|  |
| --- |
| **MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION****Program Quality Assurance Services** |

##### COORDINATED PROGRAM REVIEW

## CORRECTIVE ACTION PLAN

Charter School or District: Leverett

CPR Onsite Year: 2014-2015

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 03/11/2015.

**Mandatory One-Year Compliance Date:** **03/11/2016**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 32 | Parent advisory council for special education | Partially Implemented |
| SE 55 | Special education facilities and classrooms | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 12A | Annual and continuous notification concerning nondiscrimination and coordinators | Partially Implemented |
| CR 24 | Curriculum review | Not Implemented |
| CR 25 | Institutional self-evaluation | Not Implemented |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** SE 32 Parent advisory council for special education | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Documents and interviews indicate that Leverett Public Schools has not established its own Parent Advisory Council (PAC), but participates as a member of the larger Erving School Union 28 PAC. The district has not applied to the Department for a waiver to implement their PAC in this manner. |
| **Description of Corrective Action:** Historically, the Director maintained consistent effort to establish PACs at each district elementary school. Meetings were posted in the school newsletter, and efforts through person-to-person contact were made. Despite these efforts, parent attendance was very poor. Often one parent, and more often, no parents attended the meetings. The collaboration of a small, though active and committed group of parents from the four Union districts has been, and is anticipated to remain beneficial to the students due to the shared vision of this PAC. Leverett Public Schools proposes to continue to implement the PAC according to current practice: As a community within the Erving School Union #28, including the four Union districts, Leverett parents of students with disabilities who are eligible for special education services are welcome and encouraged to participate in the Erving School Union #28 PAC. The members of the Erving School Union PAC collaborate toward common goals: parent education, parent and student support, and community networking and outreach. All efforts are focused on the educational and social well-being of students with disabilities. The Director of Student Support Services attends all meetings, conducts training and shares information, and has formed a relationship with each family. For our Union, this collaborative format has strengthened our purpose and parent participation. As agreed upon by the PAC, meetings are held in a rotation between the Erving Elementary School and the Leverett Elementary School, as these schools are most centrally located. In addition, the PAC has a relationship with the Community Network for Children (CNC), and PAC members also attend eight evening parent support group meetings a year in collaboration with CNC. This relationship has provided a safe forum for parents to share concerns and to provide up port to one another, and to access the Director of Student Support Services and the CNC Director who facilitates these meetings. |
| **Title/Role(s) of Responsible Persons:**Prudence Marsh, Ed.D., Director of Student Support Services | **Expected Date of Completion:**09/01/2015 |
| **Evidence of Completion of the Corrective Action:**A Request For Alternative Compliance Waiver form to implement the PAC in the above described manner was submitted on 2/4/2015 via US mail to Darlene Lynch, Director, Program Quality Assurance. This request was approved via a letter from Darlene Lynch dated February 20, 2015. |
| **Description of Internal Monitoring Procedures:** The Director of Student Support Services serves as facilitator of the PAC, and monitors the process to ensure that all Massachusetts requirements and regulations for PACs are implemented, including: offering membership to all parents of students found eligible for special education services in each district; conducting at least one training annually on the rights of students and their parents and guardians; and meeting at regular intervals. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Approved **Status Date:** 04/14/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** The district must submit a copy of the letter from the Department approving a waiver for the 2014-2015 school year specific to the regulation requiring the district to establish a parent advisory council on special education by April 28, 2015. |
| **Progress Report Due Date(s):** 04/28/2015 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** SE 55 Special education facilities and classrooms | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Observation and interviews indicate that the resource room that is utilized for pull-out services for special education students is located near the administrative offices separate from the general education instructional spaces; therefore the placement of this classroom does not minimize the separation or stigmatization of eligible students. |
| **Description of Corrective Action:** Observation and interviews indicate that the resource room that is utilized for pull-out services for special education students is located near the administrative offices separate from the general education instructional spaces. |
| **Title/Role(s) of Responsible Persons:**Prudence Marsh, Ed.D., Director of Student Support Services | **Expected Date of Completion:**09/01/2015 |
| **Evidence of Completion of the Corrective Action:**The principal of the Leverett Elementary school, Margot Lacey has discussed the plan to move the resource room where services for students in grades 3 and 4 who require support services in a separate setting will receive their services, beginning in September, 2015. The new classroom will be within 10 feet adjacent to the 4th grade classroom, with the 3rd grade classroom next to the 4th grade classroom. It has been determined that a move of the existing resource room during the current school year will present an extremely difficult environmental change for a student with autism. In the fall of the 2015-2016 school year, the existing resource room is intended to become a conference room and parent center, easily accessible to the administrative offices. |
