MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Public School Monitoring

FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

Charter School or District: Paulo Freire Social Justice Charter School (District)

FMR Onsite Year: 2018-2019 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 05/08/2019.*

Mandatory One-Year Compliance Date:

Summary of Required Corrective Action Plans in this Report

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| **Criterion** | **Criterion Title** | **FMR Rating** |
| CR 17A | Use of physical restraint on any student enrolled in a publicly-funded education program | Partially Implemented |
| CR 25 | Institutional self-evaluation | Partially Implemented |

FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

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| **Criterion & Topic:**CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program | **FMR Rating:**Partially Implemented |
| **Department FMR Findings:**Document review indicated that the charter school's restraint prevention and behavior support policy and procedures have not been updated to include all required content consistent with regulatory requirements that went into effect January 1, 2016.Specifically, definitions for physical escort, physical restraint, mechanical restraint, seclusion, and chemical restraint are outdated. The procedures for reporting requirements also need to be aligned with the regulations.Additionally, interviews indicated that training on the restraint prevention and behavior support policy and procedures for staff hired after the school year begins does not occur within the first month of their employment. |
| **Description of Corrective Action:**Document review indicated that the charter school’s restraint prevention and behavior support policy and procedures have not been updated to include all required content consistent with regulatory requirements that went into effect January 1, 2016.Specifically, definitions for physical escort, physical restraint, mechanical restraint, seclusion, and chemical restraint are outdated. The procedures for reporting requirements also need to be aligned with the regulations.Additionally, interviews indicated that training on the restraint prevention and behavior support policy and procedures for staff hired after the school year begins does not occur within the first month of their employment. |
| **Title/Role(s) of Responsible Persons:**Kira Jewett, Principal, Christine Murphy, Director of Academic Support Services | **Expected Date of Completion:** 09/15/2019 |
| **Evidence of Completion of the Corrective Action:**By August 1, 2019\* a revised training module will be developed in anticipation of implementation for the beginning of the school year. This training module will ensure that all items of 603 CMR 46.00 are addressed in the module. In addition, an On-Boarding form has been created that includes a sign off that the mandated training module has been completed. |
| **Description of Internal Monitoring Procedures:**The Director of Academic Support Services will review the revised training module and ensure that it is provided to all staff at the beginning of the school year. There will be a staff sign off to documentation of each staff member completing the training module. In addition, to ensure all staff are trained within 30 the Director of Academic Support Services will keep documentation of the on-boarding forms. |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION** |
| **Criterion:**CR 17A Use of physical restraint on any student enrolled in a publicly-funded | **Corrective Action Plan Status:** Partially Approved**Status Date:** 06/14/2019 |

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| education program | **Correction Status:** Not Corrected |
| **Basis for Decision:**The charter school described the development of a training module that contains all required content consistent with regulatory requirements that went into effect January 1, 2016, as well as an On-Boarding form that has been developed for documentation of training for staff that are hired after the start of the school year.The charter school will also have to update the written restraint prevention and behavior support policy and procedures. |
| **Department Order of Corrective Action:**The charter school will submit the updated policy for written restraint prevention and behavior support policy and procedures that went into effect January 1, 2016, to include updated definitions for physical escort, physical restraint, mechanical restraint, seclusion, and chemical restraint. The procedures for reporting requirements also need to be aligned with the regulations. |
| **Required Elements of Progress Report(s):**By August 15, 2019, submit the updated written restraint prevention and behavior support policy and procedures, to include updated definitions for physical escort, physical restraint, mechanical restraint, seclusion, and chemical restraint. The procedures for reporting requirements also need to be aligned with the regulations that went into effect January 1, 2016.By August 15, 2019, submit evidence of staff training on the updated policy, including agenda, signed staff attendance sheet, and materials presented.By January 31, 2020, submit a list of any staff members hired after the start of the 2019- 2020 school year that received training within the first month of their employment and the On-Boarding that includes a sign off that the mandated training module has been completed. |
| **Progress Report Due Date(s):**09/01/201901/31/2020 |

FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

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| **Criterion & Topic:**CR 25 Institutional self-evaluation | **FMR Rating:**Partially Implemented |
| **Department FMR Findings:**Document review and interviews indicated that the charter school has a strong culture of diversity and inclusiveness; however, there is no evidence that the charter school evaluates its 9-12 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 interviews indicated that the charter school has a strong culture of diversity and inclusiveness; however, there is no evidence that the charter school evaluates its 9-12 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:**Christine Murphy, Director of Academic Support Services, Kira Jewett, Principal | **Expected Date of Completion:** 01/31/2020 |
| **Evidence of Completion of the Corrective Action:**By August 15, 2019, the district will develop surveys for students, staff and families to obtain feedback on accessibility for students to have access to all programs, including athletics and other extra-curricular activities, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability or housing status. By October 31, 2019, the district will send surveys out to respective students, families and staff to solicit feedback. By January 31, 2020, the district will conduct an analysis of survey data, review with the Leadership Team and facilitate the second round of surveys being delivered. Any issues identified will be resolved immediately. Data from the second round of survey information will gathered by the end of the 2019-2020 school year. Additional data will be analyzed and reviewed as part of the Leadership Team's summer retreat July 2020. |
| **Description of Internal Monitoring Procedures:**Chris Murphy, Director of Academic Support Services will work with the Leadership Team to ensure surveys are facilitated twice per year data is analyzed twice per year. Any issues of concern will be resolved and the data will be the drivers for continuous improvement. |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION** |
| **Criterion:**CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved**Status Date:** 06/14/2019**Correction Status:** Not Corrected |
| **Basis for Decision:** |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):**By August 15, 2019, submit the surveys developed that the charter school will administer |

to students, staff and families to obtain feedback on accessibility for students to have access to all programs, including athletics and other extra-curricular activities, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability or housing status.

By January 31, 2020, submit the results of the analysis of survey data and, if issues are identified, how the charter school took action to resolve those issues.

Progress Report Due Date(s):

09/01/2019

01/31/2020