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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: Martha’s Vineyard

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 03/15/2014.

**Mandatory One-Year Compliance Date:** **03/15/2015**

**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 3 | Special requirements for determination of specific learning disability | Partially Implemented |
| SE 9 | Timeline for determination of eligibility and provision of documentation to parent | Partially Implemented |
| SE 14 | Review and revision of IEPs | Partially Implemented |
| SE 18A | IEP development and content | Partially Implemented |
| SE 25 | Parental consent | Partially Implemented |
| SE 40 | Instructional grouping requirements for students aged five and older | Partially Implemented |
| SE 41 | Age span requirements | Partially Implemented |
| SE 51 | Appropriate special education teacher licensure | Partially Implemented |
| SE 55 | Special education facilities and classrooms | Partially Implemented |
| SE 56 | Special education programs and services are evaluated | Not Implemented |
| CR 7C | Early release of high school seniors | Not Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 16 | Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | Partially Implemented |
| CR 25 | Institutional self-evaluation | Not 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 the student records indicated that Educational Assessment B, an assessment by a teacher with current knowledge regarding the student's specific abilities in relation to learning standards of the Massachusetts Curriculum Frameworks and the district'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, was not consistently completed. In addition, some of the assessment reports included in the student records were not dated. |
| **Description of Corrective Action:** The school district will conduct a training for both general education & special education teachers regarding this special education regulation and the need to complete Educational Assessment B on a routine basis. The training will also emphasize the need for teachers to provide a date of their report. Training will be documented by attendance sheet and training documents (i.e. handouts) |
| **Title/Role(s) of Responsible Persons:**Philip Campbell, Director of Student Support Services, MVPS | **Expected Date of Completion:**03/30/2015 |
| **Evidence of Completion of the Corrective Action:**The Special Education Director and/or Director of Student Support Services will review 15 student records that have had IEP Team meetings between September-December 2014. |
| **Description of Internal Monitoring Procedures:** The following steps will be taken to monitor the consistent implementation of this SE.1. Add this as an agenda item to the Special Education Dept. meeting for September.2. Special Education Director or Director of Student Support Services to spot monitor 15 records to ensure the implementation of this SE each month and to readdress it at the monthly department meeting, if needed. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 2 Required and optional assessments | **Corrective Action Plan Status:** Approved **Status Date**: 04/15/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 30, 2014, submit evidence of training to general education and special education teachers on the requirements for completing the Educational Assessment B. Include the agenda, materials used, training date, signed attendance sheets indicating the title/role of staff and the name and title of the presenter. In addition, complete the missing Educational Assessment B form for those individual students identified by the Department. Reconvene the IEP Teams to review the results of the assessments and to determine whether the individual student's current IEP is appropriate. Submit copies of the Educational Assessment B, as well as copies of the Team Meeting Invitation (N3) and signed Team Meeting Attendance Sheet (N3A) as evidence that IEP Teams reconvened to review the assessment results.By December 19, 2013, submit a report of the results of an internal review of records conducted after the training to determine that the Educational Assessment B forms are completed. Include the number of student records reviewed, the number of records in compliance and for any records not in compliance, determine the root cause(s) of the non-compliance and the district's plan to remedy the non-compliance.\*Please note when conducting internal monitoring, the district must maintain thefollowing documentation and make it available to the Department upon request:a) List of student names and grade levels for the records reviewed; b) Date of the review;c) Name of person(s) who conducted the review, with their role(s) and signature(s). |
| **Progress Report Due Date(s):** 09/30/201412/19/2014 |

