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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: Northern Berkshire Regional Vocational Technical

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 03/13/2014.

**Mandatory One-Year Compliance Date:** **03/13/2015**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 2 | Required and optional assessments | Partially Implemented |
| SE 3A | Special requirements for students on the autism spectrum | Not Implemented |
| SE 18A | IEP development and content | Not Implemented |
| CR 3 | Access to a full range of education programs | Partially Implemented |
| CR 6 | Availability of in-school programs for pregnant students | Partially Implemented |
| CR 8 | Accessibility of extracurricular activities | Partially Implemented |
| CR 9 | Hiring and employment practices of prospective employers of students | Not Implemented |
| CR 14 | Counseling and counseling materials free from bias and stereotypes | Not 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 18 | Responsibilities of the school principal | Partially Implemented |

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| **Criterion & Topic:**  SE 2 Required and optional assessments | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Student record review, documents, and interviews indicate that the school district obtains written parental consent before conducting evaluations but does not conduct all evaluations listed on the Evaluation Consent Form (N1A). Specifically, the district does not provide the psychological evaluation after securing parental consent. All other evaluations listed on the Evaluation Consent Form were provided by the district. | | |
| **Description of Corrective Action:**  The difficulty of obtaining an appropriate licensed psychologist within the required time frame and within Berkshire County was a deterrent. This was discussed with parents who agreed to their child being tested on only the other assessments, but appropriate documentation was not obtained in writing. The director of student services is contacting the parents/guardians to offer to provide the psychological testing as requested by DESE. Parents will be asked to document their refusal in writing. The director of student services has also met with the consulting psychologist to address the problems of time and availability. (see attached) The director of student services has met with another licensed psychologist who has agreed to test students who are diagnosed with a specific learning disability and whose primary issues involve English Language Arts/ dyslexia, her area of specialty. | | |
| **Title/Role(s) of Responsible Persons:**  Mary Lou Accetta, Director of Student Services | | **Expected Date of Completion:**  04/01/2014 |
| **Evidence of Completion of the Corrective Action:**  Copies of signed parental consent forms and invoices of completed psychological testing | | |
| **Description of Internal Monitoring Procedures:**  Administrative assistant for special education will review documentation prior to scheduling the three year evaluation meetings and report any discrepancies to the director of student services. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 2 Required and optional assessments | **Corrective Action Plan Status:** Partially Approved  **Status Date**: 05/15/2014 | |
| **Basis for Status Decision:**  The district will develop new procedures assuring that required and optional assessments are appropriately selected and administered, and that any assessments the parent has consented to are completed.  The district will develop a tracking system to include supervisory oversight and periodic reviews by a designated person to ensure ongoing compliance.  The district will provide documentation that for all students identified on the CPR Student Record Issues Worksheet at the time of the CAP Technical Assistance meeting, the noncompliance has been addressed. | | |
| **Department Order of Corrective Action:**  The district will need to develop and train staff members on procedures associated with required and optional assessments as well as conduct an administrative review of student records to verify compliance exists. | | |
| **Required Elements of Progress Report(s):**  By October 10, 2014, submit to the Department evidence (agenda, staff sign-in sheet with signature and role, materials presented) that appropriate staff have been trained on the provisions associated with implementing required and optional assessments. Submit a copy of the new procedures developed pertaining to conducting required and optional assessments.  By October 10, 2014, submit a description of the monitoring and tracking system to include supervisory oversight and periodic reviews by a designated person to ensure ongoing compliance.  By October 10, 2014, provide evidence that the issues identified on the Student Record Issues Worksheet have been resolved.  By January 16, 2015, submit to the Department the results of an administrative review of student records from a cross-section of all grade levels, for students who have had initial or three year re-evaluations conducted after the corrective action has been completed. Submit, as evidence, copies of parent consent for evaluations ( N1 and N1A forms), and the dates the consented to evaluations were completed.  \*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 records reviewed; b) Date of the review; c) Name of the person(s) who conducted the review, with their role(s), and their signature(s). | | |
| **Progress Report Due Date(s):**  10/10/2014  01/16/2015 | | |

