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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: Hopkinton

CPR Onsite Year: 2015-2016

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 08/24/2016.

**Mandatory One-Year Compliance Date:** **08/24/2017**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 18A | IEP development and content | Partially Implemented |
| SE 18B | Determination of placement; provision of IEP to parent | Partially Implemented |
| SE 20 | Least restrictive program selected | Partially Implemented |
| SE 24 | Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE | Partially Implemented |
| CR 3 | Access to a full range of education programs | Partially Implemented |
| CR 8 | Accessibility of extracurricular activities | 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 25 | Institutional self-evaluation | Not Implemented |

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| **Criterion & Topic:**  SE 18A IEP development and content | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Student record review demonstrates that when the IEP Team evaluation indicates that a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, the IEP does not consistently address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. | | |
| **Description of Corrective Action:**  The district will provide training to Team Chairs to address the skills and proficiencies needed to avoid and respond to bullying, harassment and teasing in the IEP. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services  Team Chairs | | **Expected Date of Completion:**  06/30/2017 |
| **Evidence of Completion of the Corrective Action:**  Evidence of training completion no later than November 30, 2016.  Evidence of compliant IEP?s post training. | | |
| **Description of Internal Monitoring Procedures:**  The Director will select and review files from all levels with the Team Chairs annually to ensure that the IEP process is in compliance and the students? needs are being met relative to the requirements related to bullying, harassment and teasing. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 18A IEP development and content | **Corrective Action Plan Status:** Approved  **Status Date:** 09/19/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  For Technical Assistance please refer to: Technical Assistance Advisory SPED 2011-2: Bullying Prevention and Intervention at http://www.doe.mass.edu/sped/advisories/11\_2ta.html .  By November 30, 2016, provide evidence of training of appropriate staff related the procedures to ensure that when an evaluation indicates that a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, the IEP must address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. Evidence of training may include; training/meeting agendas, signed attendance sheets, and a sample of training materials.  By March 30, 2017, subsequent to all corrective action, submit the results of an administrative review of student records to ensure that when an evaluation indicates that a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, the IEP must address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. Indicate the number of records reviewed, the number found compliant, and an explanation of the root cause for any continued non-compliance and a description of any additional corrective actions taken to address any identified non-compliance.  \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  11/30/2016  03/30/2017 | | |

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| **Criterion & Topic:**  SE 18B Determination of placement; provision of IEP to parent | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Student record review indicates that when the district issues an IEP, parents are provided with two (2) copies of the proposed IEP and proposed placement along with the required Notice of Proposed School District Action (N1) documenting the provision of two copies. However, the district does not consistently provide parents of eligible students with these documents immediately. While parents leave Team meetings with summary notes that include placement, service delivery grid, goals, accommodations, and additional information, the district does not send the proposed IEP and placement to parents within two calendar weeks of the Team meeting. | | |
| **Description of Corrective Action:**  The district will provide training to all Team Chairs regarding the required timelines in accordance with state and federal regulations. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services  Team Chairs  Building Based Support Staff | | **Expected Date of Completion:**  06/30/2017 |
| **Evidence of Completion of the Corrective Action:**  Evidence of training completion by November 30, 2016.  Evidence of compliance post training. | | |
| **Description of Internal Monitoring Procedures:**  Under the direction of the Director, building based support staff will utilize a shared Google Doc with Team Chairs to ensure compliance with meeting timelines and sending IEP?s to parents. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 18B Determination of placement; provision of IEP to parent | **Corrective Action Plan Status:** Approved  **Status Date:** 09/19/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Prior to corrective action please refer to: Memorandum on the Implementation of 603 CMR 28.05(7): Parent response to proposed IEP and proposed placement at http://www.doe.mass.edu/news/news.asp?id=3182  By November 30, 2016, provide evidence of training of appropriate staff related procedures to ensure that the district sends the proposed IEP and placement to parents within two calendar weeks of the Team meeting. Evidence of training may include; training/meeting agendas, signed attendance sheets, and a sample of training materials. Also submit the description of the internal oversight and tracking system and identify the person(s) responsible for the oversight, including the date of the system's implementation.  By March 30, 2017, subsequent to all corrective action, submit the results of an administrative review of student records to ensure that the district sends the proposed IEP and placement to parents within two calendar weeks of the Team meeting. Indicate the number of records reviewed, the number found compliant, an explanation of the root cause(s) of any continued noncompliance and a description of additional corrective actions taken to remedy any identified noncompliance with this criterion.  \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  11/30/2016  03/30/2017 | | |

