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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: Blackstone-Millville

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 04/30/2018.

**Mandatory One-Year Compliance Date:** **04/30/2019**

**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 51 | Appropriate special education teacher licensure | Partially Implemented |
| CR 3 | Access to a full range of education programs | Partially Implemented |
| CR 8 | Accessibility of extracurricular activities | Partially Implemented |
| CR 9 | Hiring and employment practices of prospective employers of students | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | Partially Implemented |
| CR 12A | Annual and continuous notification concerning nondiscrimination and coordinators | Partially Implemented |
| CR 17A | Use of physical restraint on any student enrolled in a publicly-funded education program | Partially Implemented |
| CR 18A | School district employment practices | Partially Implemented |
| CR 25 | Institutional self-evaluation | Not Implemented |
| ELE 5 | Program Placement and Structure | Partially Implemented |
| ELE 14 | Licensure Requirements | Partially Implemented |

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| **Criterion & Topic:**  SE 32 Parent advisory council for special education | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Interviews indicated that parent advisory council duties do not include meeting regularly with school officials to participate in the evaluation of the school district's special education programs. | | |
| **Description of Corrective Action:**  It is the obligation of the Blackstone-Millville Regional School District to ensure that all interested parties have access for membership in the BMRSD SEPAC. The announcement below is scheduled to be posted by Friday May 25th, on the District's Website, SEPAC Facebook page as well as though backpack mail and a One Call announcement.  The objective of the end of the year general meeting is to establish a committee of dedicated parents who agree to participate in the 2018-2019 Evaluation of the school district's special education programs. Upon securing participant's emails, phone numbers and schedule of availability. A planning meeting will be scheduled for the month of August. Whereby, the enclosed timeline will be reviewed.  The goal of the 2018-2019 evaluation of the school district's special education programs is to assess the effectiveness of the various programs and related services at all levels-early childhood, elementary, middle school and high school. Reviewing them, and analyzing organizational structure of the department, effectiveness of staffing patterns, caseloads, census, and budgets/expenditures helps to lead to best practices and more efficient use of resources across a district.  The aim of these evaluations is to provide districts with substantive data that will enable a Director of Special Education to develop an action plan that addresses specific areas of needs. The analysis of census and expenditure data compared to like districts demonstrates where a district is in relationship to census of special education students and expenditures for instructional personnel, out-of-district tuitions, and number of students in placement. To ensure the accuracy of an evaluation, a review of pertinent written special education documents such as census data, program and role descriptions, caseloads of individual service providers, expenditures, out-of-district enrollment, pre-referral processes, administrative procedures and practices, tiered systems of Instructional intervention, special education professional development offerings, utilization of para professionals, and comparative data with like districts and sample IEPs. A walk through of the schools in the district accompanied by the director, the principal of each school and SEPAC Program Evaluation Committee Members. This provides the Director of Special Education with the opportunity to conduct an informal discussion with the building principal and interested parents regarding special education in throughout the Blackstone Millville- Regional School District, and whether or not there are any unique issues. This will enable the Evaluation Committee to gain a sense of the climate of the individual schools. Observation of the various special education programs and services with emphasis placed on substantially separate programs. One-on-one and focus group interviews with a cross-section of school based staff, both special and general education personnel as well as with interested parents. If desired, surveys based on the interviews can be developed and distributed throughout the district as a form of feedback. Report development, consisting of an introduction, methodology section, and recommendations, identifying specific strengths in programming and processes, a section on factors that affect the implementation of programming for the district, findings that pinpoint areas of need, along with recommendations. Each will be followed up with a full explanation for the specific recommendations and a BMRSD School Committee presentation if requested. | | |
| **Title/Role(s) of Responsible Persons:**  Loretta Braverman, MSW  Director of Special Education | | **Expected Date of Completion:**  04/30/2019 |
| **Evidence of Completion of the Corrective Action:**  Evidence of completion of Corrective Action will include:  i.) Artifacts memorializing the notification to all interested parties that they have equal access in the membership of the BMRSD SEPAC. The announcement scheduled to be posted by Friday May 25th, on the District's Website, SEPAC Facebook page as well as though backpack mail and a One Call announcement will serve as an invitation to participate in the 2018-2019 Evaluation of the school district's special education program continuum.  The announcement will include the information in the below sample:  The objective of the end of year general meeting on June 7th at 11:30 and/ 4:30 at the Hartnett Middle School is to establish a committee of dedicated parents who agree to participate in the 2018-2019 evaluation of the school district's special education programs. Upon securing participant's emails, phone numbers and schedule of availability, a planning meeting will be scheduled for the month of August. Whereby, the enclosed timeline will be reviewed.  ii.) Copies of sign-in sheets and minutes from the End-of-Year General Meeting, Planning Meeting, as well as subsequent meetings involved in the (6) Step-Process Evaluation Process will be submitted to the Massachusetts Department of Elementary and Secondary Education by the Mandatory One-Year Completion Date of 4/30/2019.  Included SEPAC flyer under Additional Documents | | |
| **Description of Internal Monitoring Procedures:**  The Evaluation Committee will employ this thorough six-step process:  To ensure the accuracy of an evaluation the Evaluation Committee will employ this thorough six-step process:  1. A review of pertinent written special education documents such as census data, program and role descriptions, caseloads of individual service providers, expenditures, out-of-district enrollment, pre-referral processes, administrative procedures and practices, tiered systems of Instructional intervention, special education professional development offerings, utilization of para professionals, and comparative data with like districts and sample redacted IEPs.  Anticipated time line: October-November 2018  2. A walk through of the schools in the district with the members of the Evaluation Team accompanied by the director and the principal of each school. This provides the Evaluation Team with the opportunity to conduct an informal discussion with the building principal regarding special education in their building, and whether or not there are any unique issues. This enables the evaluators to gain a sense of the climate of the individual schools.  Anticipated Timeline: December, 2018  3. Observation of the various special education programs and services with emphasis placed on substantially separate programs.  Anticipated Time Line-December, 2018  4. One-on-one and focus group interviews with a cross-section of school based staff, both special and general education personnel as well as with parents. If desired, surveys based on the interviews can be developed and distributed throughout the district as a form of feedback.  Anticipated Time Line: March, 2019  5. Report development, consisting of an introduction, methodology section, and recommendations, identifying specific strengths in programming and processes, a section on factors that affect the implementation of programming for the district, findings that pinpoint areas of need, along with recommendations. Each is followed up with a full explanation for the specific recommendations.  6. Anticipated Timeline: May, 2019  7. School Committee presentation if requested.  Anticipated time Line: June, 2020  In conclusion, the aim of this evaluation is to provide the district with substantive data that will enable a Director of Special Education to develop an action plan that addresses specific areas of needs. The analysis of census and expenditure data compared to like districts on the DESE DART demonstrates where a district is in relationship to census of special education students and expenditures for instructional personnel, out-of-district tuitions, and number of students in placement. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Approved  **Status Date:** 06/07/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By February 15, 2019, submit a description of how the parent advisory council for special education has advised the school on matters that pertain to the education and safety of students with disabilities and met regularly with school officials to participate in the planning, development, and evaluation of the school's special education programs. | | |
| **Progress Report Due Date(s):**  02/15/2019 | | |

