and policies. |
| **Title/Role(s) of Responsible Persons:**Donna Cargill - High School Principal | **Expected Date of Completion:**10/30/2018 |
| **Evidence of Completion of the Corrective Action:**\*List of alternative programs that are available in this area\*Evidence of annual notices sent for two years as long as student is still of age\*Notices go to student and one to parent, but the notice must be written to the student\*Agenda of training\*Examples of notices sent\*Updated Policy / handbook |
| **Description of Internal Monitoring Procedures:** An annual record review of students who leave school without a high school diploma, certificate of attainment, or certificate of completion will be conducted in order to monitor and ensure that these policies and procedures are implemented. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | **Corrective Action Plan Status:** Approved **Status Date:** 05/22/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 28, 2018 submit the revised written notice to be sent within five (5) days of the 10th consecutive absence to students 16 or over, and to their parents/guardians, offering two dates and times within ten (10) days of the date of the notice for an exit meeting with school representatives to discuss the reasons for the student permanently leaving school and to consider alternative education programs and services available to the student.Also, submit the revised annual notice to be sent to all former students who have not yet earned their competency determination and are not enrolled elsewhere providing information about publicly funded post-high school academic support programs available to the student and encouraging them to participate in those programs.By September 28, 2018 submit evidence of training on the procedures or high school administrators and guidance staff. |
| **Progress Report Due Date(s):** 09/28/201812/14/2018 |

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| **Criterion & Topic:** CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documents indicated that while the school committee updated the restraint policy in 2017 to conform to revised regulations, and staff have received comprehensive training on the updated policy, the restraint summary in student and family handbooks has not been updated. Specifically, the handbooks incorrectly state that chemical restraint, mechanical restraint, and seclusion may be used if approved in advance by the parent and the student's physician. |
| **Description of Corrective Action:** Student and family handbooks will be updated and the statement that "chemical restraint, mechanical restraint, and seclusion may be used if approved in advance by the parent and the student's physician" will be removed. |
| **Title/Role(s) of Responsible Persons:**Director of Curriculum, David Ljungberg | **Expected Date of Completion:**10/30/2018 |
| **Evidence of Completion of the Corrective Action:**\*Updated student and family handbooks |
| **Description of Internal Monitoring Procedures:** \*Director of Curriculum and Director of Pupil Services will review these corrections. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program | **Corrective Action Plan Status:** Approved **Status Date:** 05/22/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 28, 2018 submit student and family handbooks with the statement that chemical restraint, mechanical restraint, and seclusion may be used if approved in advance by the parent and the student's physician removed from the restraint policy. Also, submit evidence of dissemination of the revised policy to parent/guardians and students through school handbooks or other means. |
| **Progress Report Due Date(s):** 09/28/2018 |

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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 while the district applies an anti-bias lens when considering textbook and curriculum adoptions and teaching controversial topics, the district does not have procedures in place for individual teachers to review 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:** The district will develop procedures for individual teachers to review curriculum materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. Training will be implemented for principals, program supervisors, and teachers to ensure that these procedures are implemented. |
| **Title/Role(s) of Responsible Persons:**Director of Curriculum, David LjungbergBuilding PrincipalsProgram Supervisors | **Expected Date of Completion:**10/30/2018 |
| **Evidence of Completion of the Corrective Action:**\*Agenda of training\*Procedures |
| **Description of Internal Monitoring Procedures:** \*Building principals will monitor curriculum implementation and annually review the procedure with teachers. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 24 Curriculum review | **Corrective Action Plan Status:** Approved **Status Date:** 05/22/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Please see the Tiered Focused Monitoring Technical Assistance Toolkit for CR 24 & 25 document, located in the WBMS Document Library under Public School Programmatic Guidance, for suggested rubrics and procedures.By September 28, 2018 submit procedures for individual teachers to review 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 December 14, 2018 submit evidence of teacher training on the procedures including signed attendance sheets, training materials, and the name and role of presenter(s). |
| **Progress Report Due Date(s):** 09/28/201812/14/2018 |