| **Description of Internal Monitoring Procedures:** The Leverett Elementary School principal will observe and monitor the effectiveness on student learning and well-being due to change in location of the resource room. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Partially Approved **Status Date:** 04/14/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:** The district provided its plan to move the resource room prior to the start of the 2015-2016 school year. |
| **Department Order of Corrective Action:**The district will need to submit a copy of the new floor plan for the 2015-2016 school year highlighting the new resource room location. The Department will conduct an on-site visit to verify the new location of the resource room. |
| **Required Elements of Progress Report(s):** The district will submit to the Department a copy of the school's floor plan highlighting the new resource room location, and clearly designating all instructional spaces around the resource room by April 28, 2015. The district will schedule a date with the Department to conduct an onsite visit, prior to the start of the 2015-2016 school year, to verify the new location of the resource room by June 29, 2015. |
| **Progress Report Due Date(s):** 04/28/201506/29/2015 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** CR 10A Student handbooks and codes of conduct | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review and interviews indicate that the district's nondiscrimination policy does not contain the required protected category of gender identity. |
| **Description of Corrective Action:** The Leverett District/Elementary School updated policies and staffing changes that were entered into the 2014-2015 school handbook. However, it was brought to our attention during the CPR in October 2014, that the handbook did "not contain the required protected category of gender identity." |
| **Title/Role(s) of Responsible Persons:**Prudence Marsh, Ed.D., Director of Student Support Services | **Expected Date of Completion:**09/01/2015 |
| **Evidence of Completion of the Corrective Action:**Robert Mahler, Superintendent of the Erving School Union #28, is working with the Leverett school committee to update policies. This spring, between April and June 2015, the required protected category of gender identity will be added to the existing Leverett School District Policy Prohibiting Discrimination and Harassment. |
| **Description of Internal Monitoring Procedures:** To ensure that all information is correct and current, all content and policies that comprise the Leverett Family handbook are reviewed each year. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved **Status Date:** 04/14/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** The district will submit to the Department a copy of the section of the student handbook that includes the nondiscrimination policy with the protected category of gender identity added by September 29, 2015.The district will submit to the Department evidence that the updated policy has been disseminated to staff, students and parents for the 2015-2016 school year by September 29, 2015. |
| **Progress Report Due Date(s):** 09/29/2015 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review and interviews indicate that written materials and other media the district uses to publicize the district do not include the required protected category of gender identity. |
| **Description of Corrective Action:** The Leverett School District/Elementary School has an updated (Feb/2015) letterhead/clause that now includes the protected category of gender identity. This letterhead and clause is on all correspondence/written material that is sent to families and the community on behalf of the school. |
| **Title/Role(s) of Responsible Persons:**Prudence Marsh, Ed.D., Director of Student Support Services | **Expected Date of Completion:**04/03/2015 |
| **Evidence of Completion of the Corrective Action:**The clause at the bottom of the Leverett Elementary School letterhead now states: "The Leverett School District assures that all programs, activities, and employment opportunities are offered without regard to race, color, national origin, gender, gender identity, disability, economic status, homelessness, religion, or sexual orientation." |
| **Description of Internal Monitoring Procedures:** To ensure that all content used to publicize the school district remains correct and current, all content and policies are reviewed and updated yearly |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved **Status Date:** 04/14/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** The district will submit to the Department a sample letterhead and a list of materials and publications that contain the notice that the district utilizes to publicize the district's school to ensure that written materials and other media include the protected category of gender identity by April 28, 2015. |
| **Progress Report Due Date(s):** 04/28/2015 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** CR 24 Curriculum review | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** Document review and interviews indicate that the district does not have a procedure to ensure that individual teachers in the district review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. |
| **Description of Corrective Action:** Historically, consistent with the Massachusetts regulation 603 CMR 26.00, the Leverett School Committee passed a policy titled "Access to Equal Educational Opportunity in the Basic Instructional Program" that was last updated in 2007. The policy states: (1) The District shall, "through its curricula, encourage respect for the human and civil rights of all individuals regardless of color, sex. religion, national origin or sexual orientation." (2) The teachers in the District "shall review all instructional and educational materials for simplistic and demeaning generalizations, lacking educational merit, on the basis of race, color, sex, religion, national origin, or sexual orientation. Appropriate activities, discussions and or supplementary materials shall be used to provide balance and context for any such stereotypes depicted in such materials", that have been chosen for other valid educational purposes. Whenever possible, the District will remove any discriminatory materials when instructionally, logistically, and financially possible, to be replaced by materials that depict a broad variety of positive roles consistent with the intent of 603 CMR 26.00. Historically, to ensure that all teachers are aware of this District policy, and to secure documentation that each teacher has reviewed all instructional and educational materials for simplistic and demeaning generalizations, teachers are required to complete a document "Annual Examination of Educational Materials for