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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: Phoenix Charter Academy (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 03/28/2014.

**Mandatory One-Year Compliance Date:** **03/28/2015**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 3 | Special requirements for determination of specific learning disability | 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 15 | Outreach by the School District (Student Find) | Partially Implemented |
| SE 18A | IEP development and content | Partially Implemented |
| SE 18B | Determination of placement; provision of IEP to parent | Partially Implemented |
| SE 25 | Parental consent | Partially Implemented |
| SE 29 | Communications are in English and primary language of home | Partially Implemented |
| SE 32 | Parent advisory council for special education | Partially Implemented |
| SE 41 | Age span requirements | Partially Implemented |
| SE 46 | Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district | Partially Implemented |
| CR 7B | Structured learning time | Partially Implemented |
| CR 8 | Accessibility of extracurricular activities | 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 10B | Bullying Intervention and Prevention | Partially Implemented |
| CR 12A | Annual and continuous notification concerning nondiscrimination and coordinators | 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 18 | Responsibilities of the school principal | Partially Implemented |
| CR 20 | Staff training on confidentiality of student records | Partially Implemented |
| CR 21 | Staff training regarding civil rights responsibilities | Partially Implemented |
| CR 24 | Curriculum review | Partially Implemented |

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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 student records, documents, and interviews indicated that not all IEP Team members sign the written determination as to whether or not a student has a specific learning disability. |
| **Description of Corrective Action:** The district will hold a training for Academic Support staff regarding the special requirements for determination of a specific learning disability and discuss specifically the need for a written determination as to whether or not a student has a specific learning disability that is signed by all IEP Team members. |
| **Title/Role(s) of Responsible Persons:**Abigail Crowley / Director of Academic Support | **Expected Date of Completion:**01/02/2015 |
| **Evidence of Completion of the Corrective Action:**Evidence of Completion of this Corrective Action will be meeting minutes from the training session and a review of IEP files to confirm that the written determinations as to whether or not a student has a specific learning disability have been signed by all IEP Team members. |
| **Description of Internal Monitoring Procedures:** The Director of Academic Support will review IEP files monthly to confirm that for any students for which there has been a written determination of a specific learning disability has had that written determination signed by all IEP Team members. The Director of Academic Support will conduct this review every other month and create a tracking document to monitor compliance. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 3 Special requirements for determination of specific learning disability | **Corrective Action Plan Status:** Approved **Status Date**: 05/29/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Review the Department's technical advisory on SLD at http://www.doe.mass.edu/sped/iep/sld/default.html prior to developing the training. The district will provide its revised procedures on the completion of the written determination for specific learning disabilities (SLD) form along with evidence of staff training on these procedures, which will include but not be limited to a training agenda, attendance sheet and copies of the materials presented. Please submit this to the Department on or before September 29, 2014. Develop a sample of students evaluated for SLD following the implementation of all corrective actions. Submit the results of an administrative review of minimum of 5 student records from this sample for completion of the SLD written determination. Indicate the number of records reviewed, the number found to be 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 submit this to the Department on or before January 12, 2015.\*Please note when conducting administrative 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):** 09/29/201401/12/2015 |

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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:** Student records, document review, and staff interviews indicated that notice informing parents of the transfer of educational decision-making rights from the parent/guardian to the student is not consistently provided one year prior to students turning 18 years of age. |
| **Description of Corrective Action:** At the beginning of each school year, the district will send the notice informing parents of the transfer of educational decision-making rights from the parent/guardian to the student to the homes of all students turning 17 in that school year. The notice will be accompanied by a letter. The district will put a copy of the letter and notice in the file of the students to whom they were sent. |
| **Title/Role(s) of Responsible Persons:**Abigail Crowley / Director of Academic Support | **Expected Date of Completion:**11/01/2014 |
| **Evidence of Completion of the Corrective Action:**Evidence of Completion of the Corrective Action will be a copy of the letter with attached notice, as well as evidence of a file review by Academic Support personnel to confirm that all students turning 17 during the 2014-2015 school year were sent the letter and attached notice. |
| **Description of Internal Monitoring Procedures:** The Director of Academic Support will track the ages of all incoming IEP students and send the letter and notice if necessary. The Director of Academic Support will confirm that the letter and notice be sent at the beginning of every academic year. |
| 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**: 05/29/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Review the Department's technical advisory on age of majority prior to developing the training, available at http://www.doe.mass.edu/sped/advisories/11\_1.html. Provide a copy of the training agenda and sign-in sheet as evidence of staff training regarding notifying families one year prior to the student reaching age 18 of the transference of educational decision-making to the student upon attainment of age of majority. Also include in the training the district's responsibility to secure consent from the student for continued IEP services or consent that matches the decision making made by the student by September 29, 2014. Subsequent to the training on age of majority, submit the results of an administrative review of at least 5 student records for age of majority. Indicate the number of records reviewed, the number found to be 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 submit this to the Department on or before by January 12, 2015.\*Please note when conducting administrative 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). |
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| **Criterion & Topic:** SE 15 Outreach by the School District (Student Find) | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** According to document review, the charter school has not established a method of outreach to parents or guardians to inform them of the process to refer students for a special education evaluation. |
| **Description of Corrective Action:** The district will compile a list of professionals in the community, private nursery schools, day care facilities, group homes, parent organizations, clinical/health care agencies, early intervention programs, private/parochial schools, and agencies serving migrant and/or homeless personals pursuant to the McKinney-Vento Education Act for Homeless Students within the area of the school and send all of these groups a letter informing them of the process to refer students for a special education evaluation. This letter will be sent out annually. The district will update its Academic Support Policy Manual to include this policy. |
| **Title/Role(s) of Responsible Persons:**Abigail Crowley / Director of Academic Support | **Expected Date of Completion:**11/01/2014 |
| **Evidence of Completion of the Corrective Action:**The evidence of the completed corrective action will be a copy of the letter sent out to groups, a list of groups to which the letter was sent out, and the updated Academic Support Policy Manual including the policy of sending out this letter to such groups in the area annually. |
| **Description of Internal Monitoring Procedures:** The Director of Academic Support will monitor compliance with this process by confirming that the correct groups are being sent the letter, the letter is being sent, and that the process is occurring at least annually. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 15 Outreach by the School District (Student Find) | **Corrective Action Plan Status:** Partially Approved **Status Date**: 05/29/2014 |
| **Basis for Status Decision:** As a charter school for high school students, PCA does not need to develop an outreach plan for early intervention or pre-school students. |
| **Department Order of Corrective Action:**PCA will develop a method of outreach to parents or guardians within the school community to inform them of the process to refer students for a special education evaluation. This may be accomplished by including a statement in the school's handbook or posting a statement on the school's website. |
| **Required Elements of Progress Report(s):** Submit the district's proposed method of outreach to parents and guardians within the school to inform them of the process by which a student may be referred for a special education evaluation. This progress report is due by September 29, 2014. Provide evidence of the outreach mechanism to parents and guardians, including a page number from the school's Family & Student Handbook and/or web page citation. This progress report is due January 12, 2015. |
| **Progress Report Due Date(s):** 09/29/201401/12/2015 |

