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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: Frontier

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 03/19/2015.

**Mandatory One-Year Compliance Date:** **03/19/2016**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 3 | Special requirements for determination of specific learning disability | Partially Implemented |
| SE 3A | Special requirements for students on the autism spectrum | Partially Implemented |
| SE 9 | Timeline for determination of eligibility and provision of documentation to parent | Partially Implemented |
| SE 18B | Determination of placement; provision of IEP to parent | Partially Implemented |
| SE 20 | Least restrictive program selected | Partially Implemented |
| SE 32 | Parent advisory council for special education | Partially Implemented |
| SE 37 | Procedures for approved and unapproved out-of-district placements | Partially Implemented |
| SE 54 | Professional development | Partially Implemented |
| CR 9 | Hiring and employment practices of prospective employers of students | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | Partially Implemented |
| CR 12A | Annual and continuous notification concerning nondiscrimination and coordinators | Partially Implemented |
| CR 16 | Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | Partially Implemented |
| CR 18 | Responsibilities of the school principal | Not Implemented |
| CR 24 | Curriculum review | Not Implemented |

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

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| **Criterion & Topic:**  SE 3 Special requirements for determination of specific learning disability | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Student record review and interviews indicated that when a student suspected of having a specific learning disability is evaluated, the Team does not consistently create a written determination as to whether or not he or she has a specific learning disability, which is signed by all members of the Team, or if there is disagreement as to the determination, one or more Team members document their disagreement. | | |
| **Description of Corrective Action:**  Root Cause Analysis determined that IEP Team members were not aware of the need to have each TEAM member sign the SLD Determination form to indicate agreement or disagreement of determination of SLD. TEAM Members were completing the form and typing in participants names.  SLD Eligibility Form completion procedures will be updated, placed in the special education handbook, and a training will occur for all faculty to review their role in TEAM process, eligibility determination, and the need to document agreement or disagreement on SLD eligibility forms. | | |
| **Title/Role(s) of Responsible Persons:**  Karen Ferrandino - Director of Special Education  Darius Modestow - Principal | | **Expected Date of Completion:**  10/30/2015 |
| **Evidence of Completion of the Corrective Action:**  Copy of updated procedures  Training agenda and sign in sheet | | |
| **Description of Internal Monitoring Procedures:**  Quarterly the special education director will review IEP records that have had initial or re-evaluation meetings for students with SLD to ensure that all TEAM members sign the SLD eligibility form and document their agreement or disagreement with the SLD determination./ | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 3 Special requirements for determination of specific learning disability | **Corrective Action Plan Status:** Approved  **Status Date:** 04/29/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit evidence of staff training (agenda, sign-in sheet, copy of new procedures) on the requirement that all Team members sign a written determination to indicate they agree or disagree with the determination of SLD, by September 25, 2015.  Conduct an administrative review of a sample of initial and reevaluation IEP Team meetings for SLD students held after corrective action is completed to determine if all Team members have signed a written determination and submit the number reviewed, the number in compliance, the number not in compliance and a plan to address the continued non-compliance, by December 11, 2015.  \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  09/25/2015  12/11/2015 | | |

