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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: Advanced Math and Science Academy Charter (District)

CPR Onsite Year: 2013-2014

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 05/24/2014.

**Mandatory One-Year Compliance Date:** **05/24/2015**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 2 | Required and optional assessments | Partially Implemented |
| SE 3A | Special requirements for students on the autism spectrum | Partially Implemented |
| SE 7 | Transfer of parental rights at age of majority and student participation and consent at the age of majority | Partially Implemented |
| SE 8 | IEP Team composition and attendance | Partially Implemented |
| SE 9 | Timeline for determination of eligibility and provision of documentation to parent | Partially Implemented |
| SE 12 | Frequency of re-evaluation | Partially Implemented |
| SE 14 | Review and revision of IEPs | Partially Implemented |
| SE 18A | IEP development and content | Partially Implemented |
| SE 18B | Determination of placement; provision of IEP to parent | Partially Implemented |
| SE 20 | Least restrictive program selected | Partially Implemented |
| SE 22 | IEP implementation and availability | Partially Implemented |
| SE 24 | Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE | Partially Implemented |
| SE 26 | Parent participation in meetings | Partially Implemented |
| SE 27 | Content of Team meeting notice to parents | Partially Implemented |
| SE 32 | Parent advisory council for special education | Partially Implemented |
| SE 52A | Registration of educational interpreters | Not Implemented |
| SE 54 | Professional development | Partially Implemented |
| SE 55 | Special education facilities and classrooms | Partially Implemented |
| CR 3 | Access to a full range of education programs | Partially Implemented |
| CR 9 | Hiring and employment practices of prospective employers of students | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 12A | Annual and continuous notification concerning nondiscrimination and coordinators | Not Implemented |
| CR 14 | Counseling and counseling materials free from bias and stereotypes | Partially Implemented |
| CR 15 | Non-discriminatory administration of scholarships, prizes and awards | 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 21 | Staff training regarding civil rights responsibilities | Partially Implemented |
| CR 24 | Curriculum review | Partially Implemented |
| CR 25 | Institutional self-evaluation | Partially Implemented |

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

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| **Criterion & Topic:**  SE 2 Required and optional assessments | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that a representative at Advanced Math and Science Academy Charter School does not always complete an educational assessment, including a history of the student's educational progress in the general curriculum. Additionally, record review demonstrated that an assessment is not always completed by a teacher(s) with current knowledge regarding the student's specific abilities in relation to the learning standards of the Mass Curriculum Frameworks and the charter school's general education curriculum, as well as an assessment of the student's attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, and adults. | | |
| **Description of Corrective Action:**  AMSA Charter School has identified that teachers and guidance counselors are not consistently completing an education assessment for all students being evaluated. The reason why AMSA Charter schools is not consistently completing the required educational assessments is due to a lack of training for the teachers and guidance counselors. AMSA Charter School will implement the use of state forms. The Director of Student Services will train the teachers and guidance counselors on how to properly assess students using the state forms. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services, Assistant Administrator for Special Education | | **Expected Date of Completion:**  10/31/2014 |
| **Evidence of Completion of the Corrective Action:**  AMSA Charter School will provide the training agenda and attendance sheet from the training sessions. | | |
| **Description of Internal Monitoring Procedures:**  The Director of Student Services will review every 5th file submitted from initial and reevaluations meetings for compliance in use of the appropriate forms and completion of information. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 2 Required and optional assessments | **Corrective Action Plan Status:** Approved  **Status Date**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 31, 2014, please submit evidence of appropriate staff trainings (including new staff) related to completion of required and optional assessments. Include evidence such as memorandums, email correspondence, training/meeting agendas, signed attendance sheets, and a sample of training materials.  By January 30, 2015, submit to ESE the results of an administrative record review of a sample of student records from each school level for evidence that the charter school completes an educational assessment, including a history of the student's educational progress in the general curriculum. Additionally, that an assessment is always completed by a teacher(s) with current knowledge regarding the student's specific abilities in relation to the learning standards of the Mass Curriculum Frameworks and the charter school's general education curriculum, as well as an assessment of the student's attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, and adults. This sample must be drawn from records of IEP Team meetings conducted subsequent to implementation of all corrective actions. Indicate the number of records reviewed, the number found compliant, an explanation of the root cause(s) for any continued non-compliance and a description of any additional corrective actions taken by the charter school to address any identified non-compliance.  \*Please note that when conducting internal monitoring the charter school must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade level for the record review; b) Date of the review; c) Name of the person(s) who conducted the review, their role(s), and their signature(s). | | |
| **Progress Report Due Date(s):**  10/31/2014  01/30/2015 | | |

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

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| **Criterion & Topic:**  SE 3A Special requirements for students on the autism spectrum | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that although the charter school has a checklist in place noting special requirements for students on the autism spectrum, the IEP Team does not always specifically address the following requirements:1) the verbal and nonverbal communication needs of the child;  2) the need to develop social interaction skills and proficiencies; 3) needs resulting from the child's unusual responses to sensory experiences; 4) resistance to environmental change or change in daily routines; 5) engagement in repetitive activities and stereotyped movements; 6) the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and 7)other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development. | | |
| **Description of Corrective Action:**  Training occurred December 2013 after the visit took place from the PQA auditing team. A second training on the Autism Checklist will take place August 19, 2013. During the training the SPED Department reviewed the Autism Checklist for students on the Spectrum. The training provided the SPED Department with knowledge about the Autism Checklist and training on how to incorporate the information from the Autism Checklist into section IEP 8 - additional information. The Autism Checklist will be completed during initial and three year reevaluations. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services, Special Education Liaisons | | **Expected Date of Completion:**  12/05/2014 |
| **Evidence of Completion of the Corrective Action:**  \*Agenda from SPED Department training  \*Copies of the Autism Spectrum Disorder Form  \*Updated Policy and Procedure Manuals in place by 9/1/2014 | | |
| **Description of Internal Monitoring Procedures:**  Record sampling and reviews of initial and three year re-evaluation IEPs. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 3A Special requirements for students on the autism spectrum | **Corrective Action Plan Status:** Approved  **Status Date**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 31, 2014, please submit evidence of trainings to IEP Chairpersons related to special requirements for students on the autism spectrum. Include evidence such as memorandums, email correspondence, training/meeting agendas, signed attendance sheets, and a sample of training materials.  By January 30, 2015, submit to ESE the results of an administrative record review of a sample of student records from each school level for evidence that for students on the autism spectrum, the charter school always specifically addresses the following requirements:1) the verbal and nonverbal communication needs of the child; 2) the need to develop social interaction skills and proficiencies; 3) needs resulting from the child's unusual responses to sensory experiences; 4) resistance to environmental change or change in daily routines; 5) engagement in repetitive activities and stereotyped movements; 6) the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and 7)other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development. This sample must be drawn from records of IEP Team meetings conducted after all corrective actions have been implemented. Indicate the number of records reviewed, the number found compliant, an explanation of the root cause for any continued non-compliance and a description of any additional corrective actions taken by the district to address any identified non-compliance.  \*Please note that when conducting internal monitoring the charter school must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade level for the record review; b) Date of the review; c) Name of the person(s) who conducted the review, their role(s), and their signature(s). | | |
| **Progress Report Due Date(s):**  10/31/2014  01/30/2015 | | |

