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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: Mattapoisett

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 03/04/2016.

**Mandatory One-Year Compliance Date:** **03/04/2017**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 18A | IEP development and content | Partially Implemented |
| SE 47 | Procedural requirements applied to students not yet determined to be eligible for special education | Partially Implemented |
| SE 54 | Professional development | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10C | Student Discipline | Partially Implemented |

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

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| **Criterion & Topic:** SE 18A IEP development and content | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records indicated that the district is not consistently addressing all elements of the IEP. Specifically, some IEPs were incomplete in that the district did not note social/emotional needs in the Present Levels of Educational Performance (PLEP) B section of the IEP for students who were identified as having a disability on the autism spectrum, for students who had social skills identified as a specific goal focus, or for students who were noted as having peer relationship concerns identified in teacher assessment forms and IEP summary notes. In addition, required questions under the Current Performance Levels/Measurable Annual Goals section of the IEP were not always addressed. In particular, under the Measurable Annual Goal section the district did not always indicate how the Team would know that the student has reached the goal, and under the Benchmarks/Objectives section the district did not always indicate what the student would need to do to complete the goal. |
| **Description of Corrective Action:** The Mattapoisett School District will train the Special Education Department to ensure that all elements of the IEP are consistently addressed. Specifically the training will address that some IEPs were incomplete in that the district did not note social/emotional needs in the Present Levels of Educational Performance (PLEP) B section of the IEP for students who were identified as having a disability on the autism spectrum, for students who had social skills identified as a specific goal focus, or for students who were noted as having peer relationship concerns identified in teacher assessment forms and IEP summary notes. In addition, required questions under the Current Performance Levels/Measurable Annual Goals section of the IEP were not always addressed. In particular, under the Measurable Annual Goal section the district did not always indicate how the Team would know that the student has reached the goal, and under the Benchmarks/Objectives section the district did not always indicate what the student would need to do to complete the goal. Moreover, the Mattapoisett School District will convene Team meetings to update the IEPs of students identified during the record review as incomplete. To ensure compliance consistency, the Director of Student Services will design an internal monitoring process to track this area of IEP development and content. |
| **Title/Role(s) of Responsible Persons:**Director of Student Services, Special Education Team Chairperson(s), Special Education Liaisons | **Expected Date of Completion:**10/03/2016 |
| **Evidence of Completion of the Corrective Action:**Submit evidence of training to special education team chairs and liaisons on these requirements; include the agenda, training date, signed attendance sheets, and training materials by May 23, 2016. In addition, for those students whose records were identified by the Department, the district must reconvene the IEP Teams to consider and address the skills and proficiencies needed to avoid and respond to bullying and harassment. Submit evidence of reconvened teams, including signed attendance sheet, Notice of Proposed School District Action (N-1), and IEP by May 23, 2016. Submit a description of the district's internal oversight and tracking system with periodic review, along with the name/role of the designated person(s) responsible by May 23, 2016 Submit a report of the results of an internal review of records conducted after the training to determine compliance; include the number of student records reviewed, the number of records in compliance and for any records not in compliance, determine the root cause(s) of the non-compliance and the district's plan to remedy the non-compliance by October 3, 2016. |
| **Description of Internal Monitoring Procedures:** Once Department training has occurred, the Director of Student Services will review Mattapoisett School District IEPs that were generated post the completion of the training. The focus of the review will be to ensure that all elements of the IEP have been completed in relation to the student's profile. The district will maintain the following documentation and make it available to the Department upon request: a) list of the student names and grade levels for the records reviewed; b) date of the review; c) name of the person(s) who conducted the review, their role(s), and signature(s). |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 18A IEP development and content | **Corrective Action Plan Status:** Approved **Status Date:** 04/07/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By June 17, 2016, submit evidence of staff training to include the training materials, meeting agenda, and staff attendance sheet. For those records previously identified by the Department, submit evidence of IEP Teams reconvening in order to address the PLEP B social/emotional needs of students and/or completion of the required questions under the Current Performance Levels/Measurable Annual Goals section of the IEP. Evidence should include signed N3A Meeting Attendance Sheets, Notices of Proposed School District Action (N1), and updated copies of the IEPs. All evidence should be submitted by June 17, 2016. By October 3, 2016, submit the results of a review of student records, in which IEPs were developed subsequent to implementation of all corrective actions, to ensure consistent completion of all elements of the IEP and include the following: 1. The number of records reviewed; 2. The number of records in compliance; 3. For any records not in compliance, determine the root cause; and 4. The specific corrective actions taken to remedy the non-compliance. |
| **Progress Report Due Date(s):** 06/17/201610/03/2016 |

