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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: Somerville

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 08/17/2015.

**Mandatory One-Year Compliance Date:** **08/17/2016**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 7 | Transfer of parental rights at age of majority and student participation and consent at the age of majority | Partially Implemented |
| SE 8 | IEP Team composition and attendance | Partially Implemented |
| SE 18B | Determination of placement; provision of IEP to parent | Partially Implemented |
| SE 37 | Procedures for approved and unapproved out-of-district placements | Partially Implemented |
| SE 41 | Age span requirements | Partially Implemented |
| SE 54 | Professional development | Partially Implemented |
| SE 56 | Special education programs and services are evaluated | Not Implemented |
| CR 9 | Hiring and employment practices of prospective employers of students | Partially Implemented |
| CR 12A | Annual and continuous notification concerning nondiscrimination and coordinators | Partially Implemented |
| CR 15 | Non-discriminatory administration of scholarships, prizes and awards | Partially Implemented |
| CR 16 | Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | Partially Implemented |

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| **Criterion & Topic:**  SE 7 Transfer of parental rights at age of majority and student participation and consent at the age of majority | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of records indicated that, at least one year prior to the student reaching 18 years of age, the district does not consistently inform the student and parents of the transfer of educational decision-making rights from the parent/guardian to the student upon his or her 18th birthday. | | |
| **Description of Corrective Action:**  The form will be sent to the parent and student at least a year before the student turns 17. Monthly, the special education will identify those students, sent written notice to them and add a copy of the letter to the student special education file. Training will occur for relevant staff. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education | | **Expected Date of Completion:**  04/19/2016 |
| **Evidence of Completion of the Corrective Action:**  Memo to relevant staff regarding the procedures to be followed. | | |
| **Description of Internal Monitoring Procedures:**  The Director of Special Education will complete a record review for those students turning 17 during the 2-15-16 school 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:** Partially Approved  **Status Date:** 09/28/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district's internal monitoring process must be ongoing, rather than for a one-year period. | | |
| **Department Order of Corrective Action:**  Develop an internal review and tracking system to ensure students and parents are informed one year prior to age 18 of the transfer of educational decision-making rights and 18 year old students with sole or shared decision-making rights have signed their current IEPs. The tracking system should include oversight and periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance. | | |
| **Required Elements of Progress Report(s):**  Prior to developing the district's corrective actions, review the Department's guidance on the transfer of rights under special education law when a student reaches age 18 at http://www.doe.mass.edu/sped/advisories/11\_1.html.  Review and revise as necessary the district's Age of Majority procedures based on the Department's guidance. Provide training to relevant special education Team chairpersons and other key staff on the revised procedures.  By December 4, 2015 submit an agenda, procedures, sample of training materials, signed attendance sheet and name/role of presenter as evidence of training for relevant staff on the requirement that students and parents are notified no later than the student's 17th birthday of the transfer of rights to the student upon reaching the age of majority, and that the notification is documented in subsequent IEPs.  By December 4, 2015 submit a description of the internal tracking system, including the date of the system's implementation and the staff responsible for the oversight.  By March 28, 2016 submit the results of an internal review of records of at least 10 students 17 or older for evidence that one year prior to the student reaching age 18, the district consistently informs students and their parents/guardians of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday. This sample must consist of records of students who turned 17 after the implementation of all corrective actions.  Include the following: 1) The number of student records reviewed; 2) The number of records in compliance; 3) For any records not in compliance, determine the root cause(s) of the non-compliance; and 4) The district's plan to remedy the non-compliance.  \*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 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):**  12/04/2015  03/28/2016 | | |