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| **Criterion & Topic:**  SE 7 Transfer of parental rights at age of majority and student participation and consent at the age of majority | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records and staff interviews indicated that one year prior to the student reaching the age of 18, the charter school does not always inform both the parent and the student of the transfer of decision-making rights related to the student's special education programs and services that will occur upon reaching the age of majority. | | |
| **Description of Corrective Action:**  Prior to the start of the 2013-2014 school year, the SPED Department will review AMSA Charter School's policy for transfer of parental rights at age of majority. During the 2013-2014 school year, there were no students on an IEP that were 17. For the 2014-2015 school year, all students that are 17 years old will be provided the policy and paper work to fill out for the transfer of parental rights at age of majority and student participation and consent at the age of majority. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services | | **Expected Date of Completion:**  02/06/2015 |
| **Evidence of Completion of the Corrective Action:**  \*Agenda of SPED Department meeting with signatures of attendees  \*Copies of AMSA Charter Schools policy for transfer of parental rights at age of majority and student participation and consent at the age of majority. | | |
| **Description of Internal Monitoring Procedures:**  A document has been created documenting the date of birth of all students on an IEP. Director of Student Services will conduct a monthly review of students approaching their 18th birthday. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 7 Transfer of parental rights at age of majority and student participation and consent at the age of majority | **Corrective Action Plan Status:** Approved  **Status Date**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 31, 2014, please submit evidence of trainings for appropriate staff related to transfer of parental rights at age of majority and student participation and consent at the age of majority. Include evidence such as memorandums, email correspondence, training/meeting agendas, signed attendance sheets, and a sample of training materials. Also provide a narrative description of the planned periodic reviews with the name/role of the designated person conducting internal oversight and tracking to ensure that the charter school informs both the parent and the student of the transfer of decision-making rights related to the student's special education programs and services that will occur upon reaching the age of majority.  By January 30, 2015, submit to ESE the results of an administrative record review of student records for evidence that one year prior to the student reaching the age of 18, the charter school always informs both the parent and the student of the transfer of decision-making rights related to the student's special education programs and services that will occur upon reaching the age of majority. This sample must be drawn from records of IEP Team meetings conducted after all corrective actions have been implemented. Indicate the number of records reviewed, the number found compliant, an explanation of the root cause for any continued non-compliance and a description of any additional corrective actions taken by the charter school to address any identified non-compliance.  \*Please note that when conducting internal monitoring the charter school must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade level for the record review; b) Date of the review; c) Name of the person(s) who conducted the review, their role(s), and their signature(s). | | |
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| **Criterion & Topic:**  SE 8 IEP Team composition and attendance | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records and staff interviews indicated that when a required Team member does not attend a Team meeting, the charter school and the parent do not always agree, in writing, to excuse that required Team member's participation. In addition, the excused member does not always provide written input into the development of the IEP to the parent and the IEP Team prior to the meeting. | | |
| **Description of Corrective Action:**  Prior to the PQA visit in November, the SPED Department at AMSA Charter School did not keep accurate records indicating they received written permission from the parents to excuse a required team member from the meeting. In addition, the parent did not always receive written input into the development of the IEP to the parent and IEP Team prior to the meeting. The SPED Department has come up with clear expectation and dates when all of the required documents need to be completed. At AMSA Charter School parents will receive written input for the development of the IEP meeting before the meeting. For all annual, initial and 3 year re-evaluation meeting the SPED Department now using a special education team meeting statement of attendance excusal form that require a parent/guardian and school representative signature. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services | | **Expected Date of Completion:**  12/05/2014 |
| **Evidence of Completion of the Corrective Action:**  \*Creation of new forms to be used at all IEP getting parent/guardians permission to excuse a team member from an IEP meeting.  \*Spread sheet that has all of the record deadlines for IEP documents.  \*SPED meeting agendas  \*Provide copies of the procedure | | |
| **Description of Internal Monitoring Procedures:**  Review of IEP and related documents, by the Director of Student Services. Hold regular SPED Department meetings to discuss timelines. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 8 IEP Team composition and attendance | **Corrective Action Plan Status:** Approved  **Status Date**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 31, 2014, please provide a narrative of the charter school's revised procedures for excusing a required Team member's participation and obtaining written input from that Team member into the development of the IEP to the parent and the IEP Team prior to the meeting. Please submit evidence of training for Team chairpersons related to the charter school's revised procedure memorandums, email correspondence, training/meeting agendas, signed attendance sheets, and a sample of training materials.  By January 30, 2015, submit to ESE the results of an administrative record review of a sample of student records from each level for evidence that when a required Team member does not attend a Team meeting, the charter school and the parent agree, in writing, to excuse that required Team member's participation. In addition, the excused member provides written input into the development of the IEP to the parent and the IEP Team prior to the meeting. This sample must be drawn from records of IEP Team meetings conducted subsequent to implementation of all corrective actions. Indicate the number of records reviewed, the number found compliant, an explanation of the root cause(s) for any continued non-compliance and a description of any additional corrective actions taken by the charter school to address any identified non-compliance.  \*Please note that when conducting internal monitoring the charter school must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade level for the record review; b) Date of the review; c) Name of the person(s) who conducted the review, their role(s), and their signature(s). | | |
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| COORDINATED PROGRAM REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  SE 9 Timeline for determination of eligibility and provision of documentation to parent | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that the charter school does not always, within forty-five (45) school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, convene a Team meeting to determine whether the student may be eligible for special education. | | |
| **Description of Corrective Action:**  AMSA Charter School did not have a clear procedure and policy in place for meeting the 45 day timeline after receiving written consent. AMSA Charter School now has a clear procedure in place to meet the 45 day timeline requirement for eligibility determination meetings. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services, Administrative Assistant | | **Expected Date of Completion:**  10/31/2014 |
| **Evidence of Completion of the Corrective Action:**  \*Weekly and monthly reviews of the timeline reports to determine the data held in the reports.  \*Provide copies of the procedure  \*Provide spreadsheet that documents the 45 day timeline  \*Staff meeting and agendas | | |
| **Description of Internal Monitoring Procedures:**  \*Provide timeline reports to the SPED Department on regular basis.  \*SPED Department will conduct a file review every 90 school days. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 9 Timeline for determination of eligibility and provision of documentation to parent | **Corrective Action Plan Status:** Approved  **Status Date**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 31, 2014, please submit a copy of the charter school's newly developed policy and procedures for ensuring that within forty five (45) school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, the charter school determines whether the student is eligible for special education and provides to the parent either a proposed IEP and proposed placement or a written explanation of the finding of no eligibility. Provide a narrative description of the planned periodic reviews with the name/role of the designated person conducting internal oversight and tracking to ensure that the charter school is following timelines. Also submit evidence of staff training related to the district's revised procedures including memorandums, email correspondence, training/meeting agendas, signed attendance sheets, and a sample of training materials.  By January 30, 2015, submit to ESE the results of an administrative record review of a sample of student records for evidence that within forty five (45) school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, the charter school determines whether the student is eligible for special education and provides to the parent either a proposed IEP and (except in cases covered by 603 CMR 28.06(2)(e)) proposed placement or a written explanation of the finding of no eligibility. This sample must be drawn from records of IEP Team meetings conducted after all corrective actions have been implemented. Indicate the number of records reviewed, the number found compliant, an explanation of the root cause for any continued non-compliance and a description of any additional corrective actions taken by the charter school to address any identified non-compliance.  \*Please note that when conducting internal monitoring the charter school must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade level for the record review; b) Date of the review; c) Name of the person(s) who conducted the review, their role(s), and their signature(s). | | |
| **Progress Report Due Date(s):**  10/31/2014  01/30/2015 | | |