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

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| **Criterion & Topic:** SE 3 Special requirements for determination of specific learning disability | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of the student records indicated that when it was documented in the IEP that a student had a specific learning disability, the IEP Team did not consistently create a written determination that was signed by all members of the Team, or if there was a disagreement as to the determination, one or more Team members did not document their disagreement. |
| **Description of Corrective Action:** The school district will conduct a training for special education teachers and School Psychologists regarding this special education regulation and the need to complete Specific Learning Disability (SLD) documentation on a routine basis for those students diagnosed with a SLD. Training will be documented by attendance sheet and training documents (i.e. handouts) |
| **Title/Role(s) of Responsible Persons:**Philip Campbell, Director of Student Support Services, MVPS | **Expected Date of Completion:**03/15/2015 |
| **Evidence of Completion of the Corrective Action:**The Special Education Director and/or Director of Student Support Services will review 5 student records that have had reevaluations or initial evaluations between September-December 2014. |
| **Description of Internal Monitoring Procedures:** This SE regulation will be monitored monthly by the Director of Special Education and a report with evidence will be submitted to the DESE. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 3 Special requirements for determination of specific learning disability | **Corrective Action Plan Status:** Approved **Status Date**: 04/15/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 30, 2014, submit evidence of training on the requirements for completing Specific Learning Disability (SLD) documentation, and specifically to include the written determination that was signed by all members of the Team or an indication of disagreement. Include the agenda, materials used, training date, signed attendance sheets indicating the title/role of staff and the name and title of the presenter.By December 19, 2014, submit a report of the results of an internal review of records conducted after the training to determine completion of Specific Learning Disability (SLD) documentation. Include the number of student records reviewed, the number of records in compliance and for any records not in compliance, determine the root cause(s) of the non-compliance and the district's plan to remedy the non-compliance.\*Please note 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 levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s). |
| **Progress Report Due Date(s):** 09/30/201412/19/2014 |

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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 the student records indicated that IEP Team meetings are not always held within 45 school working days of receipt of the parent's written consent for an evaluation. |
| **Description of Corrective Action:** The school district will conduct a training for special education teachers, auxiliary services staff and secretarial staff regarding this special education regulation and the need to schedule initial & reevaluation team meetings on time and on or before the 45 day timeline. The training will review the regulation and mandated timelines. Training will be documented by attendance sheet and training documents (i.e. handouts) |
| **Title/Role(s) of Responsible Persons:**Philip Campbell, Director of Student Support Services, MVPS | **Expected Date of Completion:**03/15/2015 |
| **Evidence of Completion of the Corrective Action:**An excel spread sheet will be developed and implemented by the special education department secretary indicating when the evaluation consent form was sent to parents, when it was received and the date of the meeting. |
| **Description of Internal Monitoring Procedures:** The Special Education Director will monitor the implementation of this special education regulation. The special education administration will provide a monitoring report to the DESE regarding the implementation of this regulation. |
| 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**: 04/15/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 30, 2014, submit evidence of training to special education teachers, auxiliary services staff and secretarial staff on the requirements to schedule initial & reevaluation Team meetings within 45 school working days of receipt of the parent's written consent for an evaluation. Include the agenda, materials used, training date, signed attendance sheets indicating the title/role of staff and the name and title of the presenter.By December 19, 2014, submit a report of the results of an internal review of records conducted after the training to determine timeline compliance. Include the number of student records reviewed, the number of records in compliance and for any records not in compliance, determine the root cause(s) of the non-compliance and the district's plan to remedy the non-compliance.\*Please note when conducting internal monitoring that the district must maintain thefollowing documentation and make it available to the Department upon request: a) List ofthe student names and grade levels for the records reviewed; b) Date of the review;c) Name of person(s) who conducted the review, their role(s), and signature(s). |
| **Progress Report Due Date(s):** 09/30/201412/19/2014 |

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

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| **Criterion & Topic:** SE 14 Review and revision of IEPs | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of the student records indicated that not all IEP Team meetings are held prior to the expiration date of the previous IEP. |
| **Description of Corrective Action:** The school district will conduct a training for special education teachers regarding this special education regulation and the need to hold annual review meetings on or before their expiration date. Training will be documented by attendance sheet and training documents (i.e. handouts) |
| **Title/Role(s) of Responsible Persons:**Philip Campbell, Director of Student Support Services, MVPS | **Expected Date of Completion:**03/15/2015 |
| **Evidence of Completion of the Corrective Action:**The school special education administration will conduct a random check of 15 student records and provide a written progress report to DESE on the status of this special education regulation. |
| **Description of Internal Monitoring Procedures:** The special education administrator will discuss this regulation at a department meeting and review this with the department secretary. The special education administration will meet with the department secretary to review the status of scheduling IEP annual review meetings within the guidelines of this regulation. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 14 Review and revision of IEPs | **Corrective Action Plan Status:** Approved **Status Date**: 04/15/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 30, 2014, submit evidence of training to special education teachers on the requirements to conduct an IEP Team meeting prior to the expiration date of the current IEP. Include the agenda, materials used, training date, signed attendance sheets indicating the title/role of staff and the name and title of the presenter.By December 19, 2014, submit a report of the results of an internal review of records conducted after the training to determine timeline compliance. Include the number of student records reviewed, the number of records in compliance and for any records not in compliance, determine the root cause(s) of the non-compliance and the district's plan to remedy the non-compliance.\*Please note when conducting internal monitoring that the district must maintain thefollowing documentation and make it available to the Department upon request: a) List ofthe student names and grade levels for the records reviewed; b) Date of the review;c) Name of person(s) who conducted the review, their role(s), and signature(s). |
| **Progress Report Due Date(s):** 09/30/201412/19/2014 |