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| **Criterion & Topic:**  SE 8 IEP Team composition and attendance | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that when required IEP Team members do not attend Team meetings, they are not consistently excused in writing by the parent and district; in addition, these required Team members do not consistently provide written input to the parent and the IEP Team for the development of the IEP prior to the meeting. Specifically, general education teachers for students involved in a general education program are absent from IEP Teams without written parent excusal. | | |
| **Description of Corrective Action:**  Development of an excusal letter for use by Teams. Training for general education and special education staff, as well as administrators, in the requirement. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education | | **Expected Date of Completion:**  04/19/2016 |
| **Evidence of Completion of the Corrective Action:**  Excusal letter, agendas, signed attendance forms, and name/role of the person who provides the training. | | |
| **Description of Internal Monitoring Procedures:**  Record review at elementary, middle and high school level. Focus on Annual Reviews in particular. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 8 IEP Team composition and attendance | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 09/28/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district's proposed corrective action does not address the required written input provided by excused Team members.  The district's internal monitoring process must be ongoing, rather than for a one-year period. | | |
| **Department Order of Corrective Action:**  Develop an internal review system to ensure that all team members, in particular general education teachers, attend IEP meetings unless the parent agrees to excuse a required Team member's participation, and that the excused member provides the parent and the IEP Team written input into the development of the IEP prior to the meeting. The tracking system should include oversight and periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance. | | |
| **Required Elements of Progress Report(s):**  By December 4, 2015 submit a letter to be signed by both the parent and a district representative at IEP team meetings, excusing team members not in attendance.  By December 4, 2015 submit the agenda, a sample of training materials, signed attendance sheets and the name and role of the presenter as evidence of general education and special education staff training on the requirement to attend IEP team meetings, and the requirement to provide written input to the parent and the IEP Team for the development of the IEP prior to the meeting.  By December 4, 2015 submit a description of the internal tracking system, including the date of the system's implementation and the staff responsible for the oversight.  By March 28, 2016 submit the results of an internal review of approximately 10 records of IEPs developed subsequent to implementation of all corrective actions to ensure that all team members, in particular general education teachers, attend IEP meetings unless the parent agrees to excuse a required Team member's participation and the excused member provides written input into the development of the IEP to the parent and the IEP Team prior to the meeting. Include the following: 1) The number of student records reviewed; 2) The number of records in compliance; 3) For any records not in compliance, determine the root cause(s) of the non-compliance; and 4) The district's plan to remedy the non-compliance.  \*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 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):**  12/04/2015  03/28/2016 | | |

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| **Criterion & Topic:**  SE 18B Determination of placement; provision of IEP to parent | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records and interviews indicated that, following the IEP Team meeting, the district provides the parent with a meeting summary that includes a completed IEP service delivery grid and a statement of the major goal areas associated with these services. However, the district sends two (2) copies of the proposed IEP and proposed placement along with the required notice to parents beyond two calendar weeks. | | |
| **Description of Corrective Action:**  Staff training, including the building-based administrators regarding timelines for issuance of IEPs. Team Facilitators will monitor all IEP timelines. Special Education administrators will review all timelines with Team Facilitators monthly. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education | | **Expected Date of Completion:**  04/19/2016 |
| **Evidence of Completion of the Corrective Action:**  Evidence of staff training include agendas, signature pages from trainings, training materials. | | |
| **Description of Internal Monitoring Procedures:**  Internal review of student records. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 18B Determination of placement; provision of IEP to parent | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 09/28/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district did not provide sufficient detail on the tracking system it will use to monitor required timelines for issuance of IEPs and placements to parents. | | |
| **Department Order of Corrective Action:**  Develop an internal review and tracking system to ensure the district sends two (2) copies of the proposed IEP and proposed placement, along with the required notice to parents, within two weeks of the team meeting. The tracking system should include oversight and periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance. | | |
| **Required Elements of Progress Report(s):**  By December 4, 2015 submit the agenda, a sample of training materials, signed attendance sheets and the name and role of the presenter to demonstrate training of special education staff and building administrators on the required timeline for issuing two copies of a proposed IEP and placement, along with the required notice, to parents.  By December 4, 2015 submit a description of the internal tracking system, including the date of the system's implementation and the staff responsible for the oversight.  By March 28, 2016 submit the results of an internal review of approximately 10 records of IEPs developed subsequent to implementation of all corrective actions demonstrating that two copies of the proposed IEP and proposed placement are sent to parents within two weeks of the team meeting. Include the following: 1) The number of student records reviewed; 2) The number of records in compliance; 3) For any records not in compliance, determine the root cause(s) of the non-compliance; and 4) The district's plan to remedy the non-compliance.  \*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 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):**  12/04/2015  03/28/2016 | | |