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| **Criterion & Topic:**  SE 12 Frequency of re-evaluation | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that the Team does not always meet and conduct re-evaluations within a three year time period from the last re-evaluation. | | |
| **Description of Corrective Action:**  The SPED Department at AMSA Charter School discovered that the electronic copy of the IEP and the hard copy of the IEP dates for two students re-evaluation dates were not the same. AMSA Charter School SPED Department has conducted their own internal audit during the 2013-2014 school year to make sure the students records are properly maintained. At the beginning of every school year, the SPED Department will check the re-evaluations dates of their students' IEP for accuracy, and release a school year calendar with the re-evaluation dates on the calendar. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services, Administrative Assistant, and Special Education Liaisons | | **Expected Date of Completion:**  10/31/2014 |
| **Evidence of Completion of the Corrective Action:**  \*Staff meeting with agendas  \*Annual IEP calendar | | |
| **Description of Internal Monitoring Procedures:**  Director of Student Services, Special Education Liaison, and Administrative Assistant will meet monthly to review re-evaluation meetings and expectations. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 12 Frequency of re-evaluation | **Corrective Action Plan Status:** Approved  **Status Date**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 31, 2014, please submit a copy of the charter school's revised policy and procedures including administrative oversight and tracking system for ensuring that Team always meets and conducts re-evaluations within a three year time period from the last re-evaluation. In addition, submit evidence of appropriate staff training related to the district's revised procedure, including memorandums, email correspondence, training/meeting agendas, signed attendance sheets, and a sample of training materials.  By January 30, 2015, submit to ESE the results of an administrative record review of a sample of student records for evidence that Teams always meet and conduct re-evaluations within a three year time period from the last re-evaluation. This sample must be drawn from records of IEP Team meetings conducted after all corrective actions have been implemented. Indicate the number of records reviewed, the number found compliant, an explanation of the root cause for any continued non-compliance and a description of any additional corrective actions taken by the charter school to address any identified non-compliance.  \*Please note that when conducting internal monitoring the charter school must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade level for the record review; b) Date of the review; c) Name of the person(s) who conducted the review, their role(s), and their signature(s). | | |
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| **Criterion & Topic:**  SE 14 Review and revision of IEPs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that, at least annually, on or before the anniversary date of the IEP, the charter school does not always hold a meeting to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. Additionally, student records revealed that when the district and parent agree to make changes to a student's IEP, the parent(s) is not always provided with a revised copy of the IEP with the amendments incorporated. | | |
| **Description of Corrective Action:**  AMSA Charter School operated part of the 2012-2013 school year without a Special Education Director. Due to the lack of supervision and support for the SPED Department, procedures and protocol were not always followed. During the 2013-2014 school year the SPED Department has a created a procedures and policy manual for SPED. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services | | **Expected Date of Completion:**  10/31/2014 |
| **Evidence of Completion of the Corrective Action:**  \*Staff meeting and agenda  \*Copies of new procedures and policy | | |
| **Description of Internal Monitoring Procedures:**  The Director of Student Services will regularly review files to make sure reviews and revisions of IEPs are conducted in accordance with state and federal law. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 14 Review and revision of IEPs | **Corrective Action Plan Status:** Approved  **Status Date**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 31, 2014, please submit a narrative of the charter school's revised policy and procedures along with the name/role of the designated person conducting internal oversight and tracking to ensure that at least annually, on or before the anniversary date of the IEP, the charter school holds a meeting to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. Additionally, when the charter and parent agree to make changes to a student's IEP, that the parent is provided with a revised copy of the IEP with the amendments incorporated. Submit evidence of appropriate staff training related to the district's revised procedures, including memorandums, email correspondence, training/meeting agendas, signed attendance sheets, and a sample of training materials.  By January 30, 2015, submit to ESE the results of an administrative record review of a sample of student records across grade levels for evidence that at least annually, on or before the anniversary date of the IEP, the charter school does not always hold a meeting to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. Additionally, that when the district and parent agree to make changes to a student's IEP, the parent(s) is provided with a revised copy of the IEP with the amendments incorporated. This sample must be drawn from records of IEP Team meetings conducted after all corrective actions have been implemented. Indicate the number of records reviewed, the number found compliant, an explanation of the root cause for any continued non-compliance and a description of any additional corrective actions taken by the charter school to address any identified non-compliance.  \*Please note that when conducting internal monitoring the charter school must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade level for the record review; b) Date of the review; c) Name of the person(s) who conducted the review, their role(s), and their signature(s). | | |
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| **Criterion & Topic:**  SE 18A IEP development and content | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and student records indicated that for students identified with a disability on the autism spectrum, the IEP Team does not always consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. | | |
| **Description of Corrective Action:**  Training has been conducted for the Special Education Liaisons at AMSA Charter School who are responsible for developing IEPs. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services | | **Expected Date of Completion:**  10/31/2014 |
| **Evidence of Completion of the Corrective Action:**  \*Staff meeting and agendas  \*Copies of procedures and policies | | |
| **Description of Internal Monitoring Procedures:**  Regular review of records by the Director of Student Services. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 18A IEP development and content | **Corrective Action Plan Status:** Approved  **Status Date**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 31, 2014, please submit evidence of training to IEP Team chairpersons related to students identified with a disability on the autism spectrum that the Team considers and specifically addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. Include evidence of training such as memorandums, email correspondence, training/meeting agendas, signed attendance sheets, and a sample of training materials.  By January 30, 2015, submit to ESE the results of an administrative record review of a sample of student records for evidence that for students identified with a disability on the autism spectrum, the IEP Team always considers and specifically addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. This sample must be drawn from records of Team meetings conducted after all corrective actions have been implemented. Indicate the number of records reviewed, the number found compliant, an explanation of the root cause(s) for any continued non-compliance and a description of any additional corrective actions taken by the charter school to address any identified non-compliance.  \*Please note that when conducting internal monitoring the charter school must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade level for the record review; b) Date of the review; c) Name of the person(s) who conducted the review, their role(s), and their signature(s). | | |
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| **Criterion & Topic:**  SE 18B Determination of placement; provision of IEP to parent | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records and staff interviews indicated that as the charter school does not always provide the parent with meeting summary notes and service delivery grid at the conclusion of the Team meeting, it therefore does not consistently meet the requirement of providing parents with two (2) copies of the proposed IEP and proposed placement along with the required notice immediately, within three to five days of the Team meeting. | | |
| **Description of Corrective Action:**  During the IEP meetings the Special Education Liaison is the individual who is responsible for taking notes of the meeting that include the service delivery grid. At the end of the IEP meeting the Special Education Liaison prints a copy of the notes for the parent/guardian and a copy for the students record. The copy of the notes for the student record is signed by the parent/guardian. The IEPs are given to the Director of Student Services for review within 3 days, and then go out in the mail no later than day 5. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services, Special Education Liaisons | | **Expected Date of Completion:**  10/31/2014 |
| **Evidence of Completion of the Corrective Action:**  \*Staff meeting and agendas  \*Copies of procedure | | |
| **Description of Internal Monitoring Procedures:**  The Director of Student Services will come up with weekly and monthly due dates for IEP deadlines that will be reviewed weekly. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 18B Determination of placement; provision of IEP to parent | **Corrective Action Plan Status:** Approved  **Status Date**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 31, 2014, please submit a copy of the charter school's revised procedures including the internal monitoring and tracking with name/role of person responsible related to meeting the requirement of providing parents with two (2) copies of the proposed IEP and proposed placement along with the required notice immediately, within 3-5 days (without a Team summary) or within 10 school working days (with a Team summary). Submit evidence of appropriate staff training such as memorandums, email correspondence, training/meeting agendas, signed attendance sheets, and a sample of training materials.  By January 30, 2015, submit to ESE the results of an administrative record review of a sample of student records from all levels for evidence that the charter school consistently meets the requirement of providing parents with two (2) copies of the proposed IEP and proposed placement along with the required notice immediately, IEP/placement within 3-5 days (without a Team summary) or within 10 school working days (with a Team summary) of the Team meeting. This sample must be drawn from records of Team meetings conducted after all corrective actions have been implemented. Indicate the number of records reviewed, the number found compliant, an explanation of the root cause for any continued non-compliance and a description of any additional corrective actions taken by the charter school to address any identified non-compliance.  \*Please note that when conducting internal monitoring the charter school must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade level for the record review; b) Date of the review; c) Name of the person(s) who conducted the review, their role(s), and their signature(s). | | |
| **Progress Report Due Date(s):**  10/31/2014  01/30/2015 | | |