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| **Criterion & Topic:** SE 18A IEP development and content | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Student records indicated that IEP Teams do not consistently address the skills and proficiencies needed to avoid and respond to bullying, harassment and teasing for students whose disability affects social skills development, or when the disability makes him or her vulnerable to bullying, harassment, or teasing. |
| **Description of Corrective Action:** When developing IEPs, the IEP Teams will address the skills and proficiencies needed to avoid and respond to bullying, harassment and teasing for students whose disability affects social skills development, or when the disability makes him or her vulnerable to bullying, harassment or teasing. The Academic Support department will add a section of ESPED to address these concerns so that these skills and proficiencies are regularly added to students IEPs when needed. The Academic Support Department will add a section to the Academic Support Policy Manual indicating that the IEP Team must address these skills and proficiencies in students IEPs when developing IEPs for students whose disability affects social skills development, or when the disability makes him or her vulnerable to bullying, harassment, or teasing. The Academic Support Department will include discussion of the need to address these skills and proficiencies in a training for members of the Academic Support Department. |
| **Title/Role(s) of Responsible Persons:**Abigail Crowley / Director of Academic Support | **Expected Date of Completion:**01/02/2015 |
| **Evidence of Completion of the Corrective Action:**Evidence of Completion of Corrective Action will be examples of IEPs addressing the necessary skills and proficiencies and an updated Academic Support Policy Manual indicating that the IEP Team must address these skills and proficiencies in students IEPs when developing IEPs for students whose disability affects social skills development, or when the disability makes him or her vulnerable to bullying, harassment, or teasing. Evidence will also include notes from the training on this topic for the Academic Support Department. |
| **Description of Internal Monitoring Procedures:** The Director of Academic Support will review files every other month and create a tracking document to monitor compliance with the requirements indicating that IEP Teams must address the skills and proficiencies needed to avoid and respond to bullying, harassment and teasing for students whose disability affects social skills development, or when the disability makes him or her vulnerable to bullying, harassment, or teasing. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 18A IEP development and content | **Corrective Action Plan Status:** Approved **Status Date**: 05/29/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Review the Department's technical advisory on bullying prevention and intervention for students with disabilities at http://www.doe.mass.edu/sped/advisories/11\_2ta.html and http://www.doe.mass.edu/bullying/considerations-bully.html prior to developing the training.The district will provide its updated procedures related to documenting the consideration of vulnerability to bullying and the provision of skills and proficiencies to address or avoid bullying, harassment and teasing for students on the spectrum, students whose disability affects social skills development and students whose disability makes him or her vulnerable to bullying, harassment, or teasing. Please submit this to the Department on or before by September 29, 2014. Additionally, the district will provide evidence of staff training on these procedures, which will include but not be limited to a training agenda, attendance sheet and copies of the materials presented. Please submit this to the Department on or before September 29, 2014. Submit the results of an administrative review of at least 5 student records for consideration of vulnerability to bullying and the documentation and provision of skills and proficiencies to address or avoid bullying, harassment and teasing. Indicate the number of records reviewed, the number found to be 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 submit this to the Department on or before January 12, 2015.\*Please note when conducting administrative 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). |
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| **Criterion & Topic:** SE 18B Determination of placement; provision of IEP to parent | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Student records indicated that following the development of the IEP, the charter school provides a Team meeting summary, but does not send two copies of the proposed IEP and placement within 10 days to the parent. |
| **Description of Corrective Action:** The district will revise its Academic Support Handbook to indicate that following the development of the IEP, the school must send two copies of the proposed IEP and placement within 10 days to the parent. The Academic Support will include this directive in a training to members of the Academic Support Department. |
| **Title/Role(s) of Responsible Persons:**Abigail Crowley / Director of Academic Support | **Expected Date of Completion:**11/01/2014 |
| **Evidence of Completion of the Corrective Action:**Evidence of completion of this corrective action will be an updated Academic Support Handbook and notes from a training in which members of the Academic Support Department discuss the need for sending two copies of the proposed IEP and placement to parents within 10 days of the development of the IEP. |