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| **Criterion & Topic:**  SE 3A Special requirements for students on the autism spectrum | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Student record review, documents, and interviews indicate that whenever an evaluation specifies that a student has a disability on the autism spectrum, the IEP Team does not consider and specifically address and document in the IEP, Parental Notification (N1), or Behavior Intervention Plans, the verbal and nonverbal communication needs of the student; the need to develop social interaction skills and proficiencies; the needs resulting from the student's unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development. See Technical Assistance Advisory SPED 2007-1: Autism Spectrum Disorder http://www.doe.mass.edu/sped/advisories/07\_1ta.html. | | |
| **Description of Corrective Action:**  The director of student services developed a checklist (see attachment) to document needs of the students on the autism spectrum and to ensure implementation at all annual reviews and three year re-evaluations. The checklist was shared with Mr. Oldenberg at the completion of the CPR. Presently two students in special education are on the autism spectrum. The checklist will be utilized at their team meetings scheduled for May as well as for any other students with an applicable diagnosis. | | |
| **Title/Role(s) of Responsible Persons:**  Mary Lou Accetta, Director of Student Services | | **Expected Date of Completion:**  05/30/2014 |
| **Evidence of Completion of the Corrective Action:**  Blank checklist and copies of completed checklists | | |
| **Description of Internal Monitoring Procedures:**  The administrative assistant for the special education program will review files quarterly to ensure appropriate documentation and report any discrepancies or missing documents to the director of student services. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 3A Special requirements for students on the autism spectrum | **Corrective Action Plan Status:** Partially Approved  **Status Date**: 05/15/2014 | |
| **Basis for Status Decision:**  The district will develop new procedure to ensure that the district considers and specifically addresses the needs of students identified with a disability on the autism spectrum and documents those needs on the IEP. The district will develop a tracking system to include supervisory oversight and periodic reviews by a designated person to ensure ongoing compliance. | | |
| **Department Order of Corrective Action:**  The district will need to develop and train staff members on the procedures associated with considering and specifically addressing the needs of students identified on the autism spectrum and documenting those needs on the student's IEP. | | |
| **Required Elements of Progress Report(s):**  By October 10, 2014, submit to the Department evidence (agenda, staff sign-in sheet with signature and role, materials presented) that appropriate staff have been trained on the provisions associated with considering and specifically addressing the needs of students identified with a disability on the autism spectrum and documenting the student's needs on his or her IEP. Submit a description of the tracking system developed to oversee the documentation of autistic student's needs with periodic review by a designated person.  By January 16, 2015, submit to the Department the results of an administrative review of the student records  for all students who have been identified with a disability on the autistic spectrum who have had an IEP Team meeting subsequent to the completion of the district's corrective actions.  \*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):**  10/10/2014  01/16/2015 | | |