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| **Criterion & Topic:**  SE 37 Procedures for approved and unapproved out-of-district placements | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records and interviews demonstrated that the district delegates individual student program oversight to the out-of-district public day programs that the students attend. Additionally, a review of records demonstrated that monitoring plans are not consistently documented in student records. | | |
| **Description of Corrective Action:**  The district will monitor individual student program for out-of-district students. The Facilitator/liaison for each individual student who is in an outside placement goes to that placement for the annual review, they will have scheduled a separate meeting with school administration to tour the placement and complete the Monitoring form. Each monitoring form is due on the date of the annual team meeting and will be placed in the student's special education file. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education | | **Expected Date of Completion:**  04/19/2016 |
| **Evidence of Completion of the Corrective Action:**  Monitoring documents | | |
| **Description of Internal Monitoring Procedures:**  Record review | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 37 Procedures for approved and unapproved out-of-district placements | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 09/28/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district's proposed corrective actions do not include staff training. In addition, the proposed Internal Monitoring Process is insufficient. | | |
| **Department Order of Corrective Action:**  Develop procedures and conduct staff training for facilitators/liaisons and other relevant staff on the required oversight and documentation of monitoring for students in out-of-district placements.  Develop a system of internal oversight to ensure that educational programming of students placed out-of-district is monitored and monitoring plans are documented in the student record. The oversight system should include oversight and periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance. | | |
| **Required Elements of Progress Report(s):**  By December 4, 2015 submit the agenda, a sample of training materials, signed attendance sheets and the name and role of the presenter as evidence of training for relevant staff on the requirement to ensure LEA monitoring and use of monitoring plans of out-of-district placements.  By December 4, 2015 submit a description of the internal tracking system, including the date of the system's implementation and the staff responsible for the oversight.  By March 28, 2016 submit the results of an internal review of approximately 5 records of out-of-district placements for evidence of district monitoring and monitoring plans in the record subsequent to implementation of all corrective actions. Include the following: 1) The number of student records reviewed; 2) The number of records in compliance; 3) For any records not in compliance, determine the root cause(s) of the non-compliance; and 4) The district's plan to remedy the non-compliance.  \*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 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):**  12/04/2015  03/28/2016 | | |

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| **Criterion & Topic:**  SE 41 Age span requirements | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and interviews demonstrated that the ages of the youngest and oldest students in the following special education instructional groups at New Wave High School differ by more than 48 months: Chemistry, Civil Rights, Design and Build, Environmental Science, Modern History, and World History II. Document review and interviews verified that the district did not submit a written request for approval of a wider age range to the Department in cases where the district believes a request is justified. | | |
| **Description of Corrective Action:**  Instructional grouping list will be provided that identifies current program students that identifies special and general education. | | |
| **Title/Role(s) of Responsible Persons:**  Principal of Next Wave/Full Circle | | **Expected Date of Completion:**  11/20/2015 |
| **Evidence of Completion of the Corrective Action:**  Class lists | | |
| **Description of Internal Monitoring Procedures:**  NA | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 41 Age span requirements | **Corrective Action Plan Status:** Approved  **Status Date:** 09/28/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 4, 2015 submit class rosters for Full Circle High School classes, identifying each student as either a general education student or a student on an IEP, as evidence that instructional groups include a combination of special education and general education students. | | |
| **Progress Report Due Date(s):**  12/04/2015 | | |