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| **Criterion & Topic:**  SE 20 Least restrictive program selected | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Student record review, documents and staff interviews indicate that at the high school level, students are not always placed in the least restrictive environment. General education English language arts and math classes identified as full inclusion courses on IEP service delivery grids are comprised of special education students and students with Section 504 Accommodation Plans only. | | |
| **Description of Corrective Action:**  Foundations ELA/Math classrooms will be appropriately identified as Partial Inclusion. Students whose IEP?s indicate full inclusion currently will be changed to adequately reflect placement in Partial inclusion ELA/Math classrooms. Foundation and college courses differ in pacing,however, all students gain access to state standards in these courses. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services  High School Administration  High School Team Chair | | **Expected Date of Completion:**  06/30/2017 |
| **Evidence of Completion of the Corrective Action:**  Evidence of IEP changes. | | |
| **Description of Internal Monitoring Procedures:**  Under the Direction of The Director of Student Services, The Team Chair and HS Administration will monitor IEP student service delivery, placement pages and groupings in courses. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 20 Least restrictive program selected | **Corrective Action Plan Status:** Disapproved  **Status Date:** 09/19/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district has indicated Foundations ELA/Math classrooms at the high school will be appropriately identified as Partial Inclusion, however this does not correct the identified noncompliance. The department finding indicated that these classes contained no general education students, therefore these services should be listed on Grid C of the Service Delivery (Special Education and Related Services in Other Settings). If however, the district correctly integrates special education students with general education students in the Foundations ELA/Math classes, then they would appropriately be listed on Grid B of the Service Delivery (Special Education and Related Services in General Education Classroom). Additionally, the district did not adequately describe evidence of completion of corrective action or an adequate tracking system to ensure monitoring of future compliance. | | |
| **Department Order of Corrective Action:**  The district will develop procedures related to ensuring the least restrictive environment is selected for students at the high school. Specifically, the district will develop procedures to track student enrollment in Foundations ELA/Math classrooms at the high school to ensure that English language arts and math classes identified on Grid B of the IEP service delivery are comprised of a significant cohort of students enrolled in general education and are not comprised of predominantly special education students. If the classroom serves all special education students, it will be listed on Grid C of the IEP service delivery. | | |
| **Required Elements of Progress Report(s):**  By November 30, 2016, the district will develop procedures related to ensuring the least restrictive environment is selected for students at the high school. Specifically, the district will develop procedures to track student enrollment in Foundations ELA/Math classrooms at the high school to ensure that English language arts and math classes identified on Grid B of the IEP service delivery are comprised of a significant cohort of students enrolled in general education and are not comprised of predominantly special education students. If the classroom serves all special education students, it will be listed on Grid C of the IEP service delivery. The district will provide a description of the new procedures and evidence of staff training on these procedures, which will include but not be limited to a training agenda, signed attendance sheets and copies of the materials presented. Also, submit a description of the internal oversight and tracking system and identify the person(s) responsible for the oversight, including the date of the system's implementation.  By March 30, 2017, subsequent to all corrective action, submit the results of an administrative review of records of students enrolled in Foundations ELA/Math classrooms at the high school to ensure that the IEP service delivery grid accurately reflect the educational environment in which the students are served and if a student is removed from the general education classroom at any time, the Team states why the removal is considered critical to the student's program and 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. Indicate the number of records reviewed, the number found compliant, an explanation of the root cause(s) of any continued noncompliance and a description of additional corrective actions taken by the charter school to remedy any identified noncompliance with this criterion.  \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  11/30/2016  03/30/2017 | | |