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| **Criterion & Topic:**  SE 18A IEP development and content | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Student record review, documents, and interviews indicate that whenever the IEP Team evaluation demonstrates that a student's disability affects social skills development, or for students who have a disability identified on the autism spectrum, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, the IEP does not address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. | | |
| **Description of Corrective Action:**  All students including those with autism and on IEPs are included in the school’s anti-bullying programs. Additionally, ?students whose disability affects social skills development, students who have a disability on the autism spectrum, and/or whose disability makes him or her vulnerable to bullying, harassment or teasing? have been provided with additional training or supports as necessary, either through the guidance department or through the special education department in their academic support classes. However, this has not consistently been documented in IEPs, even when discussed at meetings. All special education teachers and guidance counselors have been scheduled to receive professional development on this topic in April, 2014 from the director of student services, and implementation will occur from that point forward. | | |
| **Title/Role(s) of Responsible Persons:**  Mary Lou Accetta, Director of Student Services | | **Expected Date of Completion:**  05/30/2014 |
| **Evidence of Completion of the Corrective Action:**  Agenda and sign-in sheets from faculty training  Two sample IEPs completed in May | | |
| **Description of Internal Monitoring Procedures:**  The director of student services will review all IEPs before final copy is provided to parent, to ensure appropriate inclusion of goals addressing social skills and/or anti-bullying and harassment curriculum. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 18A IEP development and content | **Corrective Action Plan Status:** Partially Approved  **Status Date**: 05/15/2014 | |
| **Basis for Status Decision:**  The district will need to develop new procedures to assure that when an IEP Team identifies that a student's social skills development is impacted by his or her disability, or when a student is identified on the autism spectrum, the Team addresses the students needs and documents those needs on the IEP. | | |
| **Department Order of Corrective Action:**  The district will need to train responsible staff members on the new procedures outlining that when an IEP Team identifies that a student's social skills development is impacted by his or her disability, or when a student is identified on the autism spectrum, the Team addresses the students needs and documents those needs on the IEP. | | |
| **Required Elements of Progress Report(s):**  By October 10, 2014, submit to the Department evidence (agenda, staff sign-in sheet with signature and role, materials presented) that appropriate staff have been trained on the new procedures outlining that when an IEP Team identifies that a student's social skills development is impacted by his or her disability, or when a student is identified on the autism spectrum, the Team addresses the students needs and documents those needs on the IEP.  By January 16, 2015, submit to the Department the results of an administrative review of student records for students who have been identified by the Team with a disability that impacts social skill development, or a student with a disability on the autistic spectrum, who have had Team meeting subsequent to the completion of the district's corrective actions, from a cross-section of all grade levels.  \*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):**  10/10/2014  01/16/2015 | | |

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| **Criterion & Topic:**  CR 3 Access to a full range of education programs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Documents and interviews indicate that the district's statement of access to a full range of education programs does not contain the protected categories of sex and homelessness. | | |
| **Description of Corrective Action:**  The district’s statement of access to a full range of education programs has been updated to include the protected categories of sex and homelessness. The updated language will be used in all future publications. The language has been shared with all relevant parties involved in school publications. | | |
| **Title/Role(s) of Responsible Persons:**  Justin Kratz, Principal | | **Expected Date of Completion:**  09/06/2014 |
| **Evidence of Completion of the Corrective Action:**  The new language is below:  The committee’s policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business. No person shall be excluded from or discriminated against in admission to the McCann Technical School, or in obtaining the advantages, privileges, and courses of study on the basis of race, color, creed, religion, national origin, gender, age, disability, sex, sexual orientation, gender identity, genetic information, homelessness, marital status, and veteran status.  Further evidence can be submitted as handbooks, applications, forms, and other literature are updated. | | |
| **Description of Internal Monitoring Procedures:**  Members of the administrative team will stay current with any updates in protected categories. This will be accomplished by attending DESE Civil Rights trainings when offered as well as an annual check-in with the Office of Civil Rights by the director of student services. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Partially Approved  **Status Date**: 05/15/2014 | |
| **Basis for Status Decision:**  The district stated that the access to full range of education programs has been updated and will need to provide evidence that corrective actions have been completed. | | |
| **Department Order of Corrective Action:**  The district will need to submit a copy of school committee's meeting minutes which reflects the review and adoption of the updated language pertaining to the access to full range of education programs policy. The district will also submit samples of the revised policy that was published, including the district website and the pages of the student/parent handbook. | | |
| **Required Elements of Progress Report(s):**  By October 10, 2014, submit to the Department a copy of the dated school committee meeting agenda and minutes indicating that the inclusion of the protected categories of sex and homelessness was voted on and approved to be included in the access to full range of education programs policy. Also, submit a copy of the amended access to a full range of educational programs policy, with the added protected categories of sex and homelessness. Submit samples of the revised policy that was published, including the district website and the pages of the student/parent handbook. | | |
| **Progress Report Due Date(s):**  10/10/2014 | | |