| **Description of Internal Monitoring Procedures:** The Director of Academic Support will review files every other month and create a tracking document to monitor compliance with the requirements indicating that following the development of an IEP, the school must send two copies of the proposed IEP and placement within 10 days to the parent. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 18B Determination of placement; provision of IEP to parent | **Corrective Action Plan Status:** Approved **Status Date**: 05/29/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Review the Department's memorandum on the immediate provision of proposed IEPs to parents at http://www.doe.mass.edu/news/news.aspx?id=3182 prior to developing the training. The district will provide its updated procedures related to providing parents with two IEP/placement copies within ten days. Provide evidence of staff training on these procedures, which will include but not be limited to a training agenda, attendance sheet and copies of the materials presented. Please submit this to the Department on or before September 29, 2014. Submit the results of an administrative review of at minimum 10 student records for (1) immediate provision of two copies of the IEP and (2) provision of 2 copies. Indicate the number of records reviewed, the number found to be 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 submit this to the Department on or before by January 12, 2015.\*Please note when conducting administrative 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). |
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| **Criterion & Topic:** SE 25 Parental consent | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Student records indicated that the charter school does not consistently attempt to secure the consent of parents through multiple attempts, using a variety of methods, and document these efforts. |
| **Description of Corrective Action:** The district will add a section to the Academic Support Policy Manual indicating that the district will attempt to secure the consent of parents through multiple attempts, using a variety of methods, and document these efforts. The district will include this information in a training provided to the Academic Support department members. |
| **Title/Role(s) of Responsible Persons:**Abigail Crowley / Director of Academic Support | **Expected Date of Completion:**11/01/2014 |
| **Evidence of Completion of the Corrective Action:** Evidence of completion of this corrective action will include and updated Academic Support Policy Manual and notes from a training for Academic Support Department members in which they discuss the need to attempt to secure the consent of parents through multiple attempts, using a variety of measures, and document these efforts. |
| **Description of Internal Monitoring Procedures:** The Director of Academic Support will review files every other month to confirm compliance with this directive and create a tracking document to monitor compliance with this directive. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 25 Parental consent | **Corrective Action Plan Status:** Approved **Status Date**: 05/29/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** The district will provide its updated procedures related to securing consent for reevaluations and for IEPs along with evidence of staff training on these procedures, which will include but not be limited to a training agenda, attendance sheet and copies of the materials presented. Please submit this to the Department on or before September 29, 2014. Submit the results of an administrative review of at minimum 10 student records for documenting effort and securing consent to reevaluations and for IEPs. Indicate the number of records reviewed at each level, the number found to be 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 submit this to the Department on or before January 12, 2015.\*Please note when conducting administrative 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). |
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| **Criterion & Topic:** SE 29 Communications are in English and primary language of home | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Student records indicated that the charter school does not consistently translate documents into the primary language of the home for families whose home language is other than English. |
| **Description of Corrective Action:** The district will update the Academic Support Policy Manual to indicate that the district will send all Academic Support students' families home language surveys at the beginning of the school year asking whether the families will need translation services. After receiving information from the surveys, the district will translate everything sent to students' adult supporters who have indicated they need information in a language other than English. |
| **Title/Role(s) of Responsible Persons:**Abigail Crowley / Director of Academic Support | **Expected Date of Completion:**11/01/2014 |
| **Evidence of Completion of the Corrective Action:**Evidence of the completion of this corrective action will be the updated Academic Support Policy Manual and a copy of the home language surveys sent to adult supporters. |
| **Description of Internal Monitoring Procedures:** The Director of Academic Support will coordinate the surveys sent to adult supporters at the beginning of the year and ensure that translation services are used when necessary. The Director of Academic Support will send a copy of the same survey to Academic Support students who enter PCA subsequent to the beginning of the school year. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 29 Communications are in English and primary language of home | **Corrective Action Plan Status:** Approved **Status Date**: 05/29/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** The Department has developed a Home Language Survey template for district use in several languages, available at http://www.doe.mass.edu/ell/resources.html.The district will provide its updated procedures related to documenting translation and interpretation along with evidence of staff training, on these procedures, which will include but not be limited to a training agenda, attendance sheet and copies of the materials presented. Please submit this to the Department on or before September 29, 2014. Submit the results of an administrative review of 5 student records for translation and documentation of oral translations as needed. Indicate the number of records reviewed, the number found to be 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 submit this to the Department on or before by January 12, 2015.\*Please note when conducting administrative 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):** 09/29/201401/12/2015 |