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

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| **Criterion & Topic:**  SE 20 Least restrictive program selected | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that if the student is removed from the general education classroom at any time, the Team does not always clearly state in the Nonparticipation Justification statement of the IEP why removal is critical to the student's program and the basis for its conclusion that with the use of supplementary aids and services, instruction could not be achieved satisfactorily for the student within the general education classroom. | | |
| **Description of Corrective Action:**  The SPED Department has reviewed the Nonparticipation Justification statement of the IEP. When a student has services listed under grid c in the service delivery grid, there will be a Non-participation Justification statement written out in the students' IEP. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services, Special Education Liaisons | | **Expected Date of Completion:**  10/31/2014 |
| **Evidence of Completion of the Corrective Action:**  \*Staff meeting and agendas  \*Copy of a Non-participation Justification statement taken from a students' IEP. | | |
| **Description of Internal Monitoring Procedures:**  Director of Student Services will regularly review IEPs for compliance. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 20 Least restrictive program selected | **Corrective Action Plan Status:** Approved  **Status Date**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 31, 2014, please submit evidence of appropriate staff training that if the student is removed from the general education classroom at any time, the Team always clearly states in the Nonparticipation Justification statement of the IEP why removal is critical to the student's program and the basis for its conclusion that with the use of supplementary aids and services, instruction could not be achieved satisfactorily for the student within the general education classroom. Include evidence such as memorandums, email correspondence, training/meeting agendas, signed attendance sheets, and a sample of training materials.  By January 30, 2015, submit to ESE the results of an administrative record review of a sample of student records across all levels for evidence that the Team clearly states in the Nonparticipation Justification statement of the IEP why removal is critical to the student's program and the basis for its conclusion that with the use of supplementary aids and services, instruction could not be achieved satisfactorily for the student within the general education classroom. This sample must be drawn from records of IEP Team meetings conducted after all corrective actions have been implemented. Indicate the number of records reviewed, the number found compliant, an explanation of the root cause(s) for any continued non-compliance and a description of any additional corrective actions taken by the charter school to address any identified non-compliance.  \*Please note that when conducting internal monitoring the charter school must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade level for the record review; b) Date of the review; c) Name of the person(s) who conducted the review, their role(s), and their signature(s). | | |
| **Progress Report Due Date(s):**  10/31/2014  01/30/2015 | | |

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

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| **Criterion & Topic:**  SE 22 IEP implementation and availability | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that the charter school does not always have an IEP in effect at the beginning of each school year for each eligible student. When the charter school proposes an amendment to an existing IEP at the end of the school year, the IEP with the proposed amendment is not presented to the parent(s) for their signature, which is necessary to implement any agreed upon changes as the school year begins. | | |
| **Description of Corrective Action:**  At the beginning of the 2014-2015 every student eligible for an IEP will have IEP implemented at AMSA Charter School. The SPED Department has been trained on how to implement an amendment for an IEP. An amendment will not take place at AMSA Charter School until the Director of Student Services received signed consent for the amendment by the parent/guardian | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services, SPED Liaisons | | **Expected Date of Completion:**  10/31/2014 |
| **Evidence of Completion of the Corrective Action:**  \*Staff meeting and agendas  \*Copies of the new procedures and policy for IEP implementation and availability | | |
| **Description of Internal Monitoring Procedures:**  Director of Student Services will regularly review all records. Director of Student Services will also collect copies of completed forms. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 22 IEP implementation and availability | **Corrective Action Plan Status:** Approved  **Status Date**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 31, 2014, please submit evidence of staff training along with a narrative description of the planned periodic reviews with the name/role of the designated person conducting internal oversight and tracking to ensure that the charter school has an IEP in effect at the beginning of each school year for each eligible student, and that when the charter school proposes an amendment to an existing IEP at the end of the school year, the IEP with the proposed amendment is presented to the parent(s) for their signature, which is necessary to implement any agreed upon changes as the school year begins. Include evidence such as memorandums, email correspondence, training/meeting agendas, signed attendance sheets, and a sample of training materials.  Submit to ESE by January 30, 2015 an administrative record review of all students on IEPs as of the first day of the 2014-2015 school year for evidence that the charter school had an IEP in effect for each eligible student; and that for any student for whom the charter school had proposed an amendment to an existing IEP at the end of the 2013-2014 school year, the IEP with the proposed amendment was presented to the parent(s) for their signature, which is necessary to implement any agreed upon changes as the next school year begins. Indicate the number of records reviewed, the number found compliant, an explanation of the root cause for any continued non-compliance and a description of any additional corrective actions taken by the charter school to address any identified non-compliance.  \*Please note that when conducting internal monitoring the charter school must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade level for the record review; b) Date of the review; c) Name of the person(s) who conducted the review, their role(s), and their signature(s). | | |
| **Progress Report Due Date(s):**  10/31/2014  01/30/2015 | | |

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

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| **Criterion & Topic:**  SE 24 Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that the charter school does not always provide the student's parent(s) with an Evaluation Consent (N1A), which allows an opportunity to consult with the Special Education Administrator or his/her designee to discuss the reasons for the student referral and the nature of the proposed evaluation. Additionally, records revealed that the charter school does not always provide parents with the Notice of School District Action (N1) which explains the opportunity to consult with the Administrator of Special Education or his/her designee regarding the evaluators to be used and the proposed content of all required and optional assessments planned. | | |
| **Description of Corrective Action:**  Training with the SPED Department on the Evaluation Consent (N1A) and the Notice of School District Action (N1) and all the federally required elements. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services, Special Education Liaisons | | **Expected Date of Completion:**  10/31/2014 |
| **Evidence of Completion of the Corrective Action:**  Attendance sheet for training  Agenda  Training materials  Record review | | |
| **Description of Internal Monitoring Procedures:**  Director of Student Services will review N1 and N1A letters for compliance. Director of Student Service will meet with any staff member not in compliance. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 24 Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE | **Corrective Action Plan Status:** Approved  **Status Date**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 31, 2014, please submit evidence of appropriate staff training related to providing the student's parent with an Evaluation Consent form (N1A), which allows an opportunity to consult with the Special Education Administrator or his/her designee to discuss the reasons for the student referral and the nature of the proposed evaluation. In addition, that parents need to be provided with the Notice of School District Action (N1) which explains the opportunity to consult with the Administrator of Special Education or his/her designee regarding the evaluators to be used and the proposed content of all required and optional assessments planned. Include evidence of training such as memorandums, email correspondence, training/meeting agendas, signed attendance sheets, and a sample of training materials. Also provide a narrative description of the planned periodic reviews with the name/role of the designated person conducting internal oversight and tracking to ensure provision of these forms.  By January 30, 2015, submit to ESE the results of an administrative record review of a sample of student records for evidence that parents are always provided an Evaluation Consent (N1A) and the Notice of School District Action (N1) with required information... This sample must be drawn from records of IEP Team meetings conducted after all corrective actions have been implemented. Indicate the number of records reviewed, the number found compliant, an explanation of the root cause for any continued non-compliance and a description of any additional corrective actions taken by the charter school to address any identified non-compliance.  \*Please note that when conducting internal monitoring the charter school must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade level for the record review; b) Date of the review; c) Name of the person(s) who conducted the review, their role(s), and their signature(s). | | |
| **Progress Report Due Date(s):**  10/31/2014  01/30/2015 | | |