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

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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 conducted an analysis of high school course enrollment patterns disaggregated by sex, limited English proficiency, and disability, and implemented changes to the program of studies based on this analysis. However, a review of documents indicated that the district does not review high school course enrollment for other subgroups of students, participation rates for athletics and other extracurricular activities, or evaluate its K-8 program 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 district programs, including athletics and other extracurricular activities. |
| **Description of Corrective Action:** The district will analyze high school course enrollment patterns to include other subgroups (race, low-income) of students in course enrollments in addition to those disaggregated by sex, limited English proficiency, and disability. It will also conduct this analysis for participation rates in athletics and other extracurricular activities. The same will be implemented for K-8 programs when applicable, although currently there are no school sponsored (K-8) athletics and other extracurricular activities. |
| **Title/Role(s) of Responsible Persons:**Dir. of Curriculum, David LjungbergBuilding PrincipalsDir. of Tech.Dir. of Pupil Services | **Expected Date of Completion:**04/04/2019 |
| **Evidence of Completion of the Corrective Action:**\*Analysis reports\*Athletics, club/extracurricular rosters disaggregated by sub groups\*Analysis Report |
| **Description of Internal Monitoring Procedures:** \*Analysis report will be published annually |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved **Status Date:** 05/22/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Please see the Tiered Focused Monitoring Technical Assistance Toolkit for CR 24 & 25 document, located in the WBMS Document Library under Public School Programmatic Guidance, for suggested tools and resources for implementation.By June 29, 2018 submit the district's plan for implementation, including timeline and key staff responsible, for an institutional self-evaluation to ensure the district provides equal access to all programming across all grades PreK-12.By September 28, 2018 submit the evaluation tools and preliminary results of the self-evaluation with evidence documenting the implementation of the plan to evaluate policies and programming access.By December 14, 2018 submit a brief narrative summary on the outcomes of the institutional self-evaluation and changes the district is implementing to address any barriers to equal access. |
| **Progress Report Due Date(s):** 06/29/201809/28/201812/14/2018 |

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

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| **Criterion & Topic:** ELE 14 Licensure Requirements | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documents, staff interviews, and a review of licensure in the Educator Licensure and Renewal (ELAR) portal indicated that not all ESL teachers who provide students with ESL instruction hold an ESL license or a current waiver issued by the Massachusetts Department of Elementary and Secondary Education.Staff interviews and a review of relevant SEI endorsement data also indicated that not all core academic teachers assigned to provide sheltered English instruction to English learners hold the SEI Teacher Endorsement. |
| **Description of Corrective Action:** All ESL teachers who provide students with ESL instruction will hold an ESL license or a current waiver. All core academic teachers assigned to provide sheltered English instruction to English learners will hold the SEI Teacher Endorsement. |
| **Title/Role(s) of Responsible Persons:**Director of Curriculum, David LjungbergSupt. of Schools, John Macero | **Expected Date of Completion:**09/01/2018 |
| **Evidence of Completion of the Corrective Action:**\*Upated ELAR report of SEI endorsed teachers\*SIMS report will show that current ELL students are assigned to SEI endorsed teachers |
| **Description of Internal Monitoring Procedures:** Reports will be analyzed twice per year (by semester at the secondary school level) and once per year (annually by elementary level).Review of licenses of ESL teachers |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 14 Licensure Requirements | **Corrective Action Plan Status:** Approved **Status Date:** 05/22/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** 1- By June 29, 2018, provide information on the support the district will provide to help the unendorsed educator(s) earn their endorsement and a timeline that shows the educators' efforts towards earning their SEI endorsement.2-By June 29, 2018, provide information on the support the district will provide to help the uncertified educator(s) earn the appropriate licensure and a timeline that shows the educator(s)'s efforts towards earning his/her ESL license.3- By June 29, 2018, provide a copy of any job posting and application information that may remain on file in the event the currently uncertified educator(s) fails to acquire proper certification by Fall 2018. 4- By June 29, 2018, submit the district's plan to ensure that ELs are assigned only to core academic teachers who hold the SEI endorsement.5- By September 28, 2018, provide training to district administrators to ensure compliance with procedure and placement of students. Submit the training materials, sign-in sheets and agendas by the progress report due date.6- By September 28, 2018, submit the completed SEI endorsement form available in the Document Library to provide information regarding the SEI endorsement status of the core academic teachers of ELs in the district.7- By September 28, 2018, submit the license information of the current ESL teacher(s) and waiver information for the teacher(s) who doesn't hold an ESL license. |
| **Progress Report Due Date(s):** 06/29/201809/28/2018 |