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| **Criterion & Topic:** SE 32 Parent advisory council for special education | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review and interviews demonstrated that the charter school does not have an active parent advisory council for special education. |
| **Description of Corrective Action:** To create an active parent advisory council, the district will send out a letter to all adult supporters of Academic Support students offering them membership on the council and will follow up with phone calls to interested parties encouraging them to become part of the parent advisory council for special education and explaining more about the role of the parent advisory council for special education. Members of the Academic Support Department will discuss the opportunity to be part of the parent advisory council for special education with adult supporters when they come to PCA for IEP/504 Team Meetings or other meetings. |
| **Title/Role(s) of Responsible Persons:**Abigail Crowley / Director of Academic Support | **Expected Date of Completion:**11/01/2014 |
| **Evidence of Completion of the Corrective Action:**Evidence of completion of corrective action will consist of a copy of the letter sent to all adult supporters of Academic Support students offering them membership on the council and notes from follow up phone calls to interested parties. |
| **Description of Internal Monitoring Procedures:** The Director of Academic Support will coordinate the letter sent to all adult supporters and will ensure that the members of the Academic Support Department are discussing the parent advisory council for special education when adult supporters come into the building for IEP/504 Team meetings or other meetings. The Director of Academic Support will send the letter during the school year to those students starting at PCA subsequent to the beginning of the school year. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Partially Approved **Status Date**: 05/29/2014 |
| **Basis for Status Decision:** The district's evidence of completion will be the establishment of a Parent Advisory Council; the outreach letter and follow up notes are not sufficient to demonstrate compliance for this criterion. |
| **Department Order of Corrective Action:**With interested parents and guardians, the district will establish by-laws, officers, and a date for the required annual workshop held within the district on the rights of students and their parents and guardians under the state and federal special education laws. |
| **Required Elements of Progress Report(s):** Review the Department's guidance on the development and maintenance of Special Education Parent Advisory Councils, available at http://www.doe.mass.edu/sped/pac/advisory.html. Provide the district's plan for developing a PAC and its outreach letter to parents, along with any additional evidence of parent outreach on or before September 29, 2014. Establish the date of the district's annual workshop on the rights of students and their parents and guardians under the state and federal special education laws. Please note that students with educational decision-making rights should be invited to attend this workshop. Please see the Federation for Children with Special Needs (fcsn.org) for additional information on annual workshops and PACs. This is due on or before September 29, 2014. Please provide a progress update on the development of the PAC, including any documentation demonstrating progress, on or before January 12, 2015. |
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| **Criterion & Topic:** SE 41 Age span requirements | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review and staff interviews indicated that the student age span exceeds 48 months in the charter school's two academic support programs without Department approval. |
| **Description of Corrective Action:** The school will update its Academic Support Policy Manual to indicate that classes should not include students with an age span exceeding 48 months. The school will compose its academic support programs such that there is no age span exceeding 48 months. |
| **Title/Role(s) of Responsible Persons:**Abigail Crowley / Director of Academic Support | **Expected Date of Completion:**08/25/2014 |
| **Evidence of Completion of the Corrective Action:**Evidence of completion of this corrective action will be the updated Academic Support Policy Manual, indicating that classes should not include students with an age span exceeding 48 months. |
| **Description of Internal Monitoring Procedures:** The Director of Academic Support will ensure that whenever the composition of students in academic support classes is shifted, the age span of students will not exceed 48 months. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 41 Age span requirements | **Corrective Action Plan Status:** Approved **Status Date**: 05/29/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** The district will provide its updated procedures related to monitoring age span of students in special education classes and/or instructional groups, along with evidence of Principal and staff training on these procedures, which will include but not be limited to a training agenda, attendance sheet and copies of the materials presented. Please submit this to the Department on or before September 29, 2014. Submit the results of an administrative review of special education classes or instructional groups for age span. Indicate the number of instructional groups reviewed, the number found to be 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 submit this to the Department on or before January 12, 2015. |
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| **Criterion & Topic:** SE 46 Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review indicated that the charter school's special education disciplinary procedures do not include a reference to students on 504 plans. Document review and staff interviews also indicated that these procedures do not address the use of the authority of a hearing officer, when there is evidence that a student is substantially likely to injure him/herself or others, or include a provision for implementing Interim Alternative Education Settings (IAES). |
| **Description of Corrective Action:** The school will update its Academic Support Policy Manual and any other documents indicating the school's special education disciplinary procedures to include a reference to students on 504 plans as well as the use of a hearing officer, when there is evidence that a student is substantially likely to injure him/herself or others, and include a provision indicating that the school may place the student in an interim alternative education setting (as determined by the Team) for up to 45 school days regardless of the manifestation determination. |
| **Title/Role(s) of Responsible Persons:**Abigail Crowley / Director of Academic SupportCourtney McSparron / Dean of Students | **Expected Date of Completion:**08/25/2014 |
| **Evidence of Completion of the Corrective Action:**Evidence of completion of corrective action will include an updated Academic Support Policy Manual and updated forms of any other documents indicating the school's special education disciplinary procedures which will include a reference to students on 504 plans as well as the use of a hearing officer, when there is evidence that a student is substantially likely to injure him/herself or others, and a provision indicating that the school may place the student in an interim alternative education setting (as determined by the Team) for up to 45 school days regardless of the manifestation determination. |
| **Description of Internal Monitoring Procedures:** This will be a one-time policy change. The Director of Academic Support, the Dean of Students and the Head of School will be aware of these procedures and ensure that these procedures are adhered to. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 46 Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district | **Corrective Action Plan Status:** Approved **Status Date**: 05/29/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** The district will provide its updated Academic Support Policy Manual and any other documents demonstrating that the school's special education disciplinary procedures includes a reference to students on 504 plans, along with the use of a hearing officer when there is evidence that a student is substantially likely to injure him/herself or others, and a provision indicating that the school may place the student in an interim alternative education setting (as determined by the Team) for up to 45 school days regardless of the manifestation determination.Please include evidence of staff training on these procedures, which will include but not be limited to a training agenda, attendance sheet and copies of the materials presented. This progress report will be due to the Department on or before September 29, 2014. |
| **Progress Report Due Date(s):** 09/29/2014 |