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| **Criterion & Topic:**  CR 6 Availability of in-school programs for pregnant students | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Documentation and interviews indicate that the district requires a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school, but does not require such certification for all students for other physical or emotional conditions requiring the attention of a physician. | | |
| **Description of Corrective Action:**  A policy will be added to the district policy manual and the student/parent handbook that addresses students with physical or emotional conditions. The policy (below) will require that students whose absence from school due to physical or emotional circumstances requiring the care of a physician will obtain the verification of the physician indicating they are able to continue in school. | | |
| **Title/Role(s) of Responsible Persons:**  Justin Kratz, Principal | | **Expected Date of Completion:**  09/06/2014 |
| **Evidence of Completion of the Corrective Action:**  Evidence will be copies of the district policy manual as well as copies of the student/parent handbook. | | |
| **Description of Internal Monitoring Procedures:**  In coordination, the guidance department, school nurse, and director of student services will make sure this policy is enforced for students who have experienced physical or emotional circumstances that required the attention of a physician. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 6 Availability of in-school programs for pregnant students | **Corrective Action Plan Status:** Partially Approved  **Status Date**: 05/15/2014 | |
| **Basis for Status Decision:**  The district stated that the availability of in-school programs policy for pregnant students will be updated and will provide evidence after corrective actions have been completed. | | |
| **Department Order of Corrective Action:**  The district will need to submit a copy of school committee's meeting minutes which reflects the review and adoption of the updated language pertaining to the availability of in-school programs for pregnant students. The district will also submit a copy of the revised policy that was published in the student/parent handbook. | | |
| **Required Elements of Progress Report(s):**  By October 10, 2014, submit to the Department a copy of the dated school committee meeting agenda and minutes indicating that the availability of in-school programs for pregnant students policy has been amended and updated. Also, submit a copy of the amended policy, with the certification for students with other physical or emotional conditions requiring the attention of a physician, and a copy of the student/parent handbook. | | |
| **Progress Report Due Date(s):**  10/10/2014 | | |

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| **Criterion & Topic:**  CR 8 Accessibility of extracurricular activities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Documents and interviews indicate that the district's statement of accessibility of extracurricular activities is missing the required protected category of homelessness. | | |
| **Description of Corrective Action:**  The district’s statement of access to extracurricular activities has been updated to include the protected categories of sex and homelessness. The updated language will be used in all future publications. The language has been shared with all relevant parties involved in school publications. | | |
| **Title/Role(s) of Responsible Persons:**  Justin Kratz, Principal | | **Expected Date of Completion:**  09/06/2014 |
| **Evidence of Completion of the Corrective Action:**  The new language is below:  The committee’s policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business. No person shall be excluded from or discriminated against in admission to the McCann Technical School, or in obtaining the advantages, privileges, and courses of study on the basis of race, color, creed, religion, national origin, gender, age, disability, sex, sexual orientation, gender identity, genetic information, homelessness, marital status, and veteran status.  Further evidence can be submitted as handbooks, applications, forms, and other literature are updated. | | |
| **Description of Internal Monitoring Procedures:**  Members of the administrative team will stay current with any updates in protected categories. This will be accomplished by attending DESE Civil Rights trainings when offered as well as an annual check-in with the Office of Civil Rights by the director of student services. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 8 Accessibility of extracurricular activities | **Corrective Action Plan Status:** Partially Approved  **Status Date**: 05/15/2014 | |
| **Basis for Status Decision:**  The district stated that the accessibility of extracurricular activities has been updated and will provide evidence after corrective actions have been completed. | | |
| **Department Order of Corrective Action:**  The district will need to submit a copy of school committee's meeting minutes that reflect the review and adoption of the updated language pertaining to the accessibility of extracurricular activities. The district will also submit a copy of the revised policy that was published in all appropriate venues including the district website and the district pages of the student/family handbook. | | |
| **Required Elements of Progress Report(s):**  By October 10, 2014, submit to the Department a copy of the dated school committee meeting agenda and minutes indicating that the inclusion of the protected category of homelessness was voted on and approved to be included in the accessibility of extracurricular activities. Also, submit a copy of the amended accessibility of extracurricular activities policy, with the added protected category of homelessness. | | |
| **Progress Report Due Date(s):**  10/10/2014 | | |