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

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| **Criterion & Topic:** SE 47 Procedural requirements applied to students not yet determined to be eligible for special education | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documentation indicated that the procedural requirements applied to students not yet determined to be eligible for special education are not included in the student code of conduct. |
| **Description of Corrective Action:** The Mattapoisett School District will revise its Student Code of Conduct to include regulatory information regarding procedural requirements applied to students not yet determined to be eligible for special education. |
| **Title/Role(s) of Responsible Persons:**Director of Student Services, Principal(s) | **Expected Date of Completion:**03/25/2016 |
| **Evidence of Completion of the Corrective Action:**\*Revised Student Code of Conduct \*Evidence of Training (Principals) \*Evidence of Notification (Parents/Guardians) |
| **Description of Internal Monitoring Procedures:** The Director of Student Services will ensure that the Mattapoisett School District includes the regulatory language related to the procedural requirements applied to students not yet determined to be eligible for special education in the Student Code of Conduct each year. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 47 Procedural requirements applied to students not yet determined to be eligible for special education | **Corrective Action Plan Status:** Approved **Status Date:** 04/07/2016 **Correction Status:** Corrected |
| **Basis for Decision:** Based upon evidence uploaded with the district's Corrective Action Plan, no progress reports are necessary. On March 24, 2016 the district submitted evidence of administrative training that occurred on March 17, 2016, on the revised student code of conduct, a copy of the updated student code of conduct, and a copy of the letter that was sent on March 18, 2016 to parents/guardians notifying them of the updated student code of conduct. |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):**  |
| **Progress Report Due Date(s):**  |

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

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| **Criterion & Topic:** SE 54 Professional development | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documentation and interviews indicated that paraprofessionals are not regularly trained on 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. |
| **Description of Corrective Action:** A recent review of documentation and interview indicated that paraprofessionals are not regularly trained in 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 styles and methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. Therefore, the Mattapoisett School District will conduct building-based training sessions for all paraprofessionals to ensure full compliance with this particular professional development regulation. |
| **Title/Role(s) of Responsible Persons:**Director of Student Services, Principal(s) | **Expected Date of Completion:**03/25/2016 |
| **Evidence of Completion of the Corrective Action:**\*Evidence of Training (Sign-In Sheet)\*Training Agenda |
| **Description of Internal Monitoring Procedures:** The Director of Student Services will ensure that Mattapoisett School District paraprofessionals are regularly (annual) trained on 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. To achieve this process, the Director of Student Services will conduct training in the beginning of each school year consistent with the practices of the other schools within the school system. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 54 Professional development | **Corrective Action Plan Status:** Approved **Status Date:** 04/07/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** In addition to the meeting agendas and staff attendance sheets that were submitted on March 24, 2016, submit copies of the training materials from the paraprofessional training that occurred March 22-24, 2016. |
| **Progress Report Due Date(s):** 06/17/2016 |

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

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| **Criterion & Topic:** CR 10A Student handbooks and codes of conduct | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** See SE 47. |
| **Description of Corrective Action:** The Mattapoisett School District will revise its Student Code of Conduct to include regulatory information regarding procedural requirements applied to students not yet determined to be eligible for special education. |
| **Title/Role(s) of Responsible Persons:**Director of Student Services, Principal(s) | **Expected Date of Completion:**03/25/2016 |
| **Evidence of Completion of the Corrective Action:**\*Revised Student Code of Conduct \*Evidence of Training (Principals) \*Evidence of Notification (Parents/Guardians) |
| **Description of Internal Monitoring Procedures:** The Director of Student Services will ensure that the Mattapoisett School District includes the regulatory language related to the procedural requirements applied to students not yet determined to be eligible for special education in the Student Code of Conduct each year. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved **Status Date:** 04/07/2016 **Correction Status:** Corrected |
| **Basis for Decision:** See SE 47. |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):**  |
| **Progress Report Due Date(s):**  |

