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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: Southern Berkshire

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 09/12/2018.

**Mandatory One-Year Compliance Date:** **09/12/2019**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| CR 10A | Student handbooks and codes of conduct | 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 | Not Implemented |
| CR 25 | Institutional self-evaluation | Not Implemented |

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

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| **Criterion & Topic:**  CR 10A Student handbooks and codes of conduct | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicated that the high school student handbook does not include a nondiscrimination policy that is consistent with M.G.L. c. 76, s. 5, and affirms the school's non-tolerance for harassment based on race, color, national origin, sex, gender identity, religion, or sexual orientation, or discrimination on those same bases. In addition, the elementary handbook omits discipline procedures for students with Section 504 Accommodation Plans. | | |
| **Description of Corrective Action:**  The handbooks had not been updated for a number of years, and changes to the nondiscrimination policy and discipline procedures were not included in the now dated handbook. The handbook has been updated and is currently being reviewed by district legal counsel. All staff members will be required to sign an acknowledgment that they have received and reviewed the handbook. Parents will be provided with an acknowledgement form, as well. | | |
| **Title/Role(s) of Responsible Persons:**  Principals, Directors | | **Expected Date of Completion:**  03/01/2019 |
| **Evidence of Completion of the Corrective Action:**  The District will maintain signed acknowledgment forms for staff and families (these will be maintained in elementary and secondary offices). A training will be conducted at faculty meetings (one at elementary and one at secondary) to go over changes in the language and procedures. | | |
| **Description of Internal Monitoring Procedures:**  Each year, the District will secure and acknowledgment form for each employee, who are working with students, and for each student's family. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved  **Status Date:** 10/24/2018  **Correction Status:** Corrected | |
| **Basis for Decision:**  Review of the district's updated online Handbook for Students and Families 2018?2019 indicates that in Part 1 of the General Information section for Grades PREK-12, there is a nondiscrimination statement on page 6, and discipline procedures for students with Section 504 Accommodation Plans on page 39. There are no progress reports required for this criterion. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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

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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:**  Document review indicated that the notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion is not sent within five days of the 10th consecutive absence, does not indicate that the proposed meeting can be extended by up to 14 days, and is not addressed to both the student and the parent.  Document review and interviews also indicated that the district does not consistently send a notice to former students who have not yet earned their competency determination or who have not transferred to another school for two years after leaving high school. The most recent documented use of this notice was 2012. | | |
| **Description of Corrective Action:**  A process will be developed at Mt. Everett Regional High School to formally reach out to students, and their parents, within five days of the tenth consecutive absence of any student. This letter will offer at least two dates and times for an exit interview with the superintendent before the student is officially withdrawn from the district.  Further, the formal letter will be provided in both English, as well as the primary language of the home. This letter will also state the contact information for scheduling the exit interview, as well as the possibility of extending the ten-day window for scheduling the exit interview out an additional fourteen days. | | |
| **Title/Role(s) of Responsible Persons:**  HS Principal, HS Guidance Dept, Director of Student Services, Director of Curriculum | | **Expected Date of Completion:**  12/01/2018 |
| **Evidence of Completion of the Corrective Action:**  Evidence of completion of this corrective action will be a formal written process for:  - monitoring of student absences via our RTI/At-Risk student meetings  - A formal letter to be sent to any of our students who are identified through our RTI meetings/At-Risk students meetings/ Mt. Everett guidance counselors who meet this criterion. This letter will outline the process for withdrawing and will be sent certified mail at least twice with follow up phone calls by our Mt. Everett guidance department. | | |
| **Description of Internal Monitoring Procedures:**  Mt. Everett Regional High School will monitor and review student absences at each RTI/At-Risk student meeting for students enrolled at Mt. Everett. Any student meeting the absence criteria will be put into our protocol of having the formal letter sent at least twice with follow up phone calls from our guidance department after each letter is sent. | | |
| 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:** Partially Approved  **Status Date:** 10/24/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district did not address sending written notice to former students who have not yet earned their competency determination or who have not transferred to another school for two years after leaving high school, and the procedures for sending notice to students with 10 consecutive absences as outlined in the handbook (p 64) is incorrect. | | |
| **Department Order of Corrective Action:**  Submit a copy of the notice sent to former students who have not yet earned their competency determination or who have not transferred to another school for the past two years, and submit copies of the actual notices that have been sent to these former students, and update procedures for sending notice to students with 10 consecutive absences in the handbook. | | |
| **Required Elements of Progress Report(s):**  By January 18, 2019, submit a copy of the updated notice that is sent within five days of a student's tenth consecutive absence that indicates that the proposed meeting can be extended by up to 14 days, and is addressed to both the student and the parent.  By January 18, 2019, submit a copy of the notice sent to former students who have not yet earned their competency determination or who have not transferred to another school for the past two years.  By January 18, 2019, submit a link to the online handbook with updated procedures for sending notice to students with 10 consecutive absences.  By May 17, 2019, send a list of students with 10 consecutive absences since the beginning of the 2018-2019 school year, and copies of actual notices that have been sent to these students within five days of their tenth consecutive absence, if any.  By May 17, 2019, send a list of former who have not yet earned their competency determination or who have not transferred to another school for the past two years, and submit copies of the actual notices that have been sent to these former students. | | |
| **Progress Report Due Date(s):**  01/18/2019  05/17/2019 | | |