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| **Criterion & Topic:**  SE 51 Appropriate special education teacher licensure | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documentation and a staff interview indicated that two special education teachers are not appropriately licensed. | | |
| **Description of Corrective Action:**  BMRSD is committed to be in compliance with Commonwealth regulations regarding individuals who design and/or provide direct special education services described in IEPs are appropriately licensed. In May 2018, the Director of Special Education met with the two teachers not appropriately licensed. Both have the status of "Idle" on their primary license and both outlined the steps they will take to progress their status to Professional and Initial, respectfully. Both have submitted proper documentation to indicate steady, productive progress at ELAR (as of 5/23/18). By September 1, 2018, the Superintendent will verify correction of these two licenses. The District, in an effort to maintain compliance in this area, will run the Licensure Status Report at the DESE Security Portal every three months, beginning August 1, 2018, (by Superintendent's Administrative Assistant and Administrative Consultant.), and follow up with the individual(s) as needed. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent of Schools | | **Expected Date of Completion:**  04/30/2019 |
| **Evidence of Completion of the Corrective Action:**  A check by the Superintendent's Office and Director of Special Education will confirm the proper certification of individuals who design and/or provide direct special education services described in IEPs. The DESE Licensure Status Reports and verification of individual teacher(s) DESE-ELAR Licensure Status report, submitted documents, payment history and status indicators will be verified. | | |
| **Description of Internal Monitoring Procedures:**  Superintendent Office personnel, in conjunction with the Director of Special Education, will run regular, scheduled licensure checks of all individuals who design and/or provide direct special education services described in IEPs. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 51 Appropriate special education teacher licensure | **Corrective Action Plan Status:** Approved  **Status Date:** 06/07/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By September 14, 2018, provide evidence demonstrating that the two identified special education teachers have appropriate licenses or waivers. | | |
| **Progress Report Due Date(s):**  09/14/2018 | | |

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| **Criterion & Topic:**  CR 3 Access to a full range of education programs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicated that the notice of equal opportunity included in student handbooks at the elementary, middle, and high school levels does not include the protected categories of gender identity and homelessness. | | |
| **Description of Corrective Action:**  Document review indicated that the notice of the equal opportunity section in all the student handbooks at the elementary, middle and high school levels does not include the protected categories of gender identity and homelessness | | |
| **Title/Role(s) of Responsible Persons:**  Allen Himmelburger, Superintendent  Building Administrators | | **Expected Date of Completion:**  10/31/2018 |
| **Evidence of Completion of the Corrective Action:**  All of the student handbooks at the elementary, middle, and high school levels have been updated/revised to include the protected categories of gender identity and homelessness in the equal opportunity section. Students will be given the updated/revised handbooks at the beginning of the 2018-2019 school year including a parent/student handbook signature page acknowledging that they have read and understood the contents. In addition, the handbooks will be updated on our district website for the upcoming 2018-2019 school year. | | |
| **Description of Internal Monitoring Procedures:**  The protected categories in the equal opportunity section of the elementary, middle, and high school handbooks will be reviewed on an annual basis for content and accuracy and revised accordingly. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Approved  **Status Date:** 06/07/2018  **Correction Status:** Corrected | |
| **Basis for Decision:**  The district submitted the updated notice of equal opportunity that includes all protected categories, including gender identity and homelessness. The updated notice is included in the 2018-2019 elementary, middle, and high school handbooks. The handbooks are posted on the website of each school. No progress reports are required. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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| **Criterion & Topic:**  CR 8 Accessibility of extracurricular activities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicated that the school committee policy regarding co-curricular and extracurricular activities does not indicate that extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, sex, gender identity, color, religion, national origin, sexual orientation, disability, or homelessness. | | |
| **Description of Corrective Action:**  Document review indicated that the school committee policy regarding co-curricular and extracurricular activities does not indicate that extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, sex, gender identity, color, religion, national origin, sexual orientation, disability or homelessness. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent  District CR Coordinator | | **Expected Date of Completion:**  10/31/2018 |
| **Evidence of Completion of the Corrective Action:**  The district school committee, working in conjunction with Massachusetts Association of School Committees (MASC), has notified MASC to update the district's policy regarding co-curricular and extracurricular activities which now indicates that extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, sex. gender identity, color, religion, national origin, sexual orientation, disability or homelessness.  The school committee met May 24, 2018, and adopted this language. The May 24, 2018 school committee agenda, adopted co-curricular and extracurricular activities policy (JJ), and email dated May 25, 2018 to Ann-Marie Martin from MASC has been uploaded to the 'Additional Document' section of this Web-Based Monitoring System. | | |
| **Description of Internal Monitoring Procedures:**  Working in conjunction with MASC, the district policy regarding co-curricular and extracurricular activities will indicate that extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, sex, gender identity, color, religion, national origin, sexual orientation, disability or homelessness and will be reviewed on an annual basis for content and accuracy and revised and adopted accordingly. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 8 Accessibility of extracurricular activities | **Corrective Action Plan Status:** Approved  **Status Date:** 06/07/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By September 14, 2018, provide evidence of dissemination to the school community of the updated school committee policy JJ. Evidence to include a memo, email, and/or URL link. | | |
| **Progress Report Due Date(s):**  09/14/2018 | | |