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| **Criterion & Topic:**  SE 3A Special requirements for students on the autism spectrum | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicated that the district has procedures in place for the IEP Team to follow when an evaluation indicates that a student has a disability on the autism spectrum; however student record review and interviews indicated that whenever an evaluation indicates that a student has a disability on the autism spectrum, the IEP Team did not consistently consider and specifically address the following: 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; and the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder. Discussion and documentation of these areas was not found in the IEP, Team meeting summary notes, Parent Notification Letter (N1), or Behavior Plans. | | |
| **Description of Corrective Action:**  The District will review the procedures that must be followed whenever an evaluation indicates that a child has a disability on the autism spectrum with all special education liaisons. Special education liaisons will complete Autism Spectrum Disorder TEAM Consideration Form to document that they have considered and addressed 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; and the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder. | | |
| **Title/Role(s) of Responsible Persons:**  Karen Ferrandino - Director of Special Education  Darius Modestow - Principal | | **Expected Date of Completion:**  11/15/2015 |
| **Evidence of Completion of the Corrective Action:**  Agenda and sign in sheet for training. | | |
| **Description of Internal Monitoring Procedures:**  Whenever a student is eligible for special education services due to a disability on the Autism Spectrum the special education director will check for competed Autism Spectrum Disorder Team Consideration Form documenting that the TEAM considered and addressed 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; and the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 3A Special requirements for students on the autism spectrum | **Corrective Action Plan Status:** Approved  **Status Date:** 04/29/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit evidence (agenda, sign-in sheet, materials presented) that staff has been trained in addressing the special requirements for students on the autism spectrum, by September 25, 2015.  Conduct an administrative review of records for all students on the autism spectrum to determine if the special requirements have been met and submit the number of records reviewed, the number in compliance, the number not in compliance, if any, and a plan to address the non-compliance for each individual student record not in compliance. Please include copies of the autism spectrum consideration forms for each student that specify the section of the IEP where the issue is addressed, or indicates if the issue is not applicable, by December 11, 2015.  \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  09/25/2015  12/11/2015 | | |

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

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| **Criterion & Topic:**  SE 9 Timeline for determination of eligibility and provision of documentation to parent | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Student record review and interviews indicated that within forty-five (45) school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, the school district does not consistently determine whether the student is eligible for special education and provide to the parent either a proposed IEP and proposed placement, or a finding of no eligibility. | | |
| **Description of Corrective Action:**  The District will conduct a training at special education faculty meeting reviewing the requirement that within forty-five (45) school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, the school district determine whether the student is eligible for special education and provide to the parent either a proposed IEP and proposed placement, or a finding of no eligibility. | | |
| **Title/Role(s) of Responsible Persons:**  Karen Ferrandino- Director of Special Education  Darius Modestow - Principal | | **Expected Date of Completion:**  10/30/2015 |
| **Evidence of Completion of the Corrective Action:**  Copy of meeting agenda and sign in sheet | | |
| **Description of Internal Monitoring Procedures:**  All re-evaluation and initial will be monitored for 45 compliance. Special Education Director will review files annually to ensure compliance | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 9 Timeline for determination of eligibility and provision of documentation to parent | **Corrective Action Plan Status:** Approved  **Status Date:** 04/29/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide evidence (meeting agenda, sign-in sheet, materials presented) that staff has been trained in the requirement that within forty-five (45) school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, the school district must determine whether the student is eligible for special education and provide to the parent either a proposed IEP and proposed placement, or a finding of no eligibility, by September 25, 2015.  Conduct an administrative review of a sample of initial and re-evaluation IEP Team meetings held after corrective action is completed to determine if the district provided to the parent either a proposed IEP and proposed placement, or a finding of no eligibility, within the required timeline. Indicate the number of records reviewed, the number in compliance, the number not in compliance, if any, and  the district's plan to address any continued non-compliance by December 11, 2015.  \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  09/25/2015  12/11/2015 | | |

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| **Criterion & Topic:**  SE 18B Determination of placement; provision of IEP to parent | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that the district provided summaries of IEP Team meetings, but did not consistently provide the parent with a copy of the IEP immediately (within 10 school working days) following the development of the IEP. | | |
| **Description of Corrective Action:**  The District sends two copies of the IEP to parents, but does not always document that it did so. | | |
| **Title/Role(s) of Responsible Persons:**  Special Education Director - Karen Ferrandino  Principal - Darius Modestow | | **Expected Date of Completion:**  11/15/2015 |
| **Evidence of Completion of the Corrective Action:**  1) Develop clear procedures on providing the parents with a meeting summary form that includes service delivery grid, statement of major goal areas and/or key decisions made at the meeting.  2) Provide statement in N1 reflecting that 2 copies of IEP have been sent to parent/s.  3) Complete a staff/faculty training that reviews procedure of providing parent/s with meeting summary and including statement referencing that 2 copies of IEP have been sent to parent. | | |
| **Description of Internal Monitoring Procedures:**  Documentation that 2 copies were sent to parents will be included in the N1. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 18B Determination of placement; provision of IEP to parent | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 04/29/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district addressed ensuring two copies of the IEP are provided to the parent. The finding in this area is related to providing the two copies to the parents within 10 days of the IEP Team meeting. | | |
| **Department Order of Corrective Action:**  Include in the procedures being developed the requirement to provide the two copies of the proposed IEP, proposed placement and notice within 10 days of the conclusion of the Team meeting where summary notes have been provided. | | |
| **Required Elements of Progress Report(s):**  Submit evidence (agenda, sign-in sheet, procedures) that staff has been trained on the requirement to provide the parent with two copies of the IEP immediately (within 10 school working days) following the development of the IEP by September 25, 2015.  Conduct an administrative review of all IEP Team meetings held since corrective action is completed to determine if the district provides the parent with two copies of the IEP immediately (within 10 school working days) following the development of the IEP and include the number of records reviewed, the number in compliance, the number not in compliance, if any, and a plan to address any noncompliance, by December 11, 2015.  \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  09/25/2015  12/11/2015 | | |