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

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| **Criterion & Topic:** CR 7B Structured learning time | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review and interviews indicated that physical education is an optional course for students. |
| **Description of Corrective Action:** The head of school with the hiring manager and director of academic support will be meeting in the summer of 2014 to discuss physical education compliance. Based on this conversation, next steps will be developed. |
| **Title/Role(s) of Responsible Persons:**Mistie Parsons - Head of School | **Expected Date of Completion:**01/02/2015 |
| **Evidence of Completion of the Corrective Action:**Notes from meeting among head of school, hiring manager and director of academic support as well as copies of updated policies that result from such meeting. |
| **Description of Internal Monitoring Procedures:** This will likely result in a one-time update to the school policies which will be monitored by the head of school, the hiring manager and the director of academic support. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 7B Structured learning time | **Corrective Action Plan Status:** Approved **Status Date**: 05/29/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide evidence of implementation of the district's summer planning to provide physical education to all students, including options such as health classes, intramural sports, and other activities that promote the physical well-being of students. Such evidence will include course titles & descriptions, after-school activities, policy updates, evidence of staff hiring, etc. Please note that intramural sports will not count toward the district's time and learning hours for students. This progress report is due on or before September 29, 2014. |
| **Progress Report Due Date(s):** 09/29/2014 |

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

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| **Criterion & Topic:** CR 8 Accessibility of extracurricular activities | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review indicated that the charter school does not include gender identity as a protected category in its documents and policies regarding accessibility of extracurricular activities. |
| **Description of Corrective Action:** The school will be adding a section on accessibility of extracurricular activities to the student handbook that will include gender identity as a protected category. |
| **Title/Role(s) of Responsible Persons:**Mistie Parsons/Head of School | **Expected Date of Completion:**08/25/2014 |
| **Evidence of Completion of the Corrective Action:**Updated student handbook |
| **Description of Internal Monitoring Procedures:** One time action. See student handbook. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 8 Accessibility of extracurricular activities | **Corrective Action Plan Status:** Approved **Status Date**: 05/29/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide the relevant section of the district's student handbook containing the section on accessibility of extracurricular activities, demonstrating the inclusion of gender identity to the nondiscrimination statement. This progress report is due on or before September 29, 2014. |
| **Progress Report Due Date(s):** 09/29/2014 |

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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:** Document review demonstrated that the nondiscrimination statement for prospective employers of students does not contain gender identity as a protected category. In addition, interviews indicated that the school does not ensure that prospective employers of students sign this nondiscrimination statement. |
| **Description of Corrective Action:** The school will add gender identify to our non-discrimination form. Additionally this will be provided to all prospective employers of students including internship opportunities for students, as monitored by the college services office. |
| **Title/Role(s) of Responsible Persons:**Hayley Bentley/College Services | **Expected Date of Completion:**08/25/2014 |
| **Evidence of Completion of the Corrective Action:**Signed Non-discrimination forms |
| **Description of Internal Monitoring Procedures:** College services will be responsible for overseeing the coordination of all work study/internship opportunities. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 9 Hiring and employment practices of prospective employers of students | **Corrective Action Plan Status:** Approved **Status Date**: 05/29/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide the revised prospective employers' statement, demonstrating the inclusion of gender identity to the nondiscrimination statement. This progress report is due on or before September 29, 2014. |
| **Progress Report Due Date(s):** 09/29/2014 |

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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:** Document review indicated the following issues with the school's handbook: 1) gender identity is not included as a protected category in the nondiscrimination statement; 2) a specific reference to M.G.L. c. 76, s. 5 is not included; 3) the school's disciplinary policies require a parent or adult meeting before a student can return to school; 4) the school's policies for the discipline of students, including students with special needs and students with Section 504 Accommodation Plans, do not articulate due process procedures; 5) the school's disciplinary policies for students with disabilities do not include provisions for a manifestation determination for a pattern of removals or suspensions accrued over a period of time, rather than for expulsion due to severe infractions; 6) the school requires an appeal in writing within three (3) days, rather than 10 days, following a student's expulsion. |
| **Description of Corrective Action:** The Dean of Students will meet with the Head of School during the summer of 2014 to discuss and implement amendments to the student handbook so the handbook is fully in compliance with Section 504; M.G.L. c.71, Section 37H and 603 CMR 26.08 as amended by Chapter 199 of the Acts of 2011. |
| **Title/Role(s) of Responsible Persons:**Courtney McSparron - Dean of StudentsMistie Parsons - Head of School | **Expected Date of Completion:**08/25/2014 |
| **Evidence of Completion of the Corrective Action:**Evidence of completion of corrective action will be an updated student handbook in compliance with Section 504; M.G.L. c.71, Section 37H and 603 CMR 26.08 as amended by Chapter 199 of the Acts of 2011. |
| **Description of Internal Monitoring Procedures:** The corrective action will be a one-time student handbook update. The Dean of Students and Head of School will monitor compliance with the policies articulated in the updated student handbook. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved **Status Date**: 05/29/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide the revised student handbook demonstrating that 1) gender identity has been added as a protected category in the nondiscrimination statement; 2) a specific reference to M.G.L. c. 76, s. 5 has been added; 3) the school's disciplinary policies have been revised to remove the required parent or adult meeting before a student can return to school; 4) the school's policies for the discipline of students, including students with special needs and students with Section 504 Accommodation Plans, articulate appropriate due process procedures; 5) the school's disciplinary policies for students with disabilities include provisions for a manifestation determination for a pattern of removals or suspensions accrued over a period of time; and 6) the school's required appeal in writing is due within 10 days following a student's expulsion.Please include evidence of staff training on the revised handbook's procedures, which will include but not be limited to a training agenda, attendance sheet and copies of the materials presented. This progress report will be due to the Department on or before September 29, 2014. |
| **Progress Report Due Date(s):** 09/29/2014 |

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

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| **Criterion & Topic:** CR 10B Bullying Intervention and Prevention | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review indicated that not all staff members participate in professional development for bullying intervention and prevention. |
| **Description of Corrective Action:** The school will develop and present a professional development session for all staff members related to bullying intervention and prevention. This will occur during teacher institute prior to the start of the 2014-2015 school year. |
| **Title/Role(s) of Responsible Persons:**Mistie Parsons - Head of SchoolCourtney McSparron - Dean of Students | **Expected Date of Completion:**08/25/2014 |
| **Evidence of Completion of the Corrective Action:**Evidence of completion of corrective action will include sign in sheets for the professional development session as well as any materials from the professional development session. |
| **Description of Internal Monitoring Procedures:** The Head of School and Dean of Students will ensure this professional development session related to bullying intervention and prevention occurs annually. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved **Status Date**: 05/29/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Review the Department's resources on bullying prevention and intervention at http://www.doe.mass.edu/bullying/.Provide the district's updated employee handbook, demonstrating the publication of relevant sections of the Bullying Intervention & Prevention Plan.Provide the list of all employees who attended the district's professional development session on bullying intervention and prevention. Please include school nurses, cafeteria workers, custodians, bus drivers, and coaches, if employed by the school.This progress report is due on or before September 29, 2014. |
| **Progress Report Due Date(s):** 09/29/2014 |