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| **Criterion & Topic:**  CR 9 Hiring and employment practices of prospective employers of students | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicated that the student internship form does not include a statement that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices and does not specifically include the following protected categories: race, color, national origin, sex, gender identity, handicap, religion, and sexual orientation. | | |
| **Description of Corrective Action:**  Document review indicated that the student internship form does not include a statement that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices and does not specifically include the following protected categories: race, color, national origin, sex, gender identity, handicap, religion, and sexual orientation. | | |
| **Title/Role(s) of Responsible Persons:**  District CR Coordinator  BMR Administration and Guidance Staff | | **Expected Date of Completion:**  10/31/2018 |
| **Evidence of Completion of the Corrective Action:**  Our student internship form has been revised to include a statement that the employer complies with the applicable federal and state laws prohibiting discrimination in hiring or employment practices and specifically includes the protected categories of race, color, national origin, sex, gender identity, handicap, religion, and sexual orientation. The form has been uploaded to the 'Additional Document' section of this Web-Based Monitoring System.  Internship forms are provided to students when applying for internships during the beginning of the first or second semester. | | |
| **Description of Internal Monitoring Procedures:**  Student internship forms will be reviewed on an annual basis for content and accuracy to comply with applicable federal and state laws prohibiting discrimination in hiring or employment practices and revised accordingly. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 9 Hiring and employment practices of prospective employers of students | **Corrective Action Plan Status:** Approved  **Status Date:** 06/07/2018  **Correction Status:** Corrected | |
| **Basis for Decision:**  The district submitted an updated student internship form that now includes a statement that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices and specifically includes the following protected categories: race, color, national origin, sex, gender identity, handicap, religion, and sexual orientation. No progress reports are required. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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| **Criterion & Topic:**  CR 10B Bullying Intervention and Prevention | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and staff interviews indicated that the district does not annually implement, for all school staff, professional development that includes:1) developmentally appropriate strategies to prevent bullying incidents; 2) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; 3) information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; 4) 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; and  5) information on the incidence and nature of cyber-bullying and internet safety issues as they relate to cyber-bullying. | | |
| **Description of Corrective Action:**  Document review and staff interviews indicated that the district does not annually implement, for all school, staff, professional development that includes: 1) developmentally appropriate strategies to prevent bullying incidents; 2) developmentally appropriate stategies for immediate, effective interventions to stop bullying incidents; 3) information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim, and witnesses to the bullying; 4) 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; and 5) information on the incidence and nature of cyber-bullying and internet safety issues as they relate to cyber-bullying. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent,  Building Administrators | | **Expected Date of Completion:**  10/30/2018 |
| **Evidence of Completion of the Corrective Action:**  In an effort to annually implement, for all school staff, professional development that includes 1) developmentally appropriate strategies to prevent bullying incidents; 2) developmentally appropriate stategies for immediate, effective interventions to stop bullying incidents; 3) information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim, and witnesses to the bullying; 4) 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; and 5) information on the incidence and nature of cyber-bullying and internet safety issues as they relate to cyber-bullying, the District has updated its Annual Federal and State Mandated Training for the 2018-2019 school year to include a Bullying Prevention and Response Training Online Program for all school staff. The training coincides with the handbooks and District bullying prevention policy previously submitted. All staff are required to sign off indicating they have reviewed the handbooks, policy, and completed the training within the first month of school.  The Bullying Prevention and Response Training Online Program for all staff has been added (pg. 49) to the District's Annual Federal and State Mandated Training form has been uploaded to the 'Additional Document' section of this Web-Based Monitoring System. - The updated version will be provided to staff during the first month of school and will reflect the school year 2018-2019. | | |
| **Description of Internal Monitoring Procedures:**  The district will annually implement professional development for all school staff in the area of bullying intervention and prevention which includes: 1) developmentally appropriate strategies to prevent bullying incidents; 2) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; 3) information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; 4) 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; and 5) information on the incidence and nature of cyber-bullying and internet safety issues as they relate to cyber-bullying. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved  **Status Date:** 06/07/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By September 14, 2018, submit evidence that all school staff have received bullying intervention and prevention professional development, with all required components. Please include the agenda(s), signed attendance sheets, and training materials. Include the correct URL for the Stopbullying.gov training in the district PowerPoint. Training is accessed via  https://www.stopbullying.gov/prevention/training-center/bullying-prevention-training-course/index.html | | |
| **Progress Report Due Date(s):**  10/12/2018 | | |

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| **Criterion & Topic:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicated that the school committee policy regarding non-discrimination does not address the protected categories of gender identity, national origin, and disability. | | |
| **Description of Corrective Action:**  Document review indicated that the school committee policy regarding non-discrimination does not address the protected categories of gender identity, national origin, and disability. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent  District CR Coordinator | | **Expected Date of Completion:**  10/31/2018 |
| **Evidence of Completion of the Corrective Action:**  The school committee policy regarding non-discrimination has been updated by Massachusetts Association of School Committees (MASC) and approved to adopt by our school committee on January 23, 2018, and addresses the protected categories of gender identity, national origin, and disability. In addition, we are in Contract Agreement with MASC to upload the policy to our district's website. The policy and contract agreement have been uploaded to the 'Additional Document' section of this Web-Based Monitoring System. | | |
| **Description of Internal Monitoring Procedures:**  Working in conjunction with MASC, the district policy regarding non-discrimination language will be reviewed on an annual basis for content and accuracy and revised and adopted accordingly. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved  **Status Date:** 06/07/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By September 14, 2018, provide evidence of dissemination to the school community of the updated school committee policy regarding non-discrimination. Evidence to include a memo, email, and/or URL link. | | |
| **Progress Report Due Date(s):**  09/14/2018 | | |