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| **Criterion & Topic:**  SE 20 Least restrictive program selected | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Interviews indicated that the district selects programs for students in the least restrictive environment; however, student record review indicated that the Team does not consistently state in the Nonparticipation Justification statement of the IEP why the student's removal from the general education classroom at any time is considered critical to the student's program, and does not state the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. | | |
| **Description of Corrective Action:**  Procedures for completing the Nonparticipation justification of the IEP will be reviewed with all faculty members.  The drop down menu in special education data base will be removed as an option to completing the nonparticipation justification. This action will require that each non participation justification will be individualized and include how the nature or severity of the student's disability limits his or her participation in the regular education setting, or how the student's disability limits his or her participation in the regular education setting, or how the student's education could not be achieved with the use of supplemental aides and services.. | | |
| **Title/Role(s) of Responsible Persons:**  Special Education Director - Karen Ferrandino  Principal - Darius Modestow | | **Expected Date of Completion:**  11/15/2015 |
| **Evidence of Completion of the Corrective Action:**  Copy of procedure for completing nonparticipation justification section of IEP.  Staff sign in sheet and agenda for training to completing the nonparticipation justification section of the IEP | | |
| **Description of Internal Monitoring Procedures:**  Each IEP will be reviewed by the Principal and special education office to ensure that the nonparticipation justification includes how the nature or severity of the students disability limits his or her participation in the regular education setting, or how the student's education could not be achieved with the use of supplemental aides and services | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 20 Least restrictive program selected | **Corrective Action Plan Status:** Approved  **Status Date:** 04/29/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit evidence (agenda, sign-in sheet and a copy of the procedures) that staff has been trained on writing complete Nonparticipation Justification statements by September 25, 2015.  Conduct an administrative review of all IEP Team meetings held since corrective action was completed to determine if the Nonparticipation Justification statement of the IEP explains why the student has to be removed from the general education classroom, and include the number of records reviewed, the number in compliance, the number not in compliance, if any, and a plan to address any non-compliance, by December 11, 2015.  \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  09/25/2015  12/11/2015 | | |

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| **Criterion & Topic:**  SE 32 Parent advisory council for special education | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that Frontier Regional Public Schools has not established its own parent advisory council on special education. It is a member of the Frontier Regional/Union 38 PAC that includes Deerfield, Conway, Whately, and Sunderland. The district has not applied to the Department for a waiver to implement their PAC in this manner. | | |
| **Description of Corrective Action:**  Frontier Regional School District and Union #38 school Districts share central office administrators and staff and functions as 1 school district in many ways. Parents of the 5 schools within the District prefer to have 1 PAC. The District provides a PAC coordinator to assist parents in scheduling events, sharing concerns, and coordinating parents request for information and trainings. The District was found out of compliance because there is 1 PAC for the 5 schools/districts in the union. | | |
| **Title/Role(s) of Responsible Persons:**  Karen Ferrandino - Director of Special Education | | **Expected Date of Completion:**  11/15/2015 |
| **Evidence of Completion of the Corrective Action:**  District will complete PQA's Alternative Compliance Waiver pursuant to 603 CMR 28.05 to recognize the regional PAC | | |
| **Description of Internal Monitoring Procedures:**  Approved Waiver | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Approved  **Status Date:** 04/29/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit a copy of the approved Alternative Compliance waiver for a regional PAC, or a  copy of the application if the waiver is pending, by September 25, 2015.  Please see the Administrative Advisory SPED 2015-1: Special Education Parent Advisory  councils, Acceptable Alternatives, and Use of Social Media:  www.doe.mass.edu/sped/advisories/2015-1.html | | |
| **Progress Report Due Date(s):**  09/25/2015 | | |