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

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| **Criterion & Topic:**  SE 26 Parent participation in meetings | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that the charter school does not always document its attempts to notify parent(s) in writing of a Team meeting early enough to ensure that they have an opportunity to attend or schedule the meeting at a mutually agreed upon time and place. | | |
| **Description of Corrective Action:**  Training will take place for the following: alternative methods for parent participation in meetings, requirements for Team members participation; specifically parent participation, and procedure for documentation of attempts to seek parent/guardian participation. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services, Administrative Assistant | | **Expected Date of Completion:**  10/31/2014 |
| **Evidence of Completion of the Corrective Action:**  Attendance sheet  Agenda  Training materials  Copies of procedures and policies | | |
| **Description of Internal Monitoring Procedures:**  On a monthly basis the Director of Student Services and Administrative Assistant will conduct a record review. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 26 Parent participation in meetings | **Corrective Action Plan Status:** Approved  **Status Date**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 31, 2014, please submit evidence of staff training related to providing documented notice in a way that parents have opportunity to attend or schedule the meeting at a mutually agreed upon time and place, alternative methods for parent participation in meetings, requirements for Team members participation; specifically parent participation, and procedure for documentation of attempts to seek parent/guardian participation. Include evidence of training such as memorandums, email correspondence, training/meeting agendas, signed attendance sheets, and a sample of training materials.  By January 30, 2015, submit to ESE the results of an administrative record review of a sample of student records for evidence that charter school always documents its attempts to notify parent(s) in writing of a Team meeting early enough to ensure that they have an opportunity to attend or schedule the meeting at a mutually agreed upon time. This sample must be drawn from records of IEP Team meetings conducted after all corrective actions have been implemented. Indicate the number of records reviewed, the number found compliant, an explanation of the root cause for any continued non-compliance and a description of any additional corrective actions taken by the charter school to address any identified non-compliance.  \*Please note that when conducting internal monitoring the charter school must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade level for the record review; b) Date of the review; c) Name of the person(s) who conducted the review, their role(s), and their signature(s). | | |
| **Progress Report Due Date(s):**  10/31/2014  01/30/2015 | | |

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

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| **Criterion & Topic:**  SE 27 Content of Team meeting notice to parents | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that the charter school's Team meeting notice is not always provided to the parent(s) stating the purpose, time and location of the meeting as well as who will be in attendance. | | |
| **Description of Corrective Action:**  At the start of the 2014-2015 school year for every IEP meeting that takes place there was an N3, and N3B that provides the parents/guardians with the purpose of the meeting, time and location of the meetings, and the attendance sheet indicating who was going to be in attendance | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services, Administrative Assistant | | **Expected Date of Completion:**  10/31/2014 |
| **Evidence of Completion of the Corrective Action:**  Attendance sheet  Agenda  Training materials  Documentation of N3 and N3B | | |
| **Description of Internal Monitoring Procedures:**  Monthly record review by the Director of Student Services. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 27 Content of Team meeting notice to parents | **Corrective Action Plan Status:** Approved  **Status Date**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 31, 2014, please submit evidence of appropriate staff training related to the charter school providing Team meeting notice to the parent(s) stating the purpose, time and location of the meeting as well as who will be in attendance. Include evidence of training such as memorandums, email correspondence, training/meeting agendas, signed attendance sheets, and a sample of training materials.  By January 30, 2015, submit to ESE the results of an administrative record review of a sample of student records to ensure that the charter school provides notice to the parent(s) stating the purpose, time and location of the meeting as well as who will be in attendance. This sample must be drawn from records of IEP Team meetings conducted after all corrective actions have been implemented. Indicate the number of records reviewed, the number found compliant, an explanation of the root cause for any continued non-compliance and a description of any additional corrective actions taken by the charter school to address any identified non-compliance.  \*Please note that when conducting internal monitoring the charter school must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade level for the record review; b) Date of the review; c) Name of the person(s) who conducted the review, their role(s), and their signature(s). | | |
| **Progress Report Due Date(s):**  10/31/2014  01/30/2015 | | |

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

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| **Criterion & Topic:**  SE 32 Parent advisory council for special education | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and interviews indicated that the charter school does have a parent advisory council for special education with membership offered to all parents of students with disabilities and other interested parties. However, the council's duties are not clearly defined and there is no evidence that it has established by-laws regarding officers and operational procedures, meeting agendas, meeting minutes, or a meeting schedule. | | |
| **Description of Corrective Action:**  At the start of the 2013-2014 school year there was a parent advisory council for special education in place at AMSA Charter School. The name for the organization is SEPAC. SEPAC has developed by-laws regarding officers, operational procedures, meeting agendas, meeting minutes, and meeting times. SEPAC will have a meeting in the fall of the 2014-2015 for the by-laws to be voted in. After the by-laws have been accepted, there will be an election for the open seats on the board. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services, Chair of SEPAC | | **Expected Date of Completion:**  12/05/2014 |
| **Evidence of Completion of the Corrective Action:**  Agenda  Meeting minutes  Sign in sheet  By-laws | | |
| **Description of Internal Monitoring Procedures:**  Director of Student Services will make sure there is a meeting in the fall of the 2014-2015 to hold a vote for the proposed by-laws for the parent advisory council for special education. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Approved  **Status Date**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 30, 2015, please submit evidence of the 2014-2015 meeting of the charter school's parent advisory council for special education (SEPAC). Include information such as SEPAC by-laws, officers, operational procedures, meeting schedule, and meeting minutes. | | |
| **Progress Report Due Date(s):**  01/30/2015 | | |

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

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| **Criterion & Topic:**  SE 52A Registration of educational interpreters | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Review of documents indicated that although the charter school reported enrollment of students who are deaf or hard of hearing and employment of providers of interpreting services, the district did not provide evidence of the registration of providers of such services with the Massachusetts Commission for the Deaf and Hard of Hearing. | | |
| **Description of Corrective Action:**  For the 2013-2014 school year there were not students at AMSA Charter school who required the assistance of an deaf or hard of hearing interpreting services. If the need arises in the future for an interpreting services AMSA Charter School will provide evidence of registration with the Massachusetts Commission for the Deaf and Hard of Hearing. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services, Administrative Assistant | | **Expected Date of Completion:**  12/05/2014 |
| **Evidence of Completion of the Corrective Action:**  None | | |
| **Description of Internal Monitoring Procedures:**  Continue to review the need of all students at AMSA Charter School for interpreting services. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 52A Registration of educational interpreters | **Corrective Action Plan Status:** Approved  **Status Date**: 07/14/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 30, 2014, please provide a copy of the charter school's procedure for identifying enrolled students who are deaf and hard of hearing, providing interpreting services, ensuring registration of the service provider with the Massachusetts Commission for the Deaf and Hard of Hearing, and the person responsible for oversight. | | |
| **Progress Report Due Date(s):**  01/30/2015 | | |