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

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| **Criterion & Topic:** SE 18A IEP development and content | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of the student records indicated that not all IEP Teams consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for those students identified with a disability on the autism spectrum, for those students whose disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing. |
| **Description of Corrective Action:** The school district will conduct a training for both general education & special education teachers regarding this special education regulation and the need to address the topic of bullying, harassment and teasing at IEP team meetings. The training will also emphasize the need to properly document this IEP Team discussion in the meeting notes and within the IEP. Training will be documented by attendance sheet and training documents (i.e. handouts) |
| **Title/Role(s) of Responsible Persons:**Philip Campbell, Director of Student Support Services, MVPS | **Expected Date of Completion:**03/15/2015 |
| **Evidence of Completion of the Corrective Action:**The Special Education Director and/or Director of Student Support Services will review 15 student records that have had IEP Team meetings between September-December 2014. |
| **Description of Internal Monitoring Procedures:** The following steps will be taken to monitor the consistent implementation of this SE.1. Add this as an agenda item to the Special Education Dept. meeting for September.2. Special Education Director or Director of Student Support Services to spot monitor the implementation of this SE each month and readdress it at the monthly department meeting, if needed. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 18A IEP development and content | **Corrective Action Plan Status:** Approved **Status Date**: 04/15/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 30, 2014, submit evidence of training on these requirements. Include the agenda, materials used, training date, signed attendance sheets indicating the title/role of staff and the name and title of the presenter.In addition, for those students whose records were identified by the Department, the district must reconvene the IEP Teams to consider and address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. Submit a copy of the IEP and the Special Education Team Meeting Attendance Sheet (N3A) to indicate that the IEP Teams have reconvened to discuss the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing.By December 19, 2014, submit a report of the results of an internal review of records conducted after the training to determine compliance. Include the number of student records reviewed, the number of records in compliance and for any records not in compliance, determine the root cause(s) of the non-compliance and the district's plan to remedy the non-compliance.\*Please note when conducting internal monitoring, the district must maintain thefollowing documentation and make it available to the Department upon request:a) List of student names and grade levels for the records reviewed; b) Date of the review;c) Name of person(s) who conducted the review, with their role(s) and signature(s). |
| **Progress Report Due Date(s):** 09/30/201412/19/2014 |

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

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| **Criterion & Topic:** SE 25 Parental consent | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of the student records indicated that the Evaluation Consent Form (N1A) does not always include the specific assessments for which parents are providing consent. In some cases the N1A only stated that assessments for re-evaluation would be conducted, but did not note which assessments would be completed. |
| **Description of Corrective Action:** The school district will conduct a training for special education staff regarding the need to create an evaluation consent forms that is descriptive regarding the evaluations to be conducted. This training will also include how Notice to Parent (N1) need to be written and explicitly denote which evaluations are to be conducted as part of the evaluation process. |
| **Title/Role(s) of Responsible Persons:**Philip Campbell, Director of Student Support Services, MVPS | **Expected Date of Completion:**03/15/2015 |
| **Evidence of Completion of the Corrective Action:**Training will be documented by attendance sheet and training documents (i.e. handouts) |
| **Description of Internal Monitoring Procedures:** Director of Special Education and/or Director of Student Support Services will conduct a random check of evaluation consent forms and N1s to see if they are being developed in a descriptive and informative manner for parents to consider. A written report will be developed and provided to DESE regarding the implementation of this regulation. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 25 Parental consent | **Corrective Action Plan Status:** Approved **Status Date**: 04/16/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 30, 2014, submit evidence of training to special education staff on the requirements to include specific information regarding assessments to be conducted on the Evaluation Consent Form (N1A). Include the agenda, materials used, training date, signed attendance sheets indicating the title/role of staff and the name and title of the presenter.By December 19, 2014, submit a report of the results of an internal review of records conducted after the training to determine compliance. Include the number of student records reviewed, the number of records in compliance and for any records not in compliance, determine the root cause(s) of the non-compliance and the district's plan to remedy the non-compliance.\*Please note when conducting internal monitoring that the district must maintain thefollowing documentation and make it available to the Department upon request: a) List ofthe student names and grade levels for the records reviewed; b) Date of the review;c) Name of person(s) who conducted the review, their role(s), and signature(s). |
| **Progress Report Due Date(s):** 09/30/201412/19/2014 |