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

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| **Criterion & Topic:** CR 10C Student Discipline | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documentation indicated that the district's notice of suspension and hearing under M.G.L. c.71, § 37H¾, does not inform the student and the student's parent of the right to have an interpreter present at the hearing if needed for participation. |
| **Description of Corrective Action:** The Mattapoisett School District will revise the district's notice of suspension and hearing under M.G.L. c.71, § 37H¾, to inform the student and the student's parent of the right to have an interpreter present at the hearing if needed for participation. |
| **Title/Role(s) of Responsible Persons:**Director of Student Services, Principal(s) | **Expected Date of Completion:**03/25/2016 |
| **Evidence of Completion of the Corrective Action:**\*Revised Notice of Suspension and Hearing \*Train Central and Building Administration on this Procedural Revision \*Notification of Parents/Guardians |
| **Description of Internal Monitoring Procedures:** The Director of Student Services will ensure that the Central and Building Administration implement the revised Notice of Suspension and Hearing. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10C Student Discipline | **Corrective Action Plan Status:** Approved **Status Date:** 04/07/2016 **Correction Status:** Corrected |
| **Basis for Decision:** Based upon evidence uploaded with the district's Corrective Action Plan, no progress reports are necessary. On March 24, 2016 the district submitted evidence of administrative training that occurred on March 17, 2016, on the revised notice of suspension and hearing, a copy of the revised notice of suspension and hearing, and a copy of the letter that was sent on March 18, 2016 to parents/guardians notifying them of the revisions. |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):**  |
| **Progress Report Due Date(s):**  |

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

Charter School or District: **Mattapoisett Public Schools**

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Elise Frangos, Ed.D

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: April 19, 2017**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 8 Declining Entry to a Program | **Rating:** Not Implemented  |
| **Department CPR Finding:** *Review of records, document review, and staff interviews indicated that the district is not providing English language support to students whose parents have declined entry to its ELE program.* |
| **Narrative Description of Corrective Action:**  First, a Language Acquisition team will be formed to inform the School Principal, the teachers of the OPTED out ELL and any support staff of the finding and its implications. Next, using the MA DESE Guidance form, proper language support will be provided and documented to the one child whose parents opted out of the program, as well as any Opt outs in the future. This documentation will be documented as of May 20, 2016 and sent to the DESE, and again on the last day of the current school year, June 20th 2016. In the year ahead, the OPT out monitoring form will be used to continue to monitoring of the ELL until his/her 2 years after the OPT out have been completed which is November 22, 2016. A record of all dates of the ELE specialist’s student classroom observations and or assistance provided to the classroom teacher will be attached. |
| **Title/Role of Person(s) Responsible for Implementation:** Ms. Kathy Dranchak, ELL Specialist, Elise M Frangos, Ed.D ELL Coordinator. | **Expected Date of Completion for Each Corrective Action Activity:** Reports generated for May 20, and June 20th 2016 and through the 2016-2017 school year to ensure monitoring continues to end of monitoring period for both opted out students in November of 2016. |
| **Evidence of Completion of the Corrective Action:** Documentation on OPT out Monitoring form filled out for May 20th, June 20th and at specified Fall term on Opt out form provided by DESE at end of first trimester.  |
| **Description of Internal Monitoring Procedures:** Regularly convening Mattapoisett Language Acquisition team in May 2016 and in June 2016 and at end of future trimesters. Provision of Agenda to discuss student school progress data and assessment data on PARCC, MCAS and Access, developing student learning action plan if indicators show concerns, obtaining signatures of those educators present after recording notes on student performance or academic areas of weakness, and collection of monitoring forms will be sent to ELL coordinator Ms. Frangos, place in student Cumulative file, and sent to the MA DESE until monitoring period concludes for 2 Opted out students. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 8  | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:**  |
| **Department Order of Corrective Action:**  |
| **Required Elements of Progress Report(s):** Submit a descriptive summary of the formation of the Language Acquisition team and include team member names and roles, along with evidence of meetings; evidence should include a dated meeting attendance sheet, agenda, and meeting notes. In addition, submit evidence of ELE opt-out support monitoring for all students whose parents have declined entry to its ELE program; evidence should include documentation of the provision of language support for each student, including the ELE specialist’s classroom observations along with assistance or consultations provided to the classroom teacher. Submit the required documentation by **September 9, 2016.** Submit the results of an internal review of records to ensure the provision of language support for students whose parents have declined entry to the district’s ELE program and indicate:* Number of records reviewed
* Number of records in compliance
* Root cause for any non-compliance found
* Corrective actions taken to remedy each individual file