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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:**  Document review indicated that the physical restraint procedures do not include the following: methods for preventing student violence, self-injurious behavior and suicide; methods for engaging parents and youth in discussions about restraint prevention and use; a description of alternatives to physical restraint and restraint in emergencies; and a procedure for receiving and investigating complaints. | | |
| **Description of Corrective Action:**  When the physical restraint policy was updated, the District did not include methods for preventing student violence, self-injurious behavior and suicide (which includes counseling support, Signs of Suicide curriculum taught at secondary level, PBIS and social emotional learning interventions, and training for staff members in non-violent interventions); methods for engaging parents and youth in discussions about restraint prevention and use (Signs of Suicide curriculum and secondary speaker series involving prevention of restraint); a description of physical restraint in emergencies (safety risk to self or others); and a procedure for receiving and investigating complaints (being discussed at the central office now). | | |
| **Title/Role(s) of Responsible Persons:**  Principals, Directors, Central Office Administrators | | **Expected Date of Completion:**  02/01/2019 |
| **Evidence of Completion of the Corrective Action:**  Updated restraint policy/procedures will be provided and training scheduled with all staff during faculty meetings (agenda and sign in sheets will be provided). | | |
| **Description of Internal Monitoring Procedures:**  All staff will be provided with copies of handbook that includes said procedures and will sign off on an acknowledgment form annually to ensure review of the procedures. | | |
| 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:** 10/24/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 18, 2019, submit a copy of the updated physical restraint procedures that include the following: methods for preventing student violence, self-injurious behavior and suicide; methods for engaging parents and youth in discussions about restraint prevention and use; a description of alternatives to physical restraint and restraint in emergencies; and a procedure for receiving and investigating complaints.  By March 22, 2019, submit evidence (agenda, sign-in sheet, materials used) that staff has been trained on the updated physical restraint procedures. | | |
| **Progress Report Due Date(s):**  01/18/2019  03/22/2019 | | |

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| **Criterion & Topic:**  CR 24 Curriculum review | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that the district does not ensure that individual teachers consistently review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation, and use appropriate activities, discussions and/or supplementary materials to provide balance and context for any such stereotypes depicted in such materials. | | |
| **Description of Corrective Action:**  Using the Washington Models for the Evaluation of Bias Content in Instructional Materials the SBRSD faculty will undergo a thorough review of all curriculum both district-owned and supplementary materials brought in by faculty to augment lessons. In SY 17-18 department time will be set aside in order to undertake this review of all curriculum. | | |
| **Title/Role(s) of Responsible Persons:**  Building Principals, Director of Curriculum | | **Expected Date of Completion:**  06/15/2019 |
| **Evidence of Completion of the Corrective Action:**  Faculty will make use of a form based on Appendix A of the Washington Models (General Criteria for Evaluating Instructional Materials) for each curricular resource. These forms will be filed with their respective buildings main office. | | |
| **Description of Internal Monitoring Procedures:**  The Director of Curriculum, along with District Principals, will review the SBRSD General Criteria for Evaluating Instructional Materials forms upon their first iteration in SY 17-18 and annually each year in October. Any curriculum resources that are identified as containing bias will be purged and replaced with resources that score on average, over a 2.5 average on the 3 point scale that will be incorporated into the SBRSD General Criteria for Evaluation Instructional Materials | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 24 Curriculum review | **Corrective Action Plan Status:** Approved  **Status Date:** 10/24/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 18, 2019, submit a copy of the tool that individual teachers will use to review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation.  By May 17, 2019, submit the results of the curriculum review and include a description of any actions taken by the district as a result of the review, including activities, discussions and/or supplementary materials that teachers used to provide balance and context for any such stereotypes they found depicted in the materials. | | |
| **Progress Report Due Date(s):**  01/18/2019  05/17/2019 | | |

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| **Criterion & Topic:**  CR 25 Institutional self-evaluation | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that the district does not evaluate 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, and make such changes as are indicated by the evaluation. | | |
| **Description of Corrective Action:**  Using a variety of tools, the school district will review all aspects of our program annually starting in school year 18-19. Specifically, the district will make use of student, staff, and community questionnaires to gauge the perception of bias. The district will undertake an annual review of the distribution of students across coursework, athletic participation, and extra-curricular participation. Finally, we will consult with an outside organization like the Donahue Institute to perform an evaluation on a consistent, not necessarily annual, basis. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Curriculum, District Principals | | **Expected Date of Completion:**  06/15/2019 |
| **Evidence of Completion of the Corrective Action:**  The data gleaned from the questionnaire, internal review of student participation, and report from the outside agency we hire to perform a review will inform a district report to the school committee by the district equity team of steps taken to remediate any findings. | | |
| **Description of Internal Monitoring Procedures:**  The district will form an equity team to oversee this process. The team will be made up of central office administrators, building level administrators, faculty, parent representation, as well as students. The team will meet three times annually to set goals, review data, and determine action steps. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 10/24/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 18, 2019, submit a copy of the tool(s) the district will use to evaluate 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.  By May 17, 2019, submit a copy of the results of the evaluation and include any changes that have occurred, or are recommended. | | |
| **Progress Report Due Date(s):**  01/18/2019  05/17/2019 | | |