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

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| **Criterion & Topic:** SE 40 Instructional grouping requirements for students aged five and older | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of the documentation indicated that there is a resource room during Period D that exceeds the instructional grouping requirements; the class has more than 12 students with one teacher and one aide. |
| **Description of Corrective Action:** A review of all special education classes will be done immediately and adjustments to special education staff assignments will be made. Staffing adjustment to D Period Resource Room has already been made. |
| **Title/Role(s) of Responsible Persons:**Philip Campbell, Director of Student Support Services, MVPS | **Expected Date of Completion:**03/15/2015 |
| **Evidence of Completion of the Corrective Action:**Evidence of staffing for the D period resource room will be provided to the DESE to show evidence that corrective action has already been taken to bring the school district into compliance with this special education regulation immediately. |
| **Description of Internal Monitoring Procedures:** An excel spreadsheet of all special education instructional groupings for the 2nd semester of the 2013-14 school year will be developed with assigned staffing noted for each grouping. This excel spreadsheet will be redeveloped for 1st and 2nd semester of the 2014-15 school year and submitted to DESE as evidence of implementation of this special education regulation. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 40 Instructional grouping requirements for students aged five and older | **Corrective Action Plan Status:** Approved **Status Date**: 04/15/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 30, 2014, submit evidence that special education instructional groupings for the 2014-2015 school year meet the regulatory requirements. Include in this spreadsheet the specific resource rooms, student initials and the name of the teacher(s) and aide(s) for each period. |
| **Progress Report Due Date(s):** 09/30/2014 |

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

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| **Criterion & Topic:** SE 41 Age span requirements | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of the documentation indicated that the ages of the youngest and oldest students in the school's Life Skills Program differ by more than 48 months. A written request for approval of a wider age range has not been submitted to the Department of Elementary and Secondary Education. |
| **Description of Corrective Action:** The school district is already designating additional classroom space for the LifeSkills Program for the 2014-2015 school year. |
| **Title/Role(s) of Responsible Persons:**Philip Campbell, Director of Student Support Services, MVPS | **Expected Date of Completion:**03/15/2015 |
| **Evidence of Completion of the Corrective Action:**The school district will submit to the DESE evidence that the LifeSkills Program will be structured for the 2014-2015 school year that will demonstrate evidence that this special education program will be compliant with this special education regulation. |
| **Description of Internal Monitoring Procedures:** The Director of Special Education and/or the Director of Student Support Services will monitor the age span requirements of this program on a yearly basis and will provide the DESE with a status report regarding age span. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 41 Age span requirements | **Corrective Action Plan Status:** Approved **Status Date**: 04/15/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 30, 2014, submit the class rosters for the Life Skills Program with the student initials and dates of birth. If non-compliance is determined, indicate the steps to be taken to remedy the non-compliance. |
| **Progress Report Due Date(s):** 09/30/2014 |

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

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| **Criterion & Topic:** SE 51 Appropriate special education teacher licensure | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of the documentation and interviews indicated that not all of the special education teachers are appropriately licensed. |
| **Description of Corrective Action:** The school district will provide the DESE evidence that all special education staff members hold appropriate DESE license. |
| **Title/Role(s) of Responsible Persons:**Philip Campbell, Director of Student Support Services, MVPS | **Expected Date of Completion:**03/15/2015 |
| **Evidence of Completion of the Corrective Action:**At the time of the site visit, there was one special education teacher who was newly hired and held license in special education in the state of NH. This teacher has recently obtained license with the MA DESE as a teacher of moderate disabilities. |
| **Description of Internal Monitoring Procedures:** The school district will only seek to hire staff members who hold appropriate DESE licensure or if needed, seek a waiver from the DESE for non licensed hires. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 51 Appropriate special education teacher licensure | **Corrective Action Plan Status:** Approved **Status Date**: 04/15/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 30, 2014, submit a copy of the special educator's current license. |
| **Progress Report Due Date(s):** 09/30/2014 |