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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 the district has not developed and implemented written restraint prevention and behavior support policy and procedures consistent with 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention. | | |
| **Description of Corrective Action:**  A review of documents indicated that the district has not developed and implemented written restraint prevention and behavior support policy and procedures consistent with 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention. It is the Blackstone-Millville Regional School District's legal obligation to adhere to the Massachusetts State Requirements: M.G.L. c. 71, s.37G; 603 CMR 46.00 and the Federal Requirements (IDEA-97). | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent of Schools  Civil Rights Coordinator | | **Expected Date of Completion:**  04/30/2019 |
| **Evidence of Completion of the Corrective Action:**  Outlined below are the written restraint prevention and behavior support proposed policy and procedures consistent with the new regulations 603 CMR 46.00  The proposed written restraint prevention and behavior support proposed policy and procedures consistent with the new regulations 603 CMR 46.00 will be formally presented to the BMRSD School Committee in June of 2018.  Evidence of School Committee approval will be reflected in the School Committee Approved Minutes. Once the BMRSD School Committee approves the proposed policy, the district will post this information on the District's website. Individual schools will document the approved policy and procedures within their Student Handbooks. Additionally, each building principal will review the proposed policy and procedures with their individual staff as evidenced by Faculty Meeting Agendas and sign-in sheets.  Blackstone-Millville Regional School District  PHYSICAL RESTRAINT PREVENTION AND BEHAVIOR SUPPORT POLICY  Approved by School Committee (June 2018) Effective (June 2018)  Purpose of Policy: It is the policy of the Blackstone-Millville Regional School District ("BMRSD") to (a) promote an orderly, safe environment for its students and employees that is conducive to learning, (b) ensure that every BMRSD student is free from use of physical restraints that is inconsistent with this policy, and (c) ensure that physical restraints on BMR students are used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.  The purpose of this policy is to comply with the Massachusetts regulations regarding physical restraints, 603 CMR 46.00.    Definitions  A. "Physical Escort" shall mean a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.  B. "Physical Restraint" shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical Restraint does not include providing: brief physical contact to promote student safety, physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.  C. "Prone Restraint" shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position. This type of restraint is prohibited on BMRSD students.  D. "Mechanical Restraint" shall mean the use of any physical device or equipment to restrict a student's freedom of the movement. This type of restraint is prohibited on BMRSD students. The term does not include devices implemented by trained school personnel, or utilized by a student they have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.  E. "Medication Restraint" shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.  F. "School Working Day" shall mean day or partial day that students are in attendance at the BMRSD for instructional purposes.  G. "Seclusion" shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined herein. Seclusion is prohibited with BMRSD students.  H. "Time-out" shall mean a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purposes of calming. Timeout shall cease as soon as the student has calmed.  1. Physical Restraint Procedures  Section 1A.  Use of Physical Restraint, Physical Restraint by BMRSD employees and agents on a BMRSD student are an emergency procedure of last resort and are prohibited except when a BMRSD student's behavior poses a threat of assault or an imminent, serious, physical harm to self or others and the BMRSD student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances. BMRSD staff or agent shall review and consider any known medical or physiological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of Physical Restraints on an individual student.  Prohibitions on Use of Physical Restraint Physical Restraints on BMRSD students shall not be used:  I) As a means of discipline or punishment;  II) When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities or risk of vomiting;  III) As a response to property destruction, disruption of school order, a student's refusal to comply with a BMRSD rule or staff directive or verbal threats when those actions do not constitute a threat of assault or imminent, serious, physical harm; or  IV) As a standard response for any individual student. No written individual behavior plan or individualized education program (?IEP?) may include the use of Physical Restraint as a standard response to any behavior.  2. Types of Restraints Prohibited  Section 2A.  The use of mechanical restraint, medication restraint, prone restraint or seclusion restraint on BMRSD students is prohibited.  3. Proper Administration of Physical Restraints  Section 3A.  Only trained BMRSD staff or agents shall administer Physical Restraints on BMRSD students. Trained school personnel are those individuals who have received the training described in Section VI, B, below. These training requirements shall not preclude a BMRSD teacher, employee or agent from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.  Section 3B.  Whenever possible, the administration of a Physical Restraint on a BMRSD student shall be witnessed by at least one (1) adult who does not participate in the Physical Restraint.  Section 3C.  When administering a Physical Restraint on a BMRSD student, school personnel shall use only the amount of force necessary to protect the student or others from physical injury or harm.  Section 3D.  School employees or agents administering a Physical Restraint on a student shall use the safest method available and appropriate to the situation in accordance with the safety requirements detailed below in subsection F, below.  Section 3E.  All Physical Restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing or sustained or prolonged crying or coughing.  4. School-Based Crisis Intervention Procedures  Section 4A.  Each BMRSD School shall develop school-based crisis intervention procedures that are consistent with this policy. The procedures shall include, but not be limited to:  Section 4B.  Methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of BMRSD students or with an individual student;  I) Methods for engaging BMRSD parents in a discussion about restraint prevention and the use of restraint solely as an emergency procedure;  II) A description and explanation of BMRSD?S alternatives to Physical Restraint and method of Physical Restraint in emergency situations;  III) A statement prohibiting medication restraint, mechanical restraint, prone restraint, seclusion, and the use of Physical Restraint inconsistent with this policy;  IV) A description of the school's training requirements, reporting requirements, and follow-up procedures;  V) A procedure for receiving and investigating complaints regarding restraint practices;  VI) A procedure for conducting periodic review of data and documentation on the use of Physical Restraints;  VII) A procedure for implementing the reporting requirements;  VIII) A procedure for making reasonable efforts to orally notify parent or guardian of the use of Physical Restraint on a student by end of the school day, but no later than twenty-four (24) hours of the Physical Restraint, and for sending written notification no later than three (3) school working days following the use of Physical Restraint;  IX) A procedure for the use of time-out that includes a process for obtaining principal approval of time-out for more than thirty (30) minutes based on the individual student's continuing agitation.  &#8195;  5. Safety Requirements for the Use of Physical Restraints  The following are the safety requirements for the use of Physical Restraints:  Section 5A.  No Physical Restraints on BMRSD students shall be administered in such a way that a student is prevented from breathing or speaking.  Section 5B.  During the administration of a Physical Restraint on a BMRSD student, a BMRSD staff member or agent shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.  Section 5C.  A Physical Restraint on a BMRSD student shall be administered in such a way as to prevent or minimize physical harm.  Section 5D.  If at any time during a Physical Restraint, the student expresses or demonstrates significant physical distress, including, but not limited to difficulty breathing, the student shall be released from the Physical Restraint immediately, and the BMRSD staff member or agent shall take steps to seek medical assistance for the student.  Section 5E.  If any Physical Restraint lasts longer than ten (10) continuous minutes or if multiple restraints occur that total longer than ten (10) minutes within a thirty (30) minute period, BMRSD staff member or agent should consider calling the community's mobile crisis unit. Any Physical Restraint lasting longer than twenty (20) minutes must be approved by the principal or designee.  &#8195;  6. Follow-up Procedures Regarding the Use of Physical Restraints  Section 6A.  At an appropriate time after a student has been released from a Physical Restraint, the school shall implement the follow-up procedures set forth below:  I) Review the incident with the student to address the behavior that precipitated the Physical Restraint.  II) Review the incident with BMRSD staff or agent who administered the Physical Restraint to discuss whether proper restraint procedures were followed.  III) Consider whether any follow-up is appropriate for the students who witnessed the incident.  7. Reporting Requirements Regarding the Use of Physical Restraints  Section 7A.  