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| **Criterion & Topic:**  SE 54 Professional development | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and interviews indicated that general education teachers and paraprofessionals are not regularly trained on the following: 1) state and federal special education requirements and related local special education policies and procedures; 2) analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom of students with diverse learning styles; and 3) methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. In addition, the district's training for all locally hired and contracted transportation providers does not include written information of the nature of student needs or problems prior to the transportation of the student. | | |
| **Description of Corrective Action:**  Annual staff training for general education staff and all paraprofessionals.  The district will provide training to all locally hired or contracted transportation providers in disability awareness, appropriate responses and written information of the nature of student needs or problems. | | |
| **Title/Role(s) of Responsible Persons:**  Director of special Education | | **Expected Date of Completion:**  04/19/2016 |
| **Evidence of Completion of the Corrective Action:**  Signed attendance sheets, electronic evidence of completion on HRDB or Google Docs, | | |
| **Description of Internal Monitoring Procedures:**  The Director will monitor annually the completion of staff training. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 54 Professional development | **Corrective Action Plan Status:** Approved  **Status Date:** 09/28/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 4, 2015 submit the agenda(s), samples of training materials, signed attendance sheets and the name and role of the presenter as evidence that locally hired and contracted transportation providers have received training and written information of the nature of student needs or problems prior to the transportation of the student.  By February 12, 2016 submit the agenda(s), samples of training materials, signed attendance sheets and the name and role of the presenter as evidence that general education staff and paraprofessionals have been trained on 1) state and federal special education requirements and related local special education policies and procedures; 2) analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom of students with diverse learning styles; and 3) methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. | | |
| **Progress Report Due Date(s):**  12/04/2015  02/12/2016 | | |

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| **Criterion & Topic:**  SE 56 Special education programs and services are evaluated | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  A review of documents indicated that special education programs and services are not regularly evaluated. | | |
| **Description of Corrective Action:**  The district will complete a special education evaluation. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education | | **Expected Date of Completion:**  04/19/2016 |
| **Evidence of Completion of the Corrective Action:**  A copy of the completed evaluation will be provided. | | |
| **Description of Internal Monitoring Procedures:**  Copy of Evaluation | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 56 Special education programs and services are evaluated | **Corrective Action Plan Status:** Approved  **Status Date:** 09/28/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By February 12, 2016 submit the results of the district's 2015 Special Education program evaluation. | | |
| **Progress Report Due Date(s):**  02/12/2016 | | |

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| **Criterion & Topic:**  CR 9 Hiring and employment practices of prospective employers of students | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents demonstrated that although the district requires prospective employers recruiting at the high school to sign a statement that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices, this statement does not address gender identity as a protected category. | | |
| **Description of Corrective Action:**  Current form will be revised to include gender identity as a protected category. | | |
| **Title/Role(s) of Responsible Persons:**  CVTE Director; Headmaster | | **Expected Date of Completion:**  11/20/2015 |
| **Evidence of Completion of the Corrective Action:**  Revised form will be submitted to DESE. | | |
| **Description of Internal Monitoring Procedures:**  The Director of CVTE will train relevant staff in the changes to the updated form and periodically review for compliance. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 9 Hiring and employment practices of prospective employers of students | **Corrective Action Plan Status:** Approved  **Status Date:** 09/28/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 4, 2015 submit the revised consent form for prospective employers that includes gender identity as a protected category in the non-discrimination statement.  By March 28, 2016 submit several samples of the revised consent forms signed by prospective employers. | | |
| **Progress Report Due Date(s):**  12/04/2015  03/28/2016 | | |