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

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| **Criterion & Topic:**  SE 54 Professional development | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:** Review of documents and staff interviews indicated that Advanced Math and Science Academy Charter School does not ensure all staff are trained on: 1) state and federal special education requirements and related local special education policies and procedures; 2) analyzing and accommodating diverse learning styles of all students; and 3) methods of collaboration among teachers, paraprofessionals and teacher assistants. Additionally, review of documents failed to indicate that the charter school provided in-service training for all transportation providers, before they begin transporting any special education student receiving special transportation. | | |
| **Description of Corrective Action:** The Director of Student Services will provide the following training: state and federal special education requirements and related local special education policies and procedures, analyzing and accommodating diverse learning styles of all students, methods of collaboration among teachers, paraprofessionals and teacher assistant. Also, the Director of Transportation will provide training for all transportation providers that are transporting any special education student receiving special transportation. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services, Director of Transportation | | **Expected Date of Completion:**  10/31/2014 |
| **Evidence of Completion of the Corrective Action:**  Agendas  Sign in sheet  Training materials | | |
| **Description of Internal Monitoring Procedures:** Maintain a log of all agendas, sign in sheets and training materials from the professional development. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:** SE 54 Professional development | **Corrective Action Plan Status:** Approved  **Status Date**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** By October 31, 2014, please submit evidence of staff training related to the charter school ensuring all staff are trained on: 1) state and federal special education requirements and related local special education policies and procedures; 2) analyzing and accommodating diverse learning styles of all students; and 3) methods of collaboration among teachers, paraprofessionals and teacher assistants. Additionally, submit evidence that the charter school provided in-service training for all transportation providers, before they begin transporting any special education student(s) receiving special transportation. Include memorandums, email correspondence, training/meeting agendas, signed attendance sheets, and a sample of training materials. | | |
| **Progress Report Due Date(s):**  10/31/2014 | | |

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

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| **Criterion & Topic:**  SE 55 Special education facilities and classrooms | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Observation of instructional spaces and interviews indicated that there are two classes of students with disabilities who are receiving instruction at the same time in the Lower School Room 302, which results in visual and auditory distractions. | | |
| **Description of Corrective Action:**  During the 2013-2104 school year there were two groups of students receiving instruction at the same time. AMSA Charter School has arranged for the SPED Department to receive an additional classroom during the 2014-2015 to eliminate visual and auditory distractions for the students | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services, Principal | | **Expected Date of Completion:**  10/31/2014 |
| **Evidence of Completion of the Corrective Action:**  Provide copies of classroom assignments | | |
| **Description of Internal Monitoring Procedures:**  The Director of Student Services and the Principal will observe the spacing needs of the students at AMSA Charter School every term. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Approved  **Status Date**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  The charter school will submit a written statement of assurance from the principal and the charter school leader stating that the two classes of students with disabilities, previously receiving instruction at the same time in the Lower School Room 302, have been assigned separate classroom spaces, eliminating visual and auditory distraction. Please provide this statement to ESE on or before October 31, 2014.  An onsite visit by ESE will be conducted on or before January 30, 2015, to verify that instruction provided for the two classes of students with disabilities are no longer conducted concurrently in Room 302 of the Lower School. | | |
| **Progress Report Due Date(s):**  10/31/2014  01/30/2015 | | |

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

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| **Criterion & Topic:**  CR 3 Access to a full range of education programs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documents and policies regarding access to a full range of education programs revealed that "gender identity" as a protected category was not included. | | |
| **Description of Corrective Action:**  The documentation review showed that "gender identity" was not included as a protected category in policies and documents regarding access to a full range of educational programs. AMSA will add gender identity to the protected categories list in the student/parent handbook. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Guidance with the help of the Assistant Principal | | **Expected Date of Completion:**  11/30/2014 |
| **Evidence of Completion of the Corrective Action:**  The corrected language from the 2014-2015 Student/Parent Handbook will be uploaded for DESE to review. | | |
| **Description of Internal Monitoring Procedures:**  The Director of Guidance and the Assistant Principal will the review the handbook each year to ensure that the language includes gender identity. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Approved  **Status Date**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 31, 2015, submit to the Department a copy of the revised 2014-2015 Student/Parent Handbook policy page regarding access to a full range of education programs, with "gender identity" included as a protected category. Also submit any newly corrected documents and evidence of training/notice(s)/dissemination to school members and personnel of the updated policy regarding gender identity as a protected class. | | |
| **Progress Report Due Date(s):**  10/31/2014 | | |

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

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| **Criterion & Topic:**  CR 9 Hiring and employment practices of prospective employers of students | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documents regarding hiring and employment practices of prospective employers indicated that Advanced Math and Science Academy Charter School does not require employers recruiting at the school to sign a statement that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices. | | |
| **Description of Corrective Action:**  A document will be developed that specifies that the district requires prospective employers, including internship or work-study opportunities, to sign a statement that said prospective employer complies with all applicable state and federal laws prohibiting discrimination in hiring practices based on race, color, national origin, sex, handicap, religion, gender identity or sexual orientation. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Guidance, school counselor and any staff members responsible for student work permits. | | **Expected Date of Completion:**  11/30/2014 |
| **Evidence of Completion of the Corrective Action:**  AMSA will submit the newly created assurance statement to the state. | | |
| **Description of Internal Monitoring Procedures:**  The director of guidance will work with the team to ensure that statements of assurance are signed by all students' prospective employers. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 9 Hiring and employment practices of prospective employers of students | **Corrective Action Plan Status:** Approved  **Status Date**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 31, 2015, please submit to ESE a copy of the newly developed statement to be signed by prospective employers, including internship or work-study opportunities, indicating their compliance with applicable federal and state laws prohibiting discrimination in hiring or employment practices. In addition, the charter school will provide the Department with copies of the newly developed statement of assurance, signed by prospective employers. | | |
| **Progress Report Due Date(s):**  10/31/2014 | | |

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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:**  Review of documents indicated that Advanced Math and Science Academy Charter School's handbook and code of conduct do not contain a non-discrimination policy that is consistent with Massachusetts General Law Chapter 76, section 5 affirming non-tolerance for harassment of individuals of all protected categories. | | |
| **Description of Corrective Action:**  AMSA plans to update the student handbook and code of conduct to include language affirming non-tolerance for harassment of individuals of all protected categories, including gender identity. This is because document review showed the current documents to be lacking. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Principal with the help of the Director of Guidance | | **Expected Date of Completion:**  02/28/2015 |
| **Evidence of Completion of the Corrective Action:**  AMSA will submit the updated and approved copy of the student/parent handbook and code of conduct for the state's review. | | |
| **Description of Internal Monitoring Procedures:**  Assistant Principal and Principal will review said documents each year to ensure they comply with Mass General Law Chapter 76, section 5. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved  **Status Date**: 07/15/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 30, 2015, submit a copy of the charter school's updated handbook and code of conduct with the addition of a non-discrimination policy that is consistent with Massachusetts General Law Chapter 76, section 5 affirming non-tolerance for harassment of individuals of all protected categories. | | |
| **Progress Report Due Date(s):**  01/30/2015 | | |