When a Report is Required As required in this section, any Physical Restraint on a BMRSD student shall be reported verbally and documented in writing to the school principal and to the student's parents or guardians, and shall be reported in writing to the Superintendent's designee, and, if a BMRSD student is injured during a Physical Restraint, shall be reported in writing to The Department of Elementary and Secondary Education (?DESE? located in Appendix)  Section 7B.  Report to Principal the BMRSD staff member who administered a Physical Restraint on a BMRSD student shall verbally inform the principal or his/her designee of the Physical Restraint as soon as possible. No later than the next school working day after the Physical Restraint, the BMRSD staff or agent who administered the Physical Restraint shall complete a written report regarding the restraint. (Form Written Report, In Appendix B- if the restraint resulted in student injury). If the principal has administered the Physical Restraint, the principal shall prepare the report and submit it to an individual or team designated by the superintendent for review. The written report shall contain the following:  I) The name of the student, names and job titles of the BMRSD staff or agent who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; the name of the administrator who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of restraint beyond (20) minutes.  II) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of Physical Restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating Physical Restraint.  III) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.  IV) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.  V) Information regarding opportunities for the student's parents/guardians to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student and/or any other related matter. (See Forms A and B). If a staff member is injured during a Physical Restraint, the employee must complete (See Employee's Notice of a Work-related Injury and/or Occupations Disease, Form C). The school principal shall maintain an on-going record of all reported instances of all Physical Restraints of a BMRSD student. (See sample Monthly Report of Physical Restraints - Form D). A principal shall notify the Superintendent of any request by DESE for its review of the school's on-going record of reported instances of Physical Restraint.  &#8195;  VI)  8. Report to Parents/Guardian  Section 8A.  The principal or his/her designee shall make all reasonable attempts to verbally inform the student's parents or guardians of any Physical Restraint by the end of the school day, but no later than twenty-four (24) hours after the Physical Restraint.  &#8195;  Section 8B.  The principal or his/her designee shall provide the student's parents or guardians with written notice in the language most spoken by the student's family and postmarked no later than three (3) school working days following the use of such Physical Restraint (see sample form letter Form E).  Section 8C.  A copy of the written report regarding the Physical Restraint shall be sent to the student's parent or guardian by e-mail to an address provided by the parent for communications about the student or by regular mail. The report will be redacted to protect the privacy of any students or staff identified in the report. The written notice and report shall be provided to the parent or guardian in the language most spoken by the family and in writing on the use of Physical Restraints and on information in the written report.  9. Report to Superintendent's Designee When a Physical Restraint is administered on a BMRSD student, the BMRSD principal shall provide the Superintendent's designee with copies of the following documentation:  Section 9A.  Written report of a Physical Restraint  Section 9B.  The school's on-going record of all reported Physical Restraints (Form D). This documentation must be provided to the Superintendent's designee no later than two (2) school working days from the administration of the Physical Restraint. If no Physical Restraints were administered in a school in a month, the principal must document that no Physical Restraints occurred. Superintendent's designee should review the monthly school-wide restraint data district-wide.  &#8195;  10. Report to DESE Restraint Related Injury If a Physical Restraint on a BMRSD student results in an injury to a BMRSD student or BMRSD staff member, the principal shall  Section 10A.  Send to DESE within three (3) school working days of the administration of the Physical Restraint copies of the Physical Restraint Report (Located in Appendix) and a written log of all Physical Restraints administered in the school within thirty (30) days previous to the reported restraint (Form E).  11. Review of Physical Restraint Data  Section 11A.  Weekly Individual Student Review The principal of each school shall conduct a weekly review of restraint data to identify students who have been restrained multiple times (two (2) or more) during the week. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to review each student's progress and needs. The principal shall determine the members of the review team. The review team's review shall include at least the following:  I) Review and discussion of the written reports required by Sections 7-10 above;  II) An analysis of the circumstances leading up to each Physical Restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;  III) Consideration of factors that may have contributed to an escalation of behaviors, consideration of alternatives to Physical Restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions, as appropriate.  IV) The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of Physical Restraints and on information in the written report.  12. Report to Superintendent's Designee When a Physical Restraint is administered on a BMRSD student, the BMRSD principal shall provide the Superintendent's designee with copies of the following documentation  Section 12A.  Written report of a Physical Restraint (Forms A or B);  Section 12B.  The school's on-going record of all reported Physical Restraints (Form D). This documentation must be provided to the Superintendent's designee no later than two (2) school working days from the administration of the Physical Restraint. If no Physical Restraints were administered in a school in a month, the principal must document that no Physical Restraints occurred. Superintendent's designee should review the monthly school-wide restraint data district-wide.  13. Report to DESE Restraint Related Injury If a Physical Restraint on a BMRSD student results in an injury to a BMRSD student or BMRSD staff member, the principal shall:  Section 13A.  Send to DESE within three (3) school working days of the administration of the Physical Restraint copies of the Physical Restraint Report form and a written log of all Physical Restraints administered in the school within thirty (30) days previous to the reported restraint form.  14. Review of Physical Restraint Data  Section 14A.  A Weekly Individual Student Review The principal of each school shall conduct a weekly review of restraint data to identify students who have been restrained multiple times (two (2) or more) during the week. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to review each student's progress and needs. The principal shall determine the members of the review team. The review team's review shall include at least the following:  I) Review and discussion of the written reports required by Sections 11-14.  II) An analysis of the circumstances leading up to each Physical Restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;  III) Consideration of factors that may have contributed to an escalation of behaviors, consideration of alternatives to Physical Restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions, as appropriate, with the goal of reducing or eliminating the use of Physical Restraints in the future; and  IV) Agreement on a written plan of action. If the principal directly participated in the Physical Restraint, a duly qualified individual designated by the superintendent shall lead the review team's discussion. The principal shall ensure that a record of each individual student review is maintained and made available for review by DESE, upon request.  15. Monthly Administrative Review  Section 15A.  The principal of each school shall conduct a monthly review of school-wide restraint data. This review shall consider the following:  I) Patterns of use of Physical Restraints by similarities in the time of day, day of the week, or individuals involved;  II) The number and duration of Physical Restraints school-wide and for individual students;  III) The duration of Physical Restraints; and  IV) The number and type of injuries, if any, resulting from the use of Physical Restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate Physical Restraints. Documentation of the monthly review of school-wide restraint data must be provided to the Superintendent's designee and the applicable Civil Rights Coordinator.  &#8195;  V)  16. Annual Report to DESE  Section 16A.  In a manner and form directed by DESE, BMRSD shall collect and annually report data to DESE regarding the use of Physical Restraints. VI. BMRSD Training Requirements.  I) For All BMRSD Staff Within the first (1st) month of each school year starting in the school year after the effective date of this revised policy, the principal of each BMRSD school shall provide all BMRSD staff with training on this policy.  Section 16B.  Additionally, for all new employees that are hired after the start of the school year, the principal shall within the first month of their employment provide the new employees with training on this policy. The training shall consist of the following:  I) The goal of reducing or eliminating the use of Physical Restraints in the future; and Agreement on a written plan of action.  II) If the principal directly participated in the Physical Restraint, a duly qualified individual designated by the superintendent shall lead the review team's discussion.  III) The principal shall ensure that a record of each individual student review is maintained and made available for review by DESE, upon request.  17. Monthly Administrative Review  Section 17A.  The principal of each school shall conduct a monthly review of school-wide restraint data. This review shall consider the following:  I) Patterns of use of Physical Restraints by similarities in the time of day, day of the week, or individuals involved;  II) The number and duration of Physical Restraints school-wide and for individual students;  III) The duration of Physical Restraints; and  IV) The number and type of injuries, if any, resulting from the use of Physical Restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate Physical Restraints.  