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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:** Partially Implemented |
| **Department CPR Findings:** Document review and interviews indicated that the charter school's published information for Title IX and Section 504 coordinators does not include the coordinators' names, office addresses or telephone numbers. Document review also demonstrated that the charter school's written materials and other media used to publicize its programming do not include a notice that the school does not discriminate on the basis of race, color, national origin, sex, gender identity, disability, religion, or sexual orientation. |
| **Description of Corrective Action:** The school will work with the recruitment person (TBD for 2014-15) to edit the school's promotional materials to include a non-discrimination statement. This will additionally be added to the school's website. The head of school and hiring manager will work to identify personnel who will be responsible for the Title IX and 504 Coordination in the summer of 2014. Notice of these personnel will be sent to families on a quarterly basis as new students are enrolled in the school. |
| **Title/Role(s) of Responsible Persons:**Misite Parsons/Head of School | **Expected Date of Completion:**08/25/2014 |
| **Evidence of Completion of the Corrective Action:**Edited promotional materials/school websiteQuarterly letter identifying Title IX and 504 Coordinators (to be initially sent 8/25/14) |
| **Description of Internal Monitoring Procedures:** Head of school will be responsible for coordinating this will appropriate people over the summer of 2014. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved **Status Date**: 05/29/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide evidence of the district's updated promotional materials, demonstrating the addition of a nondiscrimination statement listing all protected categories.Provide documentation of the identification of the Title IX and Section 504 coordinators, including the coordinators' names, office addresses or telephone numbers.This progress report is due September 29, 2014. |
| **Progress Report Due Date(s):** 09/29/2014 |

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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:** Document review and interviews indicated that the school has a written notice for parents or guardians of students aged 16 or older leaving school without a high school diploma, certificate of attainment, or certificate of completion. However, this written notice contains the following issues: 1) the notice is not sent to the student aged 16 or older; 2) the notice is not sent within 10 days of the student's 15th consecutive day of unexcused absence; 3) the notice contains contradictory statements regarding the timing of the student's disenrollment from the charter school; 4) the notice does not offer an extension of not more than 14 days to meet with a school representative. According to document review and interviews, the charter school has not yet implemented the practice of sending notices to students 16 or over who are at risk of leaving without a high school diploma or sending an annual written notice by first class mail to the last known address of each such student who attended the charter school within the past two years. |
| **Description of Corrective Action:** The Dean of Students and Head of School will meet to revise the notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion so that such notice is in compliance with M.G.L. c. 76, Sections 5, 8; St. 1965, C. 741. The Dean of Students and Head of School will also update school policies so that the school will regularly send notice to students 16 or over who are at risk of leaving without a high school diploma or sending an annual written notice by first class mail to the last known address of each such student who attended the charter school within the past two years. |
| **Title/Role(s) of Responsible Persons:**Courtney McSparron - Dean of StudentsMistie Parsons - Head of School | **Expected Date of Completion:**01/02/2014 |
| **Evidence of Completion of the Corrective Action:**Evidence of completion of this corrective action will be a copy of the amended notice in compliance with M.G.L. c. 76, Sections 5, 8; St. 1965, C. 741. Evidence of completion will also include updated policies indicating that the school will regularly send notice to students 16 or over who are at risk of leaving without a high school diploma or sending an annual written notice by first class mail to the last known address of each such student who attended the charter school within the past two years. |
| **Description of Internal Monitoring Procedures:** The Dean of Students and Head of School will oversee the revision of the notice and policies. |
| 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**: 05/29/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide the district's revised policy and notices for students aged 16 or over leaving school without a diploma, along with evidence of staff training that includes signed attendance sheets, an agenda, and examples of training materials. This will include both the revised notice to students and parents who have 15 or more unexcused absences and the annual notice to students who have withdrawn from PCA and not enrolled elsewhere.This progress report is due on or before September 29, 2014. |
| **Progress Report Due Date(s):** 09/29/2014 |

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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:** Document review and interviews indicated that the charter school has not provided annual training on physical restraint or provided staff with the names of resource persons who can administer physical restraints in each school building. In addition, document review demonstrated that the charter school does not provide training to new staff members within a month of their hiring. According to document review and interviews, the charter school also does not maintain a log of restraints lasting over five minutes or where injury to the staff or student occurs. |
| **Description of Corrective Action:** The head of school, new school dean, and director of academic support will meet in the summer of 2014 to review the school's restraint policy, and develop new policies in accordance with state and federal legislation. |
| **Title/Role(s) of Responsible Persons:** Mistie Parsons / Head of School | **Expected Date of Completion:**01/02/2015 |
| **Evidence of Completion of the Corrective Action:** Notes from meeting among head of school, new school dean and director of academic support as well as copies of updated policies that result from such meeting. |
| **Description of Internal Monitoring Procedures:** This will likely result in a one-time update to the school policies which will be monitored by the head of school, the new school dean and the director of academic support. |
| 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:** Partially Approved **Status Date**: 05/29/2014 |
| **Basis for Status Decision:** The district's proposed corrective action does not address the required training within the first month of each school year for all staff. Please note that the district may train all employees in CPI techniques, although that is not required. |
| **Department Order of Corrective Action:** Provide evidence of the developed and implemented staff training at least annually on the use of restraint consistent with regulatory requirements within the first month of each school year. |
| **Required Elements of Progress Report(s):** Review the Department's guidance and reporting form on physical restraints at http://www.doe.mass.edu/lawsregs/stateregs.html.Provide the district's new policies on the use of physical restraints, along with evidence of all-staff training, documentation of in-depth or CPI training for crisis intervention staff, provisions for new employee training, ensuring procedures are available to parents/guardians of enrolled students, and a school log for listing restraints lasting over 5 minutes or resulting in injury. Staff training documentation should include an agenda, signed attendance sheets, and examples of training materials.This progress report is due on or before September 29, 2014. |
| **Progress Report Due Date(s):** 09/29/2014 |