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| **Criterion & Topic:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that while the district notifies students, parents, and staff that it does not discriminate on the basis of race, color, national origin, sex, or disability, this notice does not consistently include the name, office address, or phone number of the person designated to coordinate compliance under Title IX. | | |
| **Description of Corrective Action:**  Information has been added to all updated school district documents and guides. | | |
| **Title/Role(s) of Responsible Persons:**  Asst. Superintendent for Curriculum, Instruction and Assessment | | **Expected Date of Completion:**  09/01/2015 |
| **Evidence of Completion of the Corrective Action:**  Examples of revised documents | | |
| **Description of Internal Monitoring Procedures:**  School district documents and guides are revised annually. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved  **Status Date:** 09/28/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 4, 2015 submit the revised anti-discrimination notices to applicants, students, parents, and employees (including those with impaired vision or hearing), as well as unions or professional organizations holding collective bargaining or professional agreements with the district, that include the name(s), office address(es), and phone number(s) of the person(s) designated under CR 11A to coordinate compliance under Title IX and Section 504. If these notices are online, the district may provide the direct webpage link as well. | | |
| **Progress Report Due Date(s):**  12/04/2015 | | |

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| **Criterion & Topic:**  CR 15 Non-discriminatory administration of scholarships, prizes and awards | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents regarding the administration of scholarships, prizes and awards revealed that gender identity as a protected category is not addressed. | | |
| **Description of Corrective Action:**  Documents regarding the administration of scholarships, prizes and awards will be updated to include language identifying gender identity as a protected category. | | |
| **Title/Role(s) of Responsible Persons:**  CVTE Director; Headmaster | | **Expected Date of Completion:**  11/20/2015 |
| **Evidence of Completion of the Corrective Action:**  Revised documents will be included in student handbook and other documents relevant to scholarships, prizes and awards. | | |
| **Description of Internal Monitoring Procedures:**  Annual review of documents to ensure that all protected categories, including gender identity, are included. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 15 Non-discriminatory administration of scholarships, prizes and awards | **Corrective Action Plan Status:** Approved  **Status Date:** 09/28/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 4, 2015 submit the revised non-discrimination statement that includes gender identity as a protected category in the section of the student handbook and other related documents regarding the administration of scholarships, prizes and awards. The district may provide a direct webpage link to this document as well. | | |
| **Progress Report Due Date(s):**  12/04/2015 | | |

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| **Criterion & Topic:**  CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents demonstrated that the district's written notice to students 16 or over and their parents/guardians after the student's 15th consecutive unexcused absence to invite the family to meet with school representatives to discuss reasons the student is leaving school does not include an extension of time for the meeting of not longer than 14 days or the student's right to return to school. | | |
| **Description of Corrective Action:**  Written notice to students 16 and older will include a statement of the parent/guardian's right to an extension of time for the meeting of not longer than 14 days of the student's right to return to school. | | |
| **Title/Role(s) of Responsible Persons:**  Headmaster; Housemaster; Principal; Director of Student Services | | **Expected Date of Completion:**  11/20/2015 |
| **Evidence of Completion of the Corrective Action:**  Newly developed letter | | |
| **Description of Internal Monitoring Procedures:**  Headmaster will ensure that all letters to students age 16 and over will be the revised letter. | | |
| 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:** Partially Approved  **Status Date:** 09/28/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  Please be aware that changes to MGL c76, s18 that went into effect July 1, 2014 will require the district to revise its procedures for students 16 and over leaving school without a diploma. Some key elements include shorter timelines for required notice, a designated team of personnel for the exit interview, and annual reporting to the DESE. | | |
| **Department Order of Corrective Action:**  Review the revised legislation and other resources at the Department's webpage http://www.doe.mass.edu/dropout/. Revise the district's procedures and 2 notices (initial notice & annual outreach) to conform with the regulatory changes. | | |
| **Required Elements of Progress Report(s):**  Using the revised legal requirements, develop a procedure and initial/annual notice to students 16+ and their parents that conforms with MGL c76, s18 by December 4, 2015. Upon approval from the DESE, the district will train relevant staff and implement use of the notices/procedures. | | |
| **Progress Report Due Date(s):**  12/04/2015 | | |