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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:** Interviews and classroom observations indicated that the Life Skills Program classroom is not equal in size and in physical respects to the average standards of general education classrooms in the high school. There are seven students with two teachers and at least four Education Support Personnel (ESPs) in the program. Although some students leave the classroom for small group instruction and related services, the room is over-crowded for the number of people in the classroom at one time. |
| **Description of Corrective Action:** The school district’s administration is already planning on creating additional classroom space for the LifeSkills Program for the 2014-2015 school year. Due to building constraints and space limitations, the school administration is not able to make additional space available to the LifeSkills Program until the start of the 2014-2105 school year. |
| **Title/Role(s) of Responsible Persons:**Philip Campbell, Director of Student Support Services, MVPS | **Expected Date of Completion:**03/15/2015 |
| **Evidence of Completion of the Corrective Action:**The school district will provide the DESE evidence of special education programming and its locations within the building. |
| **Description of Internal Monitoring Procedures:** The Director of Special Education and/or the Director of Student Support Services will meet annually with the MVRHS Administration to determine if special education programs are being located in classrooms with adequate space to meet the special education needs of the students. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Approved **Status Date**: 04/15/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 30, 2014, submit a copy of the floor plan that highlights the classrooms of the Life Skills Program. Include and label other classrooms in the surrounding area. An on-site visit may also be conducted by the Department. |
| **Progress Report Due Date(s):** 09/30/2014 |

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

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| **Criterion & Topic:** SE 56 Special education programs and services are evaluated | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** A review of the documentation indicated that the special education programs and services at Martha's Vineyard Regional High School are not regularly evaluated. |
| **Description of Corrective Action:** The school district will conduct an evaluation of the following programs:LifeSkills ProgramTherapeutic Support ProgramInclusion Program |
| **Title/Role(s) of Responsible Persons:**Philip Campbell, Director of Student Support Services, MVPS | **Expected Date of Completion:**03/15/2015 |
| **Evidence of Completion of the Corrective Action:**The school district will provide the DESE a summary report of the special education programs at MVRHS; outlining in the report strengths, weaknesses and recommendations for programmatic changes, if needed. |
| **Description of Internal Monitoring Procedures:** Special Education administration will produce evaluation of special education programs and provide those reports to the high school administration and to the Superintendent for consideration. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 56 Special education programs and services are evaluated | **Corrective Action Plan Status:** Approved **Status Date**: 04/16/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 30, 2014, submit a copy of the evaluation of the Life Skills, the Therapeutic Support Program and the Inclusion Programs. |
| **Progress Report Due Date(s):** 09/30/2014 |

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

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| **Criterion & Topic:** CR 7C Early release of high school seniors | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** A review of the documentation and interviews indicated that the last day of school for seniors is more than 12 school days before the regular scheduled closing date of the school. |
| **Description of Corrective Action:** We will ensure that our seniors last day of school will be no more than 12 school days from the last day of school for the remainder of the school. |
| **Title/Role(s) of Responsible Persons:**Dr. Stephen Nixon - Principal | **Expected Date of Completion:**07/01/2014 |
| **Evidence of Completion of the Corrective Action:**We annually publish a calendar for students and parents with the last day of school and the graduation date. We will forward the calendar with the graduation and last day of school date to the DESE. |
| **Description of Internal Monitoring Procedures:** The admin team responsible for calendaring events will serve as a checks and balance system to ensure this is in fact done. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 7C Early release of high school seniors | **Corrective Action Plan Status:** Approved **Status Date**: 04/15/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 30, 2014, submit a copy of the 2014-2015 school year calendar that documents that the last day of school for seniors is not more than 12 school days from the regular scheduled closing date of the school. |
| **Progress Report Due Date(s):** 09/30/2014 |