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

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| **Criterion & Topic:** CR 18 Responsibilities of the school principal | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review and interviews indicated that the school has not developed a process to provide educational services to students who must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days. |
| **Description of Corrective Action:** The head of school will work with the Director of Academic Support to draft a policy in the summer of 2014 to outline the school's procedure for hospitalized students for a period of less than 14 days. |
| **Title/Role(s) of Responsible Persons:**Mistie Parsons/Head of SchoolAbigail Crowley/Director of Academic Support | **Expected Date of Completion:**08/25/2014 |
| **Evidence of Completion of the Corrective Action:**Hospitalization plan with procedures and persons responsible for coordinating work for student. |
| **Description of Internal Monitoring Procedures:** The head of school will be responsible for ensuring that the policy is drafted in the summer of 2014. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 18 Responsibilities of the school principal | **Corrective Action Plan Status:** Approved **Status Date**: 05/29/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Review the Department's technical advisory on home-hospital procedures, available at http://www.doe.mass.edu/pqa/ta/hhep\_qa.html.Provide the district's home-hospital policy, including the name(s)/title(s) of staff coordinating the process, along with evidence of staff training, including signed attendance sheets, agenda, and examples of training materials.This progress report is due on or before September 29, 2014. |
| **Progress Report Due Date(s):** 09/29/2014 |

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

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| **Criterion & Topic:** CR 20 Staff training on confidentiality of student records | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review and interviews indicated that not all staff receives annual training on confidentiality of student records. |
| **Description of Corrective Action:** The school will provide a training for all staff of confidentiality of student records during summer institute. |
| **Title/Role(s) of Responsible Persons:**Misite Parsons/Head of School | **Expected Date of Completion:**08/25/2014 |
| **Evidence of Completion of the Corrective Action:**Sign in sheets for training and training materials as applicable. |
| **Description of Internal Monitoring Procedures:** Head of school will ensure this is added to summer training |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 20 Staff training on confidentiality of student records | **Corrective Action Plan Status:** Approved **Status Date**: 05/29/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide the district's signed attendance sheets and training materials for the confidentiality of student records training. This progress report is due on or before September 29, 2014. |
| **Progress Report Due Date(s):** 09/29/2014 |

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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:** Document review indicated that the charter school's civil rights training covers the topic of harassment but not discrimination. Document review also indicated that this training does not include gender identity as a protected category. |
| **Description of Corrective Action:** Staff will be provided with additional training on discrimination during summer institute. Harassment training materials will be reviewed to ensure they include gender identity as a protected category. |
| **Title/Role(s) of Responsible Persons:**Misite Parsons/Head of School | **Expected Date of Completion:**08/25/2014 |
| **Evidence of Completion of the Corrective Action:**Sign in sheets from trainingsTraining materials as applicable |
| **Description of Internal Monitoring Procedures:** Head of school will add to summer institute schedule and ensure all necessary points are touched upon. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 21 Staff training regarding civil rights responsibilities | **Corrective Action Plan Status:** Approved **Status Date**: 05/29/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide evidence that the district's civil rights responsibilities include discrimination and gender identity as a protected category. This progress report is due on or before September 29, 2014. |
| **Progress Report Due Date(s):** 09/29/2014 |

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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:** Document review demonstrated that the charter school's curriculum review process does not include gender identity as a protected category. |
| **Description of Corrective Action:** The school will add gender identity to curriculum review process. |
| **Title/Role(s) of Responsible Persons:**Mistie Parsons/Head of school | **Expected Date of Completion:**08/25/2014 |
| **Evidence of Completion of the Corrective Action:**Amended policy |
| **Description of Internal Monitoring Procedures:** The head of school will monitor the placement of this information. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 24 Curriculum review | **Corrective Action Plan Status:** Approved **Status Date**: 05/29/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide the district's revised curriculum review process, demonstrating the addition of gender identity to the list of protected categories. This progress report is due September 29, 2014. |
| **Progress Report Due Date(s):** 09/29/2014 |

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

PHOENIX CHARTER ACADEMY

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Anna Schreckinger, ESL Department Chair