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

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| **Criterion & Topic:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Review of documents indicated that the charter school does not take continuing steps to provide non-discrimination notices to applicants, students, parents, and employees and contact information of the person(s) designated to coordinate such compliance. Written materials and other media used to publicize the school do not include any non-discrimination statements. | | |
| **Description of Corrective Action:**  Review of documents indicated that the charter school does not take continuing steps to provide non-discrimination notices to applicants, students, parents and employers and the contact information of the person(s) designated to coordinate such compliance. Written materials and other media used to publicize the school will be updated to include non-discrimination statements and all relevant contact information. | | |
| **Title/Role(s) of Responsible Persons:**  Human Resources Manager and the Director of Marketing | | **Expected Date of Completion:**  02/28/2015 |
| **Evidence of Completion of the Corrective Action:**  Said documents will be submitted to the state for review. | | |
| **Description of Internal Monitoring Procedures:**  Human Resources Manager and the entire leadership team will continue to oversee the compilation and distribution of all recruiting and marketing materials. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved  **Status Date**: 07/15/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 30, 2015, please submit to ESE the charter school's plan for taking continuing steps to provide non-discrimination notices to applicants, students, parents, and employees and contact information of the person(s) designated to coordinate such compliance. In addition provide copies of revised written materials and other media used to publicize the school, to include updated non-discrimination statements. | | |
| **Progress Report Due Date(s):**  01/30/2015 | | |

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

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| **Criterion & Topic:**  CR 14 Counseling and counseling materials free from bias and stereotypes | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documents regarding whether counseling and counseling materials are free from bias and stereotypes, indicated that the charter school's policy does not include "gender identity" as a protected category. | | |
| **Description of Corrective Action:**  A new policy will be written to include gender identity as a protected category in all school counseling materials. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Guidance and the entire guidance team. | | **Expected Date of Completion:**  02/28/2015 |
| **Evidence of Completion of the Corrective Action:**  Such policy will be submitted for review. | | |
| **Description of Internal Monitoring Procedures:**  The Director of Guidance and all counselors will continue to be sensitive to all possible biases in our counseling programs including gender identity. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 14 Counseling and counseling materials free from bias and stereotypes | **Corrective Action Plan Status:** Approved  **Status Date**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please submit to ESE on or before January 30, 2015 evidence of the updated school policy statement that gender identity has been added as a protected category regarding counseling and counseling materials being free from bias and stereotypes. Also submit any newly corrected documents with evidence of dissemination/training/ notice(s) to school personnel of the updated policy regarding gender identity as a protected class. | | |
| **Progress Report Due Date(s):**  01/30/2015 | | |

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

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| **Criterion & Topic:**  CR 15 Non-discriminatory administration of scholarships, prizes and awards | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documents regarding the non-discriminatory administration of scholarships, prizes and awards indicated that the charter school does not have a non-discrimination policy to ensure that such scholarships, prizes and awards sponsored or administered by the school are free of restrictions based upon protected categories. | | |
| **Description of Corrective Action:**  A new policy will be written and given to all members of the scholarship committee. All scholarship committee members will be required to sign off on having received the policy that ensure that such scholarships, prizes and awards sponsored or administered by the school are free of restrictions based upon protected categories. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Guidance and Scholarship Coordinator | | **Expected Date of Completion:**  02/28/2015 |
| **Evidence of Completion of the Corrective Action:**  The new policy and signature page will be submitted to DESE for review. | | |
| **Description of Internal Monitoring Procedures:**  All signature pages will be collected and saved from year to year. Director of Guidance will continue to oversee this regulation. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 15 Non-discriminatory administration of scholarships, prizes and awards | **Corrective Action Plan Status:** Approved  **Status Date**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 30, 2015, submit to ESE the charter school's newly developed policy regarding the non-discriminatory administration of scholarships, prizes and awards, to ensure that such scholarships, prizes and awards sponsored or administered by the school are free of restrictions based upon protected categories. Also submit any newly corrected documents and evidence of dissemination/ training/notice(s) to school personnel of the updated policy. | | |
| **Progress Report Due Date(s):**  01/30/2015 | | |

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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:**  Review of documents indicated that the charter school does not provide notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion, that states the student and the parent or guardian may meet with a representative of the district within ten days from the date the notice was sent. | | |
| **Description of Corrective Action:**  AMSA will create a notice for students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion, that states the student and the parent or guardian may meet with a representative of the district within ten days from the date the notice was sent. Policy will also be added to the student handbook. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Guidance and Assistant Principal | | **Expected Date of Completion:**  02/28/2015 |
| **Evidence of Completion of the Corrective Action:**  The notice will be submitted for review. | | |
| **Description of Internal Monitoring Procedures:**  By adding the notice to the Student/Parent handbook we can ensure that it will be available each year. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | **Corrective Action Plan Status:** Approved  **Status Date**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 30, 2015, submit to ESE the charter school's newly developed policy and notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion, that states the student and the parent or guardian may meet with a representative of the district within ten days from the date the notice was sent. Also provide evidence that the policy is included in the 2014-2015 Student Handbook and of training/notice(s) to appropriate school personnel of the updated policy. | | |
| **Progress Report Due Date(s):**  01/30/2015 | | |

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| COORDINATED PROGRAM 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 | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documents and interviews indicated that Advanced Math and Science Academy Charter School has developed written procedures regarding appropriate responses to student behavior that may require immediate intervention. Such procedures are made available to parents of enrolled students through the student handbook. However, the school does not conduct staff training on physical restraint consistent with regulatory requirements which mandate that the school provide all program staff with training regarding the school's restraint policy. Such training shall occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment. In addition, at the beginning of each school year, the head of school or director of each public education program or his or her designee shall identify program staff that are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Such staff shall participate in in-depth training in the use of physical restraint. | | |
| **Description of Corrective Action:**  In the fall of 2014, all staff will be trained on AMSA's physical restraint policy consistent with regulatory requirements. A group of staff members that are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint will participate in in-depth training in the use of physical restraint also in the fall of 2014. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services and Principal | | **Expected Date of Completion:**  11/30/2014 |
| **Evidence of Completion of the Corrective Action:**  A copy of the restraint policy along with proof of all staff members being trained on said policy will be submitted for review. | | |
| **Description of Internal Monitoring Procedures:**  A checklist will be created for each start of school and new hire orientation that will include physical restraint policies. | | |
| 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**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 31, 2015, please submit to ESE evidence of staff training within 30 days of employment related to the procedures regarding physical restraint on any student enrolled in a publicly-funded education program, consistent with regulatory requirements. In addition, please provide a list of program staff identified by the head of school or director that are authorized to serve as a school-wide resource(s) in the 2014-15 year to assist in ensuring proper administration of physical restraint. Such resource staff shall participate in in-depth training in the use of physical restraint. For all staff, include evidence of training such as memorandums, email correspondence, training/meeting agendas, signed attendance sheets, and a sample of training materials as to the charter's physical restraint policy consistent with regulatory requirements. | | |
| **Progress Report Due Date(s):**  10/31/2014 | | |