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| **Criterion & Topic:**  SE 37 Procedures for approved and unapproved out-of-district placements | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Student record review and interviews indicated that the school district does not maintain documentation of monitoring plans in the files of every eligible student who has been placed out-of-district, or of site visits to public and private out-of-district programs to monitor the provision of services to individual students placed in these programs. | | |
| **Description of Corrective Action:**  Procedures for monitoring site visits to public and private out of district programs will be developed and maintained in the files of students placed out of district.  The District will address the issues raised for 3 students raised in record review. | | |
| **Title/Role(s) of Responsible Persons:**  Karen Ferrandino - Director of Special Education | | **Expected Date of Completion:**  12/15/2015 |
| **Evidence of Completion of the Corrective Action:**  Copy of procedure  Copy of monitoring form to be placed in file  Monitoring plan placed in each of 3 students’ files with verified site visit. | | |
| **Description of Internal Monitoring Procedures:**  Special Education director will annually inspect monitoring form in each out of district file to determine compliance | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 37 Procedures for approved and unapproved out-of-district placements | **Corrective Action Plan Status:** Approved  **Status Date:** 04/29/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit a copy of the procedures developed for monitoring plans and the form the district will use to monitor students currently placed in out-of-district public or private programs, by September 25, 2015.  Address the issues for the three students raised during the record review, and submit copies of the monitoring plans and site visits forms, by September 25, 2015.  Submit copies of monitoring visits conducted to out-of-district programs since the first reporting period, if any, by December 11, 2015. | | |
| **Progress Report Due Date(s):**  09/25/2015  12/11/2015 | | |

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| **Criterion & Topic:**  SE 54 Professional development | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that the district provides professional development opportunities for staff; however, it does not ensure that all staff, including both special education and general education staff, are trained on: a. state and federal special education requirements and related local special education policies and procedures; b. 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 c. methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. | | |
| **Description of Corrective Action:**  The District has not annually provided a training to regular education and special education staff together on a. state and federal special education requirements and related local special education policies and procedures; b. 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 c. methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. | | |
| **Title/Role(s) of Responsible Persons:**  Karen Ferrandino - Director of Special Education  Darius Modestow - Principal | | **Expected Date of Completion:**  03/20/2016 |
| **Evidence of Completion of the Corrective Action:**  Copy of faculty training agenda and sign in sheet. | | |
| **Description of Internal Monitoring Procedures:**  Principal will review faculty training and meeting agendas annually to ensure that both special education and general education staff, are trained on: a. state and federal special education requirements and related local special education policies and procedures; b. 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 c. methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 54 Professional development | **Corrective Action Plan Status:** Approved  **Status Date:** 04/29/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit evidence (agenda, sign-in sheets, materials) that both special education and general education staff are trained on state and federal special education requirements and related local special education policies and procedures; 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 methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom, by September 25, 2015. | | |
| **Progress Report Due Date(s):**  09/25/2015 | | |

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| **Criterion & Topic:**  CR 9 Hiring and employment practices of prospective employers of students | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that the district requires employers recruiting at the school to sign a statement that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices; however, the statement does not include gender identity. | | |
| **Description of Corrective Action:**  District will update the statement that employers at the school are required to sign to include gender identity | | |
| **Title/Role(s) of Responsible Persons:**  Principal - Darius Modestow  Guidance Department head - Charlene Aleen | | **Expected Date of Completion:**  11/15/2015 |
| **Evidence of Completion of the Corrective Action:**  Copy of updated form | | |
| **Description of Internal Monitoring Procedures:**  Principal will review form annually to ensure it includes all protected categories. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 9 Hiring and employment practices of prospective employers of students | **Corrective Action Plan Status:** Approved  **Status Date:** 04/29/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit a copy of the updated statement that employers recruiting in the district must sign prohibiting discrimination in hiring or employment practices that include gender identity, by September 25, 2015. | | |
| **Progress Report Due Date(s):**  09/25/2015 | | |