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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:** A review of the documentation and interviews indicated that the non-discrimination statement, sexual harassment policy and general harassment policy in the Martha's Vineyard Regional High School handbook do not include sexual orientation as a protected category. In addition, the code of conduct does not include procedures for the discipline of students with Section 504 Accommodation Plans. |
| **Description of Corrective Action:** All documents that include our Civil Rights policy will be changed to include gender identity. |
| **Title/Role(s) of Responsible Persons:**Matt Malowski and Andrew Berry - Assistant Principals | **Expected Date of Completion:**06/30/2014 |
| **Evidence of Completion of the Corrective Action:**Once our handbook is published will forward evidence of the necessary language change in the book as well as links to any electronic versions of our civil rights policy. |
| **Description of Internal Monitoring Procedures:** The final changes will be reviewed by the High School Principal and the School Advisory Council. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Disapproved **Status Date**: 04/16/2014 |
| **Basis for Status Decision:** The school district's corrective action description states that the Civil Rights policy will be changed to include gender identity; however, it is the non-discrimination statement, sexual harassment policy and general harassment policy that do not contain sexual orientation as a protected category. In addition, the school district did not address how the code of conduct will include procedures for the discipline of students with Section 504 Accommodation Plans. |
| **Department Order of Corrective Action:**The school district must revise its non-discrimination statement, sexual harassment policy and general harassment policy to include sexual orientation as a protected category. The school district must develop procedures for the discipline of students with Section 504 Accommodation Plans and include this information in the code of conduct. |
| **Required Elements of Progress Report(s):** By September 30, 2014, submit a copy of the 2014-2015 Martha's Vineyard Regional High School handbook with the inclusion of sexual orientation as a protected category in all required policies and procedures. Submit a copy of the district's code of conduct that includes procedures for the discipline of students with Section 504 Accommodation Plans. |
| **Progress Report Due Date(s):** 09/30/2014 |

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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:** A review of the documentation indicated that while the district issues a notice for students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion, the letter is only addressed to the parent and not to the student. In addition, a review of the documentation and interviews indicated that the district is not sending a written notice to former students who have not yet earned their competency determination and who have not transferred to another school to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs. |
| **Description of Corrective Action:** All students leaving school without a diploma, certificate of attainment, or certificate of completion will be named, along with their parents/guardians in the letter sent home by the guidance department. The guidance department will also annually send letters to students who remain on the drop out list informing them of the availability of public funded post secondary academic support programs. |
| **Title/Role(s) of Responsible Persons:**Michael McCarthy - Director of Guidance | **Expected Date of Completion:**05/01/2014 |
| **Evidence of Completion of the Corrective Action:**We will forward to the DESE copies of the letters that will be used in these two instances. We will also keep a record of all students to whom these letters were sent. |
| **Description of Internal Monitoring Procedures:** The Director of Guidance will check annually to ensure this criteria has been followed. |
| 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**: 04/16/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 30, 2014, submit sample copies of letters sent out to students 16 years of age and older who are leaving school without a high school diploma, certificate of attainment, or certificate of completion, and their parent/guardian, that includes all required information. If there are no students meeting this criterion, please submit a sample letter that would be sent, if applicable, and indicate the procedures for ensuring that this information is sent to students.By September 30, 2014, please submit sample copies of the annual written notice sent to former students who have not yet earned their competency determination and who have not transferred to another school, informing them of the availability of publicly funded post high school academic support programs and encouraging them to participate in those programs. |
| **Progress Report Due Date(s):** 09/30/2014 |

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

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| **Criterion & Topic:** CR 25 Institutional self-evaluation | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** A review of the documentation indicated that the school district has not conducted an institutional self-evaluation annually for the purposes of ensuring that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. |
| **Description of Corrective Action:** We will form a committee with representatives of extra- curricular activities, the Athletic Director, the Guidance Director, School adjustment counselor, ELL Coordinator, Principal, Assistant Principals, and school nurse. This committee will annually evaluate for equal access. |
| **Title/Role(s) of Responsible Persons:**Dr. Stephen Nixon - Principal | **Expected Date of Completion:**09/01/2014 |
| **Evidence of Completion of the Corrective Action:**We will sent a copy of the committee and the evaluation tool used to ensure student equity access. |
| **Description of Internal Monitoring Procedures:** Meetings will be scheduled annually with minutes kept and archived. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved **Status Date**: 04/16/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 30, 2014, submit a copy of the district's self assessment instrument and tools to be used to evaluate student equity access.By December 19, 2014, please submit a copy of the completed self-assessment. |
| **Progress Report Due Date(s):** 09/30/201412/19/2014 |