V) Documentation of the monthly review of school-wide restraint data must be provided to the Superintendent's designee and the applicable Civil Rights Coordinator.  18. Annual Report to DESE  Section 18A.  In a manner and form directed by DESE, BMRSD shall collect and annually report data to DESE regarding the use of Physical Restraints.  19. BMRSD Training Requirements  Section 19A.  For All BMRSD Staff Within the first (1st) month of each school year starting in the school year after the effective date of this revised policy, the principal of each BMRSD school shall provide all BMRSD staff with training on this policy.  Section B.  Additionally, for all new BMRSD employees that are hired after the start of the school year, the principal shall within the first month of their employment provide the new BMRSD employees with training on this policy. The training shall consist of the following:  I) The role of the student, family, and staff in preventing restraint;  II) This policy and related procedures, including the use of time-out as a behavior support strategy distinct from seclusion;  III) Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;  IV) When behavior presents an emergency that requires Physical Restraint, the types of permitted Physical Restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular, a restraint of extended duration;  V) Administering Physical Restraint in accordance with known medical or psychological limitations, known or suspected trauma history, and/or behavior intervention plans applicable to an individual student; and  VI) Identification of BMRSD staff in the school who have received in-depth training, as referenced in below.  VII) For BMRSD Staff authorized to serve as a School-Wide Resource on the Proper Administration of Physical Restraints at the beginning of each school year, the principal of each BMRSD school shall identify BMRSD staff that are authorized to serve as a school-wide resource to assist in ensuring proper administration of Physical Restraint.  VIII) The identified BMRSD staff shall participate in in-depth training in the use of Physical Restraint.  20. The Initial Training  Section 20A.  Shall be competency-based and at least 10 (10) hours in length with refresher training occurring annually thereafter. The content of the in-depth training shall include, but not be limited to:  I) Appropriate procedures for preventing the use of Physical Restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;  II) Description and identification of specific dangerous behaviors on the part of students that may lead to the use of Physical Restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;  III) The simulated experience of administering and receiving Physical Restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;  IV) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;  V) The role of the student, family, and staff in preventing restraint;  VI) This policy and related procedures, including the use of time-out as a behavior support strategy distinct from seclusion;  VII) Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;  VIII) When behavior presents an emergency that requires Physical Restraint, the types of permitted Physical Restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular, a restraint of extended duration;  IX) Administering Physical Restraint in accordance with known medical or psychological limitations, known or suspected trauma history, and/or behavior intervention plans applicable to an individual student; and  X) Identification of BMRSD staff in the school who have received in-depth training, as referenced in below subsection.  21. BMRSD Staff Authorized to serve as a School-Wide Resource on the Proper Administration of Physical Restraints  Section 21A.  At the beginning of each school year, the principal of each BMRSD school shall identify BMRSD staff that are authorized to serve as a school-wide resource to assist in ensuring proper administration of Physical Restraint. The identified BMRSD staff shall participate in in-depth training in the use of Physical Restraint. The initial training shall be competency-based and at least (14) hours in length with refresher training occurring annually thereafter. The content of the in-depth training shall include, but not be limited to:  I) Appropriate procedures for preventing the use of Physical Restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;  II) Description and identification of specific dangerous behaviors on the part of students that may lead to the use of Physical Restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;  III) The simulated experience of administering and receiving Physical Restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;  IV) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;  V) Demonstration by participants of proficiency in administering Physical Restraint; and  VI) Instruction regarding the impact of Physical Restraint on the student and family, recognizing the act of restraint has an impact, including but not limited to psychological, physiological and social-emotional effects.  22. Complaints Regarding BMRSD?s Restraint Practices  Section 22A.  An Informal Resolution of Concerns a BMRSD student or his or her parent or guardian who has any concerns regarding the use of Physical Restraints on BMRSD students may discuss the concern with the BMRSD principal.  I) The principal shall attempt, within his or her authority, to work with the student or his or her parent or guardian to address the concerns regarding the Physical Restraint.  II) Complaint to Civil Rights Coordinator a BMRSD student or his or her parent or guardian who has a complaint regarding a specific use of a Physical Restraint on a BMRSD student or regarding BMRSD?s practices relating to Physical Restraints may submit a written complaint to the Civil Rights Coordinator indicating the individual school. If the complaint is related to a specific incident regarding the use of Physical Restraints, the written complaint should be sent within twenty (20) school working days of the parent/guardian's receipt of the written report referenced in the above section , and should contain (a) the name of the student; (b) the name of the school where the Physical Restraint occurred; (c) the name of the individuals involved in the Physical Restraint (if known); (d) the basis of the complaint; and (e) the corrective action being sought. The Civil Rights Coordinator or his or her designee shall conduct an investigation into the complaint within ten (10) school working days of receipt of the complaint. The principal of the school and the Civil Rights Coordinator will collaborate in writing a report regarding the merits of the complaint and a proposed resolution and will send their report to the individual submitting the complaint and to the Superintendent. A parent or guardian may appeal the decision of the principal and the Civil Rights Coordinator to the Superintendent. The Superintendent or his or her designee will make a decision on the appeal within fifteen (15) school working days of the written notice of the appeal.  23. Referral to Law Enforcement or Other State Agencies  Section 23A.  Nothing contained in this policy or the Massachusetts regulations regarding Physical Restraints prohibits:  I) The right of any individual to report to appropriate authorities a crime committed by a student or other individual; Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other individual, alleged to have committed a crime or posing a security risk  II) The exercise of an individual's responsibilities as a mandated reporter pursuant to G.L. c. 119, § 51A.  III) Policy Review the Superintendent, or his or her designee, shall annually review this policy. This policy shall be provided to BMRSD staff and be made available to parents and guardians of BMRSD students.  Appendix  - Physical Restraint Report  - Student / Staff Injury report  - Physical Restraint Log  - Individual Student Review (weekly)  - Written Report Form (Parents)  The proposed Physical Restraint Prevention and Behavior Support Policy that will be be brought before the school committee in June of 2018 has been uploaded for your review in the "Additional Document" section of the WBMS. | | |
| **Description of Internal Monitoring Procedures:**  The proposed written policy and procedures to the BMRSD School Committee.  Timeline- 5/25/2018  The Coordinator of Civil Rights will meet with individual building principals to review the prosed policy and procedures during the Leadership Retreat. At that time principals will receive a written directive to cover the proposed written policy and procedures during their first September faculty meeting as well as documenting their Agendas and producing a sign-in sheet to the Coordinator of Civil Rights.  Timeline- Summer 2018  School Committee is expected to approve the written policy adhering to the Massachusetts State Requirements: M.G.L. c. 71, s.37G; 603 CMR 46.00 and the Federal Requirements (IDEA-97)  Timeline- no later than November 2018.  Upon School Committee approval the BMRSD will add the policy and procedure to the District's official website. Additionally, individual school handbooks will be updated by adding an addendum to the current handbooks.  Timeline- No later than November 2018.  The final completion of all necessary corrective actions will be completed and fully implemented by April, 2019. | | |
| 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:** 06/07/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By September 14, 2018, submit the updated written restraint prevention and behavior support policy approved by the school committee and district procedures consistent with 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention.  By December 14, 2018, submit evidence of staff training on the updated written restraint prevention and behavior support policy and district procedures. Evidence of training should include agenda(s), materials presented, sign-in sheets indicating the title/role/school of staff, and the name/title of the presenter. | | |
| **Progress Report Due Date(s):**  09/14/2018  12/14/2018 | | |