Simplistic and Demeaning Generalizations". Corrective Action Plan: (1) In the spring of 2015, the Leverett School Committee will update the "Access to Equal Educational Opportunity in the Basic Instructional Program" policy to include the protected category of gender identity. (2) By June 1, 2015, the Leverett School Principal and the Director of Student Support Services, will hold a staff meeting where staff will be informed about the requirement regarding the District's policy and administrative procedures to ensure that teachers annually review all educational materials for simplistic and demeaning generalizations lacking educational merit on the basis of race, color, gender, gender identity, religion, national origin, and sexual orientation. (3) By June 15, 2015, all teachers will complete an updated revision of the "Annual Examination of Educational Materials for Simplistic and Demeaning Generalizations" document that includes teacher responses to the following: -examination of curriculum and instructional materials that the teacher uses to ensure that these do not contain simplistic or demeaning generalizations, lacking educational merit, on the basis of race, color, gender, gender identity, religion, national origin, and sexual orientation. -steps to eliminate any simplistic and demeaning generalizations in curriculum, materials and/or instruction -lists of materials needed. |
| **Title/Role(s) of Responsible Persons:**Prudence Marsh, Ed.D., Director of Student Support Services | **Expected Date of Completion:**06/30/2015 |
| **Evidence of Completion of the Corrective Action:**Updated policy as described above, and Annual Examination of Educational Materials for Simplistic and Demeaning Generalizations completed by all teachers by June 15, 2015, and collected by the Director of Student Support Services. |
| **Description of Internal Monitoring Procedures:** The Leverett District/Elementary School will maintain updated policies, review procedures annually, and require all teachers to complete Annual Examination of Educational Materials documentation annually. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 24 Curriculum review | **Corrective Action Plan Status:** Approved **Status Date:** 04/14/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** The district will submit to the Department copies of the updated Access to Equal Educational Opportunity in the Basic Instructional Program policy and the Annual Examination of Educational Materials for Simplistic and Demeaning Generalizations that include the protected category of gender identity by June 29, 2015.Submit copies of the agenda, dated attendance sheet with staff role and signature and copies of materials presented at the staff meeting conducted regarding the district's new policy and administrative procedures to ensure that teachers annually review all educational materials simplistic and demeaning generalizations lacking educational merit on the basis of race, color, gender, gender identity, religion, national origin, and sexual orientation by June 29, 2015. Submit copies of the completed revised Annual Examination of Educational Materials for Simplistic and Demeaning Generalizations for all teachers that provides their responses specific to the examination of all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation by June 29, 2015. |
| **Progress Report Due Date(s):** 06/29/2015 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** CR 25 Institutional self-evaluation | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** Document review and interviews indicate that the district does not annually evaluate all aspects of its K-6 programming to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. |
| **Description of Corrective Action:** Historically, the Leverett Elementary School District has requested that teachers complete an "Annual Institutional Self-Evaluation of Educational Programs" form, and that staff directing extracurricular activities complete an "Annual Institutional Self-Evaluation of Extracurricular Programs" form. The form requested of teachers regarding educational programs includes a statement: "To the best of your knowledge, do you have any students in your classroom who have been denied access to any of these educational activities due to race, color, sex, religion, national origin, limited English proficiency, sexual orientation, disability or housing status. Listed activities: Language Arts, Math, Science, Social Studies, recess, lunch, bus transportation, Music, Art, Physical Education, library, technology, field trips, any other school activity. The form requested of directors of extracurricular activities include: descriptions of the program, the application process, criteria for entry, and who is responsible for determining admittance to the program. Also requested is a list of any students who applied to the program but were not admitted, with an explanation of why the student was not admitted. |
| **Title/Role(s) of Responsible Persons:**Prudence Marsh, Ed.D., Director of Student Support Services | **Expected Date of Completion:**06/30/2015 |
| **Evidence of Completion of the Corrective Action:**The Leverett Elementary School principal, and the Director of Special Education and Student Support Services will provide a thorough explanation of the requirement that all students have access to all programs, including athletics and extracurricular activities. Updated forms that include the category of GENDER IDENTITY will be reviewed and distributed to staff who will be required to complete these forms at the meeting. A sign-in sheet will document evidence of staff attendance. |
| **Description of Internal Monitoring Procedures:** It is expected that the "Annual Evaluation of Educational Programs" for student access will be completed, as this procedure will be REQUIRED rather than requested. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved **Status Date:** 04/14/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** The district will submit to the Department a copy of the newly developed annual institutional self-evaluation of educational programs form that includes the protected category of gender identity by June 29, 2015. Submit to the Department a copy of the most recent evaluation, conclusions reached, and resolution of any identified issues as a result of the district's annual evaluation of all aspects of its K-6 programming to ensure all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status have equal access to all programs, including athletics and other extracurricular activities by June 29, 2015. |
| **Progress Report Due Date(s):** 06/29/2015 |