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| **Criterion & Topic:**  SE 24 Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Student record review indicates that of the six required questions on the Notice of Proposed School District Action (N1), the following are answered:  What action is the school district proposing to take?  Why is the school district proposing to act?  What other factors were relevant to the school district's decision?  What next steps, if any, are recommended?  However, the N1 forms do not consistently include responses to:  What evaluation procedure, test, record, or report was used as a basis for the proposed action?  What rejected options were considered and why was each option rejected? | | |
| **Description of Corrective Action:**  The district will provide training to Team Chairs on the completion of the N1 form, including addressing issues related to evaluations or other records used and rejected options no later than November 30, 2016. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services  Team Chairs | | **Expected Date of Completion:**  06/30/2017 |
| **Evidence of Completion of the Corrective Action:**  Evidence of Training completion.  Evidence of fully completed N1?s district wide | | |
| **Description of Internal Monitoring Procedures:**  Annually with the Team Chairs, the Director will select and review files from all levels to ensure that the Notice of Proposed District Action is being fully completed. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 24 Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE | **Corrective Action Plan Status:** Approved  **Status Date:** 09/19/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please review the Department's example of an appropriately developed notice available at http://www.doe.mass.edu/sped/advisories/01\_4sample.pdf prior to developing the district's corrective actions.  By November 30, 2016, provide evidence of training of appropriate staff related to the proper completion of its Notice of Proposed School District Action Form (N1), including any rejected options; and, the evaluation procedures, test, record or report used as the basis for the proposed action. Evidence of training may include; training/meeting agendas, signed attendance sheets, and a sample of training materials.  By March 30, 2017, subsequent to all corrective action, submit the results of an administrative review of student records to ensure the proper completion of its Notice of Proposed School District Action Form (N1). Indicate the number of records reviewed, the number found compliant, an explanation of the root cause(s) of any continued noncompliance and a description of additional corrective actions taken to remedy any identified noncompliance with this criterion.  \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  11/30/2016  03/30/2017 | | |

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| **Criterion & Topic:**  CR 3 Access to a full range of education programs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicates that although the school committee policy describes how it ensures equal access to a full range of education programs for all students, regardless of race, color, sex, religion, national origin, sexual orientation, or disability, the description does not address the protected categories of gender identity or homelessness. Additionally, Hopkinton High School Program of Studies 2015-16 is missing gender identity and homelessness in its nondiscrimination statements throughout the document. | | |
| **Description of Corrective Action:**  The district will update policies and the Hopkinton High School Program of Studies including nondiscrimination statements to add "gender identity" and ? homelessness? as protected categories and submit copies along with planned dissemination of update to the school community. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent  Building Principal | | **Expected Date of Completion:**  09/30/2016 |
| **Evidence of Completion of the Corrective Action:**  Evidence of updated policies, and the Hopkinton High School Program of Studies including nondiscrimination statements and submit copies along with planned dissemination of update to the school community. | | |
| **Description of Internal Monitoring Procedures:**  Ongoing review of policies by the Policy and Planning Committee and School Committee approval of updated policies and High School Program of studies. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Approved  **Status Date:** 09/19/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By November 30, 2016, provide a copy of the updated School Committee Policy that ensures the protected categories of gender identity and homelessness are included in the assurances of equal access to a full range of education programs for all students. Additionally, provide a revised excerpts from the current Hopkinton High School Program of Studies that the protected categories of gender identity and homelessness in its nondiscrimination statements throughout the document.  By March 30, 2017, submit evidence of dissemination to the school community on the updated School Committee Policy and revised Hopkinton High School Program of Studies. Include samples of documents and copies of any materials presented. | | |
| **Progress Report Due Date(s):**  11/30/2016  03/30/2017 | | |

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| **Criterion & Topic:**  CR 8 Accessibility of extracurricular activities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicates that the school committee policy regarding the accessibility of extracurricular activities omits the protected categories of gender identity and homelessness. | | |
| **Description of Corrective Action:**  The district will update School Committee Policy regarding the accessibility of extra curricular activities and include "gender identity" and ? homelessness? as protected categories. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent | | **Expected Date of Completion:**  10/31/2016 |
| **Evidence of Completion of the Corrective Action:**  Evidence of updated policy, and submit copies along with planned dissemination of update to the school community. | | |
| **Description of Internal Monitoring Procedures:**  Ongoing review of policies by the Policy and Planning Committee and School Committee approval of updated policies. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 8 Accessibility of extracurricular activities | **Corrective Action Plan Status:** Approved  **Status Date:** 09/19/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By November 30, 2016, provide a copy of the updated School Committee Policy that ensures the protected categories of gender identity and homelessness are included in the assurances of equal access to a full range of education programs for all students.  By March 30, 2017, submit evidence of dissemination to the school community on the updated School Committee Policy. Include samples of documents and copies of any materials presented. | | |
| **Progress Report Due Date(s):**  11/30/2016  03/30/2017 | | |