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

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| **Criterion & Topic:**  CR 18A School district employment practices | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicated that the school committee policy regarding equal opportunity employment does not address the protected categories of gender identity and disability. | | |
| **Description of Corrective Action:**  Document review indicated that the school committee policy regarding equal opportunity employment does not address the protected categories of gender identity and disability. | | |
| **Title/Role(s) of Responsible Persons:**  Janis Laporte, District CR Coordinator  Allen Himmelburger, Superintendent | | **Expected Date of Completion:**  10/31/2018 |
| **Evidence of Completion of the Corrective Action:**  The school committee policy regarding equal opportunity employment and the protected categories of gender identity and disability has been updated by Massachusetts Association of School Committees (MASC) and approved to adopt by our school committee on January 23, 2018, and addresses the protected categories of gender identity and disability. In addition, we are in Contract Agreement with MASC to upload the policy to our district's website. The policy and contract agreement have been uploaded to the 'Additional Document' section of this Web-Based Monitoring System. | | |
| **Description of Internal Monitoring Procedures:**  Working in conjunction with MASC, the district policy regarding equal opportunity employment language and the protected categories will be reviewed on an annual basis for content and accuracy and revised and adopted accordingly. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 18A School district employment practices | **Corrective Action Plan Status:** Approved  **Status Date:** 06/07/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By September 14, 2018, provide evidence of dissemination to the school community of the updated school committee policy regarding equal opportunity employment. Evidence to include a memo, email, and/or URL link. | | |
| **Progress Report Due Date(s):**  09/14/2018 | | |

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

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| **Criterion & Topic:**  CR 25 Institutional self-evaluation | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Document review and staff interviews indicated that the district has not evaluated all aspects of its K-12 program annually 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:**  Document review and staff interviews indicated that the district has not evaluated all aspects of its K-12 program annually 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. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent  Building Administrators | | **Expected Date of Completion:**  04/30/2019 |
| **Evidence of Completion of the Corrective Action:**  To date, A Working DRAFT Curriculum Review process has been established that assures the district has evaluated all aspects of its K-12 program annually 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.  Moving Forward  A. Refining of Curriculum Review Process. In summer 2018, during the BMRSD leadership team retreat, our administrators will collaborate and refine the DRAFT procedures for curriculum review - so that all aspects of the legal mandates of institutional self-evaluation are met and/or exceeded.  B. Professional Development and Process Overview. Upon opening the 2018-2019 school year, all Blackstone-Millville Regional School District faculty will be provided with this documentation and provided a brief overview training on the procedures for evaluating all aspects of its K-12 program annually 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.  C. Implementation. The additional professional development trainings and documentation to conduct the review of the curriculum will then be implemented throughout the fall of 2019.  The District Curriculum Review Process has been uploaded to the 'Additional Document' section of this Web-Based Monitoring System. | | |
| **Description of Internal Monitoring Procedures:**  The district administrative team will annually evaluate all aspects of its K-12 program through the Curriculum Review Process 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. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 06/07/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district submitted evidence of ongoing work regarding curriculum review noting that the district administrative team will annually evaluate all aspects of its K-12 programming through the Curriculum Review process. However, the submitted curriculum review process document does not include any specific information on the district process to annually evaluate all aspects of its K-12 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. | | |
| **Department Order of Corrective Action:**  Develop a plan to ensure the district annually evaluates all aspects of its K-12 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. | | |
| **Required Elements of Progress Report(s):**  By September 14, 2018, submit the district's plan for the implementation of an annual institutional self-evaluation to ensure the district provides equal access to all aspects of its K-12 programming, including athletics and other extracurricular activities. The plan should include a timeline and key staff responsible for implementation.  By October 12, 2018, submit the evaluation tools developed to collect data for the institutional self-evaluation.  February 15, 2018 submit a summary of the results of the institutional self-evaluation and an action plan for program adjustments or changes in response to the evaluation outcomes. | | |
| **Progress Report Due Date(s):**  09/14/2018  12/14/2018  02/15/2019 | | |