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: May 22, 2015**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic: ELE 10 Parent Notification** | **Rating: Partially Implemented** |
| **Department CPR Finding:** *According to document review, the initial parent notification letter does not contain specific exit requirements from ELE programming. Document review also demonstrated that this notice does not indicate the parent’s right to decline programming as separate from the waiver process. According to interviews, the school informs parents of their students’ progress in English proficiency annually at an in-school event, but does not send a written notice in the primary/home language as well as in English as required.*  |
| **Narrative Description of Corrective Action:** Starting in the 2014-15 school year, Phoenix Charter Academy will send the DESE suggested parental notification letter and explanation of the waiver process to parents of students who are given an initial language assessment during orientation, even if the assessment shows that the student does not need English Language Development services. The same letter will be sent to parents of students who are currently receiving ELD services or who have exited the ESL program in the previous two years. This letter will also include the student’s current English proficiency levels and the criteria to exit the ESL program. In addition, the school will continue to send home individual ACCESS reports and translated parent letters from the WIDA website each spring when the ACCESS results are available. |
| **Title/Role of Person(s) Responsible for Implementation:** Mistie Parsons, Head of School | **Expected Date of Completion for Each Corrective Action Activity:** 9/24/14 |
| **Evidence of Completion of the Corrective Action:** Copies of all parent letters and ACCESS scores will be kept in student files.  |
| **Description of Internal Monitoring Procedures:** As part of the yearly self-evaluation process, the ELL team and/or school administrators will randomly check ELL student files to ensure that all required paperwork is included. CAP compliance and monitoring will also be a reoccurring agenda item for the ELL team which will meet every other week. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 10 Parental Notification | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** Please note the following:1. A parent notice must be sent when the student is first identified as needing English language support (the initial notice). However, if the student is found to be proficient in English, the district does not send a notice.
2. A parent notice must be sent when the student continues to need ELE from one school year to the next (the annual notice). When the student is exited, the district may choose to send a notice, but would not continue to do so during the two subsequent years of monitoring.
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| **Department Order of Corrective Action:** Not Applicable |
| **Required Elements of Progress Report(s):** Submit evidence of training on the revised policies, procedures and documents for sending notification to ELL parents. Please include a signed attendance sheet, agenda, and examples of training materials. This progress report is due by **August 18, 2014.** Conduct an internal record review of all ELL records following the implementation of the school’s corrective actions, for evidence that initial and annual notification letters are being sent to the parents of ELLs with a copy maintained in the file. Include the number of records reviewed and the number found to be in compliance. For any records found to be noncompliant, identify the root cause for the noncompliance and any steps that the district has taken to remedy the file(s). This progress report is due by **December 12, 2014.****\*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 person(s) who conducted the review, their roles(s), and their signature(s).** |
| **Progress Report Due Date(s): August 18, 2014; December 12, 2014** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic: ELE 17 Program Evaluation** | **Rating: Not Implemented** |
| **Department CPR Finding:** *Document review and interviews indicated that the charter school does not conduct periodic evaluations of the effectiveness of its ELE program.* |
| **Narrative Description of Corrective Action:** In the final quarter of each school year, ESL teachers and school administrators will use data from ACCESS, school-wide dashboards, MCAS, and other sources to evaluate the ESL program. This will be completed using the form provided by the DESE and adapted for use at PCA. The self-evaluation will be completed by the last day of the school year. All follow-up will be completed by the ESL Department Chair, the Humanities Department Chair, and/or the ELL team in the following school year. |
| **Title/Role of Person(s) Responsible for Implementation:** Mistie Parsons, Head of School | **Expected Date of Completion for Each Corrective Action Activity:** 6/30/14 |
| **Evidence of Completion of the Corrective Action:** The completed self-evaluation and all supporting documentation will be uploaded to Phoenix Charter Academy’s network (sharepoint).  |
| **Description of Internal Monitoring Procedures:** The head of school will meet with the ESL Department Chair or ELL Team leader in the last academic quarter of the school year to review the plan and ensure that progress is being made towards all targets. This is also a reoccurring agenda item on the ELL team agenda. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 17 Program Evaluation | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** Not Applicable |
| **Department Order of Corrective Action:** Not Applicable |
| **Required Elements of Progress Report(s):** Provide the adapted self-evaluation form, along with documentation of any planning meetings, etc., that demonstrates PCA’s ELE program evaluation activities. This progress report is due by **August 18, 2014.**Provide analysis based on student aggregate data to determine if the school’s programming is meeting the needs of ELE students. Report on results of evaluations activities by focus area (e.g., professional development, student gains, etc.). Describe any program adjustments or changes made in response to the program evaluation. This progress report is due by **December 12, 2014.** |
| **Progress Report Due Date(s): August 18, 2014; December 12, 2014** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic: ELE 18 Records of ELL Students** | **Rating: Partially Implemented** |
| **Department CPR Finding:** *A review of student records indicated that the following required documents are consistently missing: 1) results of identification and proficiency tests and evaluations, 2) ACCESS results from the 2012/2013 school year, 3) initial or annual parent notification letters, and 4) report cards and progress reports.* |
| **Narrative Description of Corrective Action:** Starting in November of 2013, a copy of each student’s W-APT exam in kept in the individual student file. In addition, starting in May 2014, individual ACCESS reports for each student will be placed in student files, along with the translated letter that explains the score report. As of September 2013, initial and annual adult supporter notification letters are placed in student files. In the 2014-15 school year, this practice will continue using the DESE suggested parental notification letter, both in English and translated into the student’s home language. In addition, starting in September 2014, quarterly report cards for all ELL and FLEP students will be printed and placed in student files at the same time that these reports are sent home. |
| **Title/Role of Person(s) Responsible for Implementation:** Mistie Parsons, Head of School | **Expected Date of Completion for Each Corrective Action Activity:** 9/24/14 |
| **Evidence of Completion of the Corrective Action:** Copies of each report and letter will be placed in individual student files.  |
| **Description of Internal Monitoring Procedures:** As part of the yearly self-evaluation process, the ELL team and/or school administrators will randomly check ELL student files to ensure that all required paperwork is included. CAP compliance and monitoring will also be a reoccurring agenda item for the ELL team which will meet every other week. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 18 Records of ELL Students | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** Not Applicable |
| **Department Order of Corrective Action:** Not Applicable |
| **Required Elements of Progress Report(s):** Conduct an internal record review of all ELL records following the implementation of all corrective actions for evidence thatall required elements*,* includingproficiency and assessment results, progress reports and report cards, and parent notification letters are maintained in the student record.Report the number of ELL records reviewed and the number that contained the annual parent notification letter. If any non-compliance is identified, the district will report the root cause and its proposed plan of action to remedy any noncompliance for each student record reviewed. This progress report is due **December 12, 2014.****\*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, their role(s) and signature(s).** |
| **Progress Report Due Date(s): December 12, 2014** |