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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 indicates that the letter issued with regard to a student who is 16 years of age or older leaving school without a high school diploma, certificate of attainment or certificate of completion, does not offer at least two dates and times for an exit interview between the superintendent or designee and the student and parent/guardian to occur prior to the student permanently leaving school. Also, the notice does not contain the following: contact information for scheduling the exit interview; indication that the exit interview shall occur within 10 days of the notice; and information that the time and the date for the exit interview may be extended at the request of the parent/guardian for no longer than 14 days. Additionally, annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school lacks information about the availability of publicly funded post-high school academic support programs and does not encourage students to participate in those programs. | | |
| **Description of Corrective Action:**  The guidance department at Hopkinton High School, in conjunction with the high school administration, will make the following changes to the letters sent to students leaving school without a diploma, certificate of completion, or certificate of attainment:  (1) two dates and times for an exit interview between the superintendent (or her designee) and the student with his or her parent/guardian to occur prior to the student permanently leaving school.  (2) contact information for scheduling the exit interview  (3) the promise that the exit interview will occur within 10 days of the notice  (4) information that the time and the date for the exit interview may be extended at the request of the parent guardian for no longer than 14 days.  The following will be added to the letter that goes out annually to former students who have not earned their competency determination (CD) and who have not transferred to another school:  (1) information about the availability of publicly funded post-high school academic support programs and encourage students to participate in those programs. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent  Director of Guidance  High School Principal | | **Expected Date of Completion:**  10/31/2016 |
| **Evidence of Completion of the Corrective Action:**  Evidence of updated letter, and submit copies along with planned dissemination of update to the school community. | | |
| **Description of Internal Monitoring Procedures:**  These letters will be reviewed by the guidance department chair annually to ensure compliance. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | **Corrective Action Plan Status:** Approved  **Status Date:** 09/19/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By November 30, 2016, submit a copy of the revised notice to students 16 years of age or older leaving school without a high school diploma, certificate of attainment or certificate of completion. This notice must contain the following: at least two dates and times for an exit interview between the superintendent or designee and the student and parent/guardian to occur prior to the student permanently leaving school; indication that the exit interview shall occur within 10 days of the notice; and information that the time and the date for the exit interview may be extended at the request of the parent/guardian for no longer than 14 days. Additionally, submit a revised copy of the annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school that includes information about the availability of publicly funded post-high school academic support programs and does encourage students to participate in those programs.  By March 30, 2017, subsequent to all corrective actions, submit the results of a guidance department review of notices sent to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion to ensure compliance. Indicate the number of records reviewed, the number found compliant, and an explanation of the root cause for any continued non-compliance and a description of any additional corrective actions taken to address any identified non-compliance.  \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  11/30/2016  03/30/2017 | | |

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| **Criterion & Topic:**  CR 25 Institutional self-evaluation | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Document review and staff interviews indicate that the district does not evaluate all aspects of its  K-12 program annually 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:**  The Hopkinton Public School District will engage in annual self-evaluation of practices and develop procedures related to ensuring  equitable access to all aspects of the school experience for the protected classes of student identified by federal and state law. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent  Building Principals | | **Expected Date of Completion:**  06/30/2017 |
| **Evidence of Completion of the Corrective Action:**  Development and implementation of the CR 25 Procedure. | | |
| **Description of Internal Monitoring Procedures:**  Data regarding placement patterns in various academic and extra-curricular activities will be gathered annually by level.    This data will be reviewed annually by the administrative team and examined for patterns of enrollment that vary from the general demographic distribution of the Hopkinton Public School District.  The Principals and the Assistant Superintendent will review this data to determine if there are patterns that warrant further exploration regarding equal access and to set priorities for professional development and program development, if appropriate, for the coming year. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 09/19/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By November 30, 2016, please submit a copy of the district's newly developed annual self-evaluation procedures for ensuring that all students have equal access to all programs.  By March 30, 2017, provide evidence of training of appropriate staff on the newly developed procedures to evaluates all aspects of its K-12 program annually to ensure that all students have equal access to all programs, including athletics and other extracurricular activities. Evidence of training may include; training/meeting agendas, signed attendance sheets, and a sample of training materials.  By June 1, 2017, submit a copy of the institutional self-evaluation, indicating any proposed changes, if necessary, that will be made as a result of the evaluation. | | |
| **Progress Report Due Date(s):**  11/30/2016  03/30/2017  06/01/2017 | | |