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| **Criterion & Topic:**  CR 9 Hiring and employment practices of prospective employers of students | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Documents and interviews indicate that the district does not require prospective employers recruiting within the district to sign a statement that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices and the statement specifically includes the following protected categories: race, color, national origin, sex, gender identity, handicap, religion and sexual orientation. | | |
| **Description of Corrective Action:**  A statement has been created for prospective employers to sign confirming that they comply with applicable federal and state laws prohibiting discrimination in hiring or employment practices. This statement includes all protected categories and has been given to the administrative assistant in the guidance office who is in charge of scheduling all prospective employers? visits to the school. | | |
| **Title/Role(s) of Responsible Persons:**  Keith Daigneault, Assistant Principal | | **Expected Date of Completion:**  04/07/2014 |
| **Evidence of Completion of the Corrective Action:**  The statement is attached to this document as evidence of completion. Over the last three years we have only had one business engage in recruitment activities. A copy of a signed statement will be submitted as further evidence as soon as an employer comes to recruit at McCann. | | |
| **Description of Internal Monitoring Procedures:**  The process will be monitored by the principal and assistant principal. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 9 Hiring and employment practices of prospective employers of students | **Corrective Action Plan Status:** Approved  **Status Date**: 05/15/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 10, 2014, submit to the Department a copy of the statement the district requires prospective employers recruiting within the district to sign, that requires the employer to comply with applicable federal and state laws prohibiting discrimination in hiring or employment practices, and specifically includes the following protected categories: race, color, national origin, sex, gender identity, handicap, religion and sexual orientation. Also, submit a copy of any completed statements of assurance signed by prospective employers recruiting at the school, if any. | | |
| **Progress Report Due Date(s):**  10/10/2014 | | |

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| **Criterion & Topic:**  CR 14 Counseling and counseling materials free from bias and stereotypes | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Documents and interviews indicate that the district does not have procedures to ensure that counseling and counseling materials are free from bias and stereotypes on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, and homelessness. | | |
| **Description of Corrective Action:**  The District has recently adopted a ?Curriculum Review for Bias and Stereotyping? process that is utilized for all academic and vocational programs. To ensure that counseling and counseling materials in guidance are free from bias and stereotypes the form utilized for teaching faculty will be adapted and adopted for use in the guidance department. The guidance curriculum and counseling process will be reviewed at the start of each school year, led by a school administrator, with participation of all of the guidance counselors as well as the administrative assistant for guidance. Race, color, sex, gender identity, religion, sexual orientation, disability, and homelessness will be specific areas of focus. | | |
| **Title/Role(s) of Responsible Persons:**  Mary Lou Accetta, Director of Student Services | | **Expected Date of Completion:**  10/01/2014 |
| **Evidence of Completion of the Corrective Action:**  Copy of ?Guidance Curriculum and Counseling Review for Bias and Stereotyping? will be submitted. | | |
| **Description of Internal Monitoring Procedures:**  The director of student services will examine the results of the review and provide continuous feedback and supervision to the guidance department. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 14 Counseling and counseling materials free from bias and stereotypes | **Corrective Action Plan Status:** Approved  **Status Date**: 05/15/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 10, 2014, submit to the Department the dated agenda, staff sign-in sheet with role and signature, and materials utilized at the training conducted for responsible staff members on the procedures ensuring that counseling and counseling materials are free from bias and stereotypes on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, and homelessness. | | |
| **Progress Report Due Date(s):**  10/10/2014 | | |