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

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| **Criterion & Topic:**  CR 21 Staff training regarding civil rights responsibilities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documents regarding staff training on civil rights responsibilities indicated that the charter school's non-discrimination policy does not include "gender identity" as a protected category. | | |
| **Description of Corrective Action:**  AMSA will update the civil rights in-service training materials and faculty handbooks to include gender identity as a protected category. Administrators, faculty, and staff will complete the mandated training within the month of September. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Guidance and Human Resources Manager | | **Expected Date of Completion:**  11/30/2014 |
| **Evidence of Completion of the Corrective Action:**  A copy of the new training materials and faculty handbook will be submitted. | | |
| **Description of Internal Monitoring Procedures:**  A checklist will be used prior to the publication of future training documents to ensure that gender identity is included. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 21 Staff training regarding civil rights responsibilities | **Corrective Action Plan Status:** Approved  **Status Date**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 31, 2014, submit to ESE evidence regarding staff training on civil rights responsibilities indicating that the charter school's non-discrimination policy does now include "gender identity" as a protected category and evidence of training/dissemination/notice(s). | | |
| **Progress Report Due Date(s):**  10/31/2014 | | |

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

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| **Criterion & Topic:**  CR 24 Curriculum review | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documents regarding curriculum review indicated that the charter school's policy for review of educational materials for simplistic and demeaning generalizations, lacking intellectual merit, does not include "gender identity" as a protected category. | | |
| **Description of Corrective Action:**  AMSA will update the procedures for district review of educational material for stereotypes and bias, including on the basis of gender identity. | | |
| **Title/Role(s) of Responsible Persons:**  Curriculum Coordinator, Principal | | **Expected Date of Completion:**  02/28/2015 |
| **Evidence of Completion of the Corrective Action:**  Copy of updated policy. | | |
| **Description of Internal Monitoring Procedures:**  A checklist will be created and used prior to the publication of future training documents to ensure that gender identity is included. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 24 Curriculum review | **Corrective Action Plan Status:** Approved  **Status Date**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 30, 2015, submit a copy of the checklist used to evaluate educational materials used by district staff. Submit evidence of training to principals, curriculum specialists and other relevant education staff on the district's process to review all educational materials for simplistic and demeaning generalizations, and include the agenda, training date, signed attendance sheets indicating the title/role of staff and the name and title of the presenter. | | |
| **Progress Report Due Date(s):**  01/30/2015 | | |

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

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| **Criterion & Topic:**  CR 25 Institutional self-evaluation | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents regarding institutional self-evaluation demonstrated that although the charter school annually considers whether all students have equal access to all programs, it does not conduct a formal evaluation or document its results. | | |
| **Description of Corrective Action:**  A formal evaluation system will be created to review the facts around all students having equal access to all programs. This process will include the documentation of all findings including recommendation for improvement as needed. | | |
| **Title/Role(s) of Responsible Persons:**  Principal and Assistant Principal | | **Expected Date of Completion:**  02/28/2015 |
| **Evidence of Completion of the Corrective Action:**  A description of the new process will be submitted along with the findings of the first program review. | | |
| **Description of Internal Monitoring Procedures:**  This formal evaluation process will become an annual event. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved  **Status Date**: 07/16/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 30, 2015, please submit a copy of the charter school's newly developed evaluation procedures for ensuring that all students have equal access to all programs, including documentation of all results and recommendations for improvement based upon evaluation results. | | |
| **Progress Report Due Date(s):**  01/30/2015 | | |

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| **MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**  **COORDINATED PROGRAM REVIEW** |

**Charter School: Advanced Math and Science Academy Charter School**

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Michael McIntyre

CAP Form will expand to as many lines as necessary. Before completing and emailing to pqacap@doe.mass.edu, please see separate *Instructions for Completing Corrective Action Plans.*

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 to the school or district.

**Mandatory One-Year Compliance Date: September 1, 2015**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic: ELE 3 Initial Identification** | | | **Rating:**  Not Implemented |
| **Department CPR Finding:** *Document review and staff interviews indicated that the charter school has no current procedures, assessments or qualified staff to identify students who are ELLs or assess their level of English proficiency in the four modalities.* | | | |
| 1. Adoption of a set of procedures to identify ELLs as described in the **Student Identification and Placement Procedures Document** (attached). Included in the procedures is a flowchart to visually demonstrate the identification and placement procedures. (See “ELE Identification, Program & Service Delivery Chart” English Learner Program Notification” under “English Learner Education Forms”) 2. The Registrar was trained to effectively administer and follow up on the Home Language Survey by MATSOL (Massachusetts Association of Teachers of English to Speakers of Other Language) consultant, Boni-esther Enquist. 3. The staff who will be administering the initial English proficiency tool that the district is ordering. AMSA Charter School has contacted the ESL Director of an AMSA feeder school to become acquainted with the choices for initial English language proficiency testing and the district will purchase one of these tools. Staff will be trained to effectively use the proficiency testing tools before the school’s next admission date of January, 2015. This tool will measure English Language proficiency in *all the four language modalities*: Listening, Speaking, Reading and Writing. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Director of Student Services | | **Expected Date of Completion for Each Corrective Action Activity:** January 30, 2015 | |
| **Evidence of Completion of the Corrective Action:** AMSA Charter School will provide their written procedures and policies for initial identification. AMSA Charter School will also provide the evidence of certification for the teachers conducting the assessments. | | | |
| **Description of Internal Monitoring Procedures:** The Director of Student Services will be meeting bi-weekly with the teachers conducting the assessments to make sure they are on track to receive the appropriate certification prior to January 30, 2015 deadline. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 3Initial Identification | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** The district provided a description of implementation practices; a Home Language Survey; and Names/Qualifications of persons implementing identification procedures. | | | |
| **Required Elements of Progress Report(s):**  No further progress reporting is required for this criterion. | | | |
| **Progress Report Due Date(s):**  Not Applicable | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic: ELE 4 Waiver Procedures** | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Document review and staff interviews indicated that although the charter school has begun to develop waiver procedures* *for the requirement that ELLs be taught through sheltered English immersion instruction, it has no means of informing parents of their right to apply for a waiver.* | | | |
| 1. Adoption of a set of procedures to indicate how parents are informed of their right to apply for a waiver 2. Adoption of Parental Notification Documents. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Director of Students Services | | **Expected Date of Completion for Each Corrective Action Activity:** January 30, 2015 | |
| **Evidence of Completion of the Corrective Action:** Create ELE guidelines for parent notifications and program notifications | | | |
| **Description of Internal Monitoring Procedures:** AMSA Charter School will be working with an ELL Specialist from MATSOL to create ELE procedures and guidelines | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion: ELE 4 Waiver Procedures** | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** The district provided a sample parent English Learner Program Notification in English, Spanish, and Portuguese along with Student Identification and Placement Procedures which included Waiver Procedures. | | | |
| **Department Order of Corrective Action:** Provide training to all appropriate staff on the district’s waiver procedures to ensure parents are informed of their right to apply for a waiver and receive accurate information about the waiver process. For more information about waivers, including sample waiver forms, visit <http://www.doe.mass.edu/ell/guidance_laws.html>. | | | |
| **Required Elements of Progress Report(s):**  By **January 30, 2015**, please submit evidence of staff training to appropriate staff on the district’s procedures to inform parents of their right to apply for a waiver. Evidence of training should include agenda, signed attendance sheets, and examples of training materials.  By **April 30, 2014**, please submit an administrative record review of at least one ELL student record for evidence that parents were informed of their right to a waiver. Indicate the number of records reviewed, the number found compliant, an explanation of the root cause for any continued noncompliance, and a description of additional corrective actions taken by the district to address any identified noncompliance.  **\*Please note that when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade level for the record review; b) Date of the review; c) Name of the person(s) who conducted the review, their role(s), and their signature(s).** | | | |
| **Progress Report Due Date(s): January 30, 2015 April 30, 2015** | | | |