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

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| **Criterion & Topic:**  ELE 5 Program Placement and Structure | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and staff interviews indicated that not all of the English learners (ELs) in the district, including ELs with disabilities who are entitled to receive both language and disability related services under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), are provided direct ESL instruction.  Document review and staff interviews also indicated that the district does not have an ESL curriculum that districts are expected to develop in order to implement with fidelity the educational approach the district adopted for their ELE program and described in the Castañeda's Three-Pronged Test. The district should note that an ESL curriculum is integral to an effective ELE program in which ELs become English proficient at a rapid pace. | | |
| **Description of Corrective Action:**  It is the obligation of the Blackstone-Millville Regional School District to provide direct ESL instruction. This includes providing students with an ESL curriculum in order to implement with fidelity the educational approach the district adopted for the District's ELE program. The ESL curriculum is integral to an effective ELE program in which ELs become English proficient at a rapid pace. | | |
| **Title/Role(s) of Responsible Persons:**  Loretta Braverman, MSW  Director of English Language Learners | | **Expected Date of Completion:**  04/30/2019 |
| **Evidence of Completion of the Corrective Action:**  Evidence of completion of corrective action will include a matrix of English Language Learners by student SASSID with the appropriate identified curriculum which includes but is not limited to: Read Naturally, as evidenced by purchase orders, site licenses, and student satisfaction surveys.  Anticipated time line- October 2019 | | |
| **Description of Internal Monitoring Procedures:**  The internal monitoring process will include creating a master list of English Language Learners, by grade and WIDA scores. Students requiring direct instruction for language acquisition Read Naturally is currently used within the Blackstone-Millville Regional School District which is an approved research-based English Language Learner approved curriculum. The District will monitor this process through English Language Learner class rosters under the appropriate ELL licensed Teacher and educators with the SEI Teacher endorsement.  Read Naturally Live provides...  - An interactive, online reading program.  - Options to easily differentiate the program to meet individual needs.  - Motivating informational text for reluctant readers, from first grade to adult.  - Extensive, computer-generated reports on student progress.  - Nonfiction reading opportunities as required by Common Core State Standards.  - Spanish translations for stories in early Sequenced levels.  Students...  - Build fluency and motivation by reading short, nonfiction passages.  - Increase reading accuracy and expression with audio support.  - Strengthen comprehension and vocabulary.  - Develop automaticity in decoding (Phonics levels).  - Work independently most of the time.  - Experience success and an improved attitude toward reading. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 5 Program Placement and Structure | **Corrective Action Plan Status:** Disapproved  **Status Date:** 06/07/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district did not provide a plan to clarify how ELs with disabilities will receive both ELE and special education services for which they are eligible. Furthermore, Read Naturally is not an ESL curriculum that targets language acquisition, but a reading intervention program. | | |
| **Department Order of Corrective Action:**  Please see below. | | |
| **Required Elements of Progress Report(s):**  By September 14, 2018, provide the Department with the following items: 1) information about the process of developing ESL/ELD curriculum, as well as the timeline that shows executive milestones of the project, estimated completion, and implementation timeframe. Please note that the plan should reflect the content to be taught and address the instructional needs of the EL population at all levels; 2) the roles and responsibilities of the staff who are assigned to the ESL curriculum project and their qualifications; 3) evidence of English language development occurring during the time dedicated to ESL such as unit plans and/or lesson plans that ESL teachers use for ESL instruction; and 4) the EL roster available in the Document Library to document ESL instruction ELs in the district receive. | | |
| **Progress Report Due Date(s):**  09/14/2018  10/12/2018 | | |

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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:**  Staff interviews and the relevant SEI endorsement data indicated that most core academic teachers assigned to provide sheltered English instruction to English learners hold the SEI Teacher Endorsement, but some do not. | | |
| **Description of Corrective Action:**  BMRSD will ensure that core academic teachers assigned to provide sheltered English instruction to English learners will hold the SEI Teacher Endorsement. Before student schedules are committed in the X2/Aspen SIS, by August 31, 2018, the Director of ELL, in conjunction with building principals and Guidance department scheduling personnel, will ensure that ELL students are scheduled with properly SEI endorsed core academic teachers, in all cases. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent of Schools | | **Expected Date of Completion:**  10/01/2018 |
| **Evidence of Completion of the Corrective Action:**  The Director of ELL will check the DESE SCS (Student Course Schedule) data submittal after the October 1, 2018 reporting period to ensure that all ELL students are scheduled with properly SEI endorsed core academic teachers. The District, in an effort to maintain compliance in this area and provide better scheduling flexibility for our ELL student population, will run the Licensure Status Report at the DESE Security Portal every three months, beginning August 1, 2018, (by Superintendent's Administrative Assistant and Administrative Consultant.) | | |
| **Description of Internal Monitoring Procedures:**  Superintendent Office personnel, in conjunction with the Director of ELL, will run regular, scheduled SEI certification checks of all teachers who have ELL students in their classes. Building principals and guidance scheduling personnel will also monitor the matching up of ELL students and SEI certified core academic teachers throughout the year(s). | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 14 Licensure Requirements | **Corrective Action Plan Status:** Approved  **Status Date:** 06/07/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By June 29, 2018, 1) 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) submit the district's plan to ensure that ELs are assigned only to core academic teachers who hold the SEI endorsement; and 3) 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.  By September 14, 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. | | |
| **Progress Report Due Date(s):**  07/26/2018  09/14/2018 | | |