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| **Criterion & Topic:**  CR 10A Student handbooks and codes of conduct | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that the student codes of conduct do not contain procedures assuring due process in disciplinary proceedings and appropriate procedures for the discipline of students with special needs and students with Section 504 Accommodation Plans. Further, the nondiscrimination policy does not include gender identity. | | |
| **Description of Corrective Action:**  Student code of Conduct will be updated to include procedures assuring due process in disciplinary proceedings and appropriate procedures for the discipline of students with special needs and students with Section 504 Accommodation Plans. Procedure is currently in an addendum to code of conduct, it will be added to the main section of the handbook.  Gender identity will be included in the nondiscrimination policy | | |
| **Title/Role(s) of Responsible Persons:**  Principal - Darius Modestow | | **Expected Date of Completion:**  11/15/2015 |
| **Evidence of Completion of the Corrective Action:**  Copy of updated handbook | | |
| **Description of Internal Monitoring Procedures:**  Principal will review handbook annually to ensure it includes procedures assuring due process in disciplinary proceedings and appropriate procedures for the discipline of students with special needs and students with Section 504 Accommodation Plans. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 04/29/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  In addition to updating the student codes of conduct, the district must ensure that staff has been trained on procedures to ensure due process, procedures for discipline of students with disabilities and 504 Accommodation Plans, and the nondiscrimination policy, including gender identity. | | |
| **Department Order of Corrective Action:**  Provide training to staff on the updated student codes of conduct. | | |
| **Required Elements of Progress Report(s):**  Submit a copy of the updated student codes of conduct that includes procedures assuring due process in disciplinary proceedings and appropriate procedures for the discipline of students with special needs and students with a Section 504 Accommodation Plan and an updated non-discrimination policy that includes the protected category of gender identity and evidence that staff received training on the updates by September 25, 2015. | | |
| **Progress Report Due Date(s):**  09/25/2015 | | |

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| **Criterion & Topic:**  CR 10B Bullying Intervention and Prevention | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that the district has a Bullying Prevention and Intervention Plan with which staff is familiar; however, the district has not provided professional development for all school staff in the current school year that includes developmentally appropriate strategies to prevent bullying incidents; developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; information on the incidence and nature of cyber-bullying; and internet safety issues as they relate to cyber-bullying. | | |
| **Description of Corrective Action:**  The District will provide a training for all faculty that includes developmentally appropriate strategies to prevent bullying incidents; developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; information on the incidence and nature of cyber-bullying; and internet safety issues as they relate to cyber-bullying. | | |
| **Title/Role(s) of Responsible Persons:**  Principal - Darius Modestow  Superintendent of School- Marti Barrett | | **Expected Date of Completion:**  03/20/2015 |
| **Evidence of Completion of the Corrective Action:**  Training agenda and sign in sheet | | |
| **Description of Internal Monitoring Procedures:**  The principal will review faculty training/meeting agenda to ensure that an annual training has occurred | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved  **Status Date:** 04/29/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit evidence that the district provided professional development for all school staff that includes developmentally appropriate strategies to prevent bullying incidents; developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; information on the incidence and nature of cyber-bullying; and internet safety issues as they relate to cyber-bullying, by September 25, 2015. | | |
| **Progress Report Due Date(s):**  09/25/2015 | | |