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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:**  Documents and interviews indicate that within ten days from a student's fifteenth consecutive unexcused absence the district does provide written notice to students age 16 or over and their parents or guardians, however, the notice does not state that the student and the parent or guardian may meet with a representative of the district within ten days from the date the notice was sent and at the request of the parent or guardian, the district may consent to an extension of the time for the meeting of not longer than fourteen days. Also, the district does not send written notice annually for two years 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:**  The dropout letter has been updated to include statements that the student and the parent or guardian may meet with a representative of the district within ten days from the date the notice was sent and, at the request of the parent or guardian, the district may also consent to an extension of the time for the meeting of not longer than fourteen days. The district will begin sending out the written notice annually at the beginning of the school year to students who have dropped out within the last two years and who have not earned their competency determination and have not transferred to another school. This written notice will inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs. | | |
| **Title/Role(s) of Responsible Persons:**  Justin Kratz, Principal | | **Expected Date of Completion:**  08/15/2014 |
| **Evidence of Completion of the Corrective Action:**  The updated dropout letter is completed. The first written annual notice to past dropouts will be sent out August 15th, 2014. | | |
| **Description of Internal Monitoring Procedures:**  The principal will annually generate the dropout list and send the revised letter no later than August 15th. | | |
| 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**: 05/15/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 10, 2014, submit to the Department a copy of the updated notice developed to be sent to students 16 or over and their parents or guardians, with the amended language, stating that the student and the parent or guardian may meet with a representative of the district within ten days from the date the notice was sent and at the request of the parent or guardian, the district may consent to an extension of the time for the meeting of not longer than fourteen days.  By October 10, 2014, submit copies of the list of former students and the notices sent annually 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. Submit a description of the tracking system developed to oversee and document that these notices have been sent to students at risk or to former students.  By January 16, 2015, submit to the Department copies of any notices sent to students 16 or over, within ten days from a student's fifteenth consecutive unexcused absence, and their parents or guardians during the 2014-2015 school year, if any, stating that the student and the parent or guardian may meet with a representative of the district within ten days from the date the notice was sent and at the request of the parent or guardian, the district may consent to an extension of the time for the meeting of not longer than fourteen days. | | |
| **Progress Report Due Date(s):**  10/10/2014  01/16/2015 | | |

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| **Criterion & Topic:**  CR 18 Responsibilities of the school principal | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Documents and interviews indicate that, although the district has adopted a Curriculum Accommodation Plan, the plan does not document the provision of direct and systematic reading support within the general education setting and provide support to address the needs of students whose behavior is interfering with learning. The Curriculum Accommodation Plan also does not encourage teacher mentoring and collaboration or encourage parental involvement and there is no documentation in the student record that accommodations and interventions resulting from efforts of administrative consultation between the principal and administrator of special education, are occurring. | | |
| **Description of Corrective Action:**  The district’s updated curriculum accommodation plan will document the reading support that is offered within the general education setting through our Title I program. The principal, assistant principal and director of student services meet weekly concerning student accommodations and interventions and written minutes will now be maintained. Teacher mentoring and parental involvement will be documented more clearly throughout the plan with specific strategies concerning students with different learning styles. This will provide faculty with different approaches to mentor students and involve parents. The director of student services will review the Curriculum Accommodation Plan with all faculty and staff on the first professional improvement day before the start of each school year and the plan is available on our K-drive for faculty and staff to refer to at any time. | | |
| **Title/Role(s) of Responsible Persons:**  Mary Lou Accetta, Director of Student Services | | **Expected Date of Completion:**  08/15/2014 |
| **Evidence of Completion of the Corrective Action:**  Copy of the Updated Curriculum Accommodation Plan  Samples of minutes from administrative meetings | | |
| **Description of Internal Monitoring Procedures:**  Minutes of administrative meetings.  The Curriculum Accommodation Plan will be updated annually by the director of special education. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 18 Responsibilities of the school principal | **Corrective Action Plan Status:** Approved  **Status Date**: 05/15/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 10, 2014, submit to the Department a copy of the new District Curriculum Accommodation plan with updated language including the provision of direct and systematic reading support within the general education setting, support to address the needs of students whose behavior is interfering with learning, and the encouragement of teacher mentoring and collaboration and parental involvement.  Describe the procedure to include in the student record documentation that accommodations and interventions resulting from efforts of administrative consultation between the principal and administrator of special education, are occurring.  Submit evidence (agenda, staff sign-in sheet with signature and role, materials presented) that staff have been trained on the updated District Curriculum Accommodation Plan. | | |
| **Progress Report Due Date(s):**  10/10/2014 | | |