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

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| **Criterion & Topic:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that the non-discrimination notice that is included in written materials and other media used to publicize the district's school does not include the categories of gender identity, religion, or sexual orientation. | | |
| **Description of Corrective Action:**  All written materials and media that include equal opportunity statements and non-discrimination statements will be amended to include the required categories of gender identity, religion, and sexual orientation. | | |
| **Title/Role(s) of Responsible Persons:**  Principal - Darius Modestow  Superintendent- Marti Barrett | | **Expected Date of Completion:**  03/20/2015 |
| **Evidence of Completion of the Corrective Action:**  Copies of materials and media that include the updated nondiscrimination notice that includes gender identity, religion, and sexual orientation. | | |
| **Description of Internal Monitoring Procedures:**  All materials and media sent out to public will be reviewed to ensure that it includes gender identity, religion, and sexual orientation in nondiscrimination statement. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved  **Status Date:** 04/29/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit a sample of written materials and other media used to publicize the school district that include the protected categories of gender identity, religion, and sexual orientation, by September 25, 2015. | | |
| **Progress Report Due Date(s):**  09/25/2015 | | |

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

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| **Criterion & Topic:**  CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that the district does not provide written notice to students age 16 or over and their parents or guardians within ten days from a student's fifteenth consecutive unexcused absence, in both English and the family's native language. The notice must also 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 that 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. | | |
| **Description of Corrective Action:**  The District will review the current notice and procedures for providing the notice to students age 16 or over that have missed fifteenth unexcused absence.  The District will revise the notice and procedures to ensure that the notice is sent out in students native language and that it includes notification at 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 that 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. | | |
| **Title/Role(s) of Responsible Persons:**  Principal - Darius Modestow  Curriculum Director - Sarah Mitchell | | **Expected Date of Completion:**  03/20/2015 |
| **Evidence of Completion of the Corrective Action:**  Copy of updated procedures and letter sent to students and parents.  Agenda and sign in sheet for training on the procedures. | | |
| **Description of Internal Monitoring Procedures:**  Principal will annually review files of students who have missed 15 consecutive absences to ensure notice was sent out in students native language and includes notice 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 that 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. | | |
| 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:** 04/29/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  Please review "An Act Relative to Student Access to Educational Services and Exclusion from School" that went into effect July 1, 2014. Information can be found at http://www.doe.mass.edu/ssce/discipline, particularly "The High School Exit Intervention Model Protocol", which includes all of the required exit interview steps described in Chapter 222. The model protocol expands beyond the statute requirements and also describes additional best practices garnered from Massachusetts schools and nationally.  Additionally, provide training to high school staff on the updated requirements. | | |
| **Department Order of Corrective Action:**  Update procedures for students 16 or over leaving school and provide training for high school staff on the new procedures. | | |
| **Required Elements of Progress Report(s):**  Update the procedures for students age 16 or over leaving school to align with "An Act Relative to Student Access to Educational Services and Exclusion from School", and train high school staff on the updated procedures, by September 25, 2015.  Submit a copy of the revised written notice that goes out to students age 16 or over leaving school and their parents or guardians within five days from the student's 10th consecutive unexcused absence that meets all requirements, by September 25, 2015.  Submit copies of the written notices that have been sent to students age 16 or over leaving school and their parents or guardians, if any, by December 11, 2015. | | |
| **Progress Report Due Date(s):**  09/25/2015  12/11/2015 | | |

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

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| **Criterion & Topic:**  CR 18 Responsibilities of the school principal | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that the district has not implemented a curriculum accommodation plan developed by the district's general education program to ensure that all efforts have been made to meet the needs of diverse learners in the general education program. The plan should include information to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the general education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of students whose behavior may interfere with learning. The plan should also include provisions encouraging teacher mentoring and collaboration and parental involvement. | | |
| **Description of Corrective Action:**  The District will develop an updated District Accommodation Plan to ensure that all efforts have been made to meet the needs of diverse learners in the general education program.  The District will conduct a full staff and faculty training to review the updated DCAP | | |
| **Title/Role(s) of Responsible Persons:**  Principal - Darius Modestow  Curriculum Director - Sarah Mitchell | | **Expected Date of Completion:**  03/20/2016 |
| **Evidence of Completion of the Corrective Action:**  Copy of updated District Accommodation Plan  Agenda and sign in sheet for training | | |
| **Description of Internal Monitoring Procedures:**  District will review DCAP annually at faculty meeting. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 18 Responsibilities of the school principal | **Corrective Action Plan Status:** Approved  **Status Date:** 04/29/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit a copy of the district's District Curriculum Accommodation Plan (DCAP) and evidence that staff has been trained on its implementation to meet the needs of diverse learners in the general education program, by December 11, 2015. | | |
| **Progress Report Due Date(s):**  12/11/2015 | | |

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

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| **Criterion & Topic:**  CR 24 Curriculum review | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that the district has not established procedures 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, and that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any stereotypes depicted in such materials. | | |
| **Description of Corrective Action:**  Procedures will be established 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, sexual orientation, and that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such material. A training for all staff will take place to review the established procedures. | | |
| **Title/Role(s) of Responsible Persons:**  Principal - Darius Modestow  Curriculum director - Sarah Mitchell | | **Expected Date of Completion:**  03/20/2015 |
| **Evidence of Completion of the Corrective Action:**  Copy of Procedures  Agenda and sign in sheet for training | | |
| **Description of Internal Monitoring Procedures:**  The Principal will annually review faculty meeting agendas to ensure that teachers were reminded of their individual responsibility to review all educational materials | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 24 Curriculum review | **Corrective Action Plan Status:** Approved  **Status Date:** 04/29/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit a copy of the new procedures to review all educational materials and evidence that staff has been trained on the procedures (agenda, sign-in sheet), by September 25, 2015. | | |
| **Progress Report Due Date(s):**  09/25/2015 | | |

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

District: Conway Public Schools

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: District Director of ELE

CAP Form will expand to as many lines as necessary. Before completing and emailing to pqacap@doe.mass.edu, please see separate *Instructions for Completing Corrective Action Plans.*

All corrective action must be fully implemented and all noncompliance corrected as soon as possible and no later than one year from the issuance of the Coordinated Program Review Final Report to the school or district.

**Mandatory One-Year Compliance Date: May 5, 2016**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic: ELE 10 Parent Notification** | | | **Rating: Partially Implemented** |
| **Department CPR Finding:** *Document review indicates the notice to be mailed to the parents or guardians if a student is identified as an ELL (English language learner)student, and annually thereafter, does not inform the parents of the following: the method of instruction; the specific exit requirements; the parents’ right to apply for a waiver, and if the student has additional educational needs that require special education services how the Title III program, if available, will meet the objectives of the Individualized Education Program (IEP).* | | | |
| **Narrative Description of Corrective Action:**  District forms have been created and/or updated and published in the district ELE program guide completed in December 2014. This guide was co-authored by the district ESL teachers and director, distributed and reviewed with the district administrative team and all school secretaries in the spring of 2015.  Beginning in May, 2015 the district Director of ELE will work collaboratively with district ESL teachers and principals to ensure that updated forms contained in the district English Language Programming Guide are distributed to parents in a timely manner, understood and signed by parents, and stored in student record files. The following forms are now published in the district guide:  Form 8: Parent/Guardian letter evaluation of newly enrolled students  Form 9: Parent Guardian letter: Annual Assessment  Form 10: School District program waiver  Form 11: Parent/Guardian Declines Services  Form 12: Parent Guardian Waiver application for Alternative ELL Program  Form 12: Parent Guardian letter W-APT and ACCESS testing Schedules  Form 13: Parent/Guardian Letter: W-APT and ACCESS Testing Schedules  Form 14: Parent/Guardian Letter W-APT  Form 15: Progress reports and descriptions of Levels for Identifying ELLS  Form 16: Parent/Guardian Letter: When student is proficient in English | | | |
| **Title/Role of Person(s) Responsible for Implementation:** District Director of ELE | | **Expected Date of Completion for Each Corrective Action Activity:**  January, 2016 | |
| **Evidence of Completion of the Corrective Action:**  Student records will contain appropriate documentation. | | | |
| **Description of Internal Monitoring Procedures:** The district Director of ELE will review student records on a quarterly basis to ensure that appropriate documentation of parent notification of program related information for ELL students is maintained. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion: ELE 5 Parent Notification** | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):** | | | |
| **Progress Report Due Date(s):** | | | |