Submit this information by **November 30, 2016.** *\*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 record review; 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):** September 9, 2016; November 30, 2016 |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 13 Follow-up Support | **Rating:** Not Implemented  |
| **Department CPR Finding:** *Review of records and staff interviews indicated that the district is not actively monitoring and providing language support for two years for students who have exited the ELE program.*  |
| **Narrative Description of Corrective Action:** SEE narrative under ELE 8 Monitoring procedure outlined under DESE. |
| **Title/Role of Person(s) Responsible for Implementation:** Elise M. Frangos, ELL Coordinator, Kathy Dranchak ELE specialist | **Expected Date of Completion for Each Corrective Action Activity:** Nov 2016 |
| **Evidence of Completion of the Corrective Action:** May 20th and June 20th monitoring forms as well as evidence of meetings and final monitoring form completed November 2016. All data rich forms and evidence regarding each student will be placed in their student cumulative files.  |
| **Description of Internal Monitoring Procedures:** Collection of evidence, convening meetings to monitor progress or challenge, development of action plan if needed, dispersal of evidence to DESE on described dates. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 13  | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:**  |
| **Department Order of Corrective Action:**  |
| **Required Elements of Progress Report(s):** Submit a descriptive summary of the formation of the Language Acquisition team and include team member names and roles, along with evidence of meetings; evidence should include a dated meeting attendance sheet, agenda, and meeting notes. In addition, submit evidence of ELE follow-up support monitoring for all students who have been identified as Formerly Limited English Proficient (FLEP); evidence should include documentation of the provision of language support for each student, including the ELE specialist’s classroom observations along with assistance or consultations provided to the classroom teacher. Submit the required documentation by **September 9, 2016.** Submit the results of an internal review of records to ensure the two-year provision of language support and follow-up monitoring for FLEP students and indicate:* Number of records reviewed
* Number of records in compliance
* Root cause for any non-compliance found
* Corrective actions taken to remedy each individual file

Submit this information by **November 30, 2016.** *\*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 record review; 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):** September 9, 2016; November 30, 2016 |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| Criterion & Topic: ELE 18 Records of LEP Students | **Rating:** Partially Implemented  |
| **Department CPR Finding:** *Review of records indicated that records did not consistently include copies of home language surveys, and evidence follow-up monitoring for FLEP students and students whose parents have “opted-out” of services.*  |
| **Narrative Description of Corrective Action:** See action plan under ELE8 |
| **Title/Role of Person(s) Responsible for Implementation:** Elise M. Frangos ELL Coordinator, Kathy Dranchak ELE specialist | **Expected Date of Completion for Each Corrective Action Activity:** November 2016 |
| **Evidence of Completion of the Corrective Action:** May 20th and June 20th monitoring forms as well as evidence of meetings and final monitoring form completed November 2016.  |
| **Description of Internal Monitoring Procedures:** Collection of evidence, convening meetings to monitor progress or challenge, development of action plan if needed, dispersal of evidence to DESE on described dates. Dated, data rich records are placed in students’ cumulative folders. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 18  | **Status of Corrective Action:** [ ]  Approved [x]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** The district indicated that it would follow the same corrective action plan noted under ELE 13; however, the corrective actions necessary for ELE 13 are different from those required for ELE 18. The corrective actions for ELE 13 only address record maintenance for follow-up monitoring activities for FLEP students; the district did not indicate how it will address record maintenance for copies of home language surveys and evidence of follow-up monitoring for students whose parents have “opted-out” of services. |
| **Department Order of Corrective Action:** Indicate how the district will ensure that student records consistently contain copies of home language surveys and evidence of follow-up monitoring for students whose parents have “opted-out” of services. |
| **Required Elements of Progress Report(s):** Submit a descriptive plan indicating how the district will specifically monitor student records to ensure that each record contains a copy of the home language survey and evidence of follow-up monitoring for students whose parent have “opted-out” of services. The plan should include staff names and roles as well as a timeline for implementation. Also, include a copy of a document checklist or record monitoring form that will be used to ensure that all required documents are evidenced in each student record. Submit the required documentation by **September 9, 2016.** Submit the results of an internal review of records to ensure that student records contain all required documentation and indicate:* Number of records reviewed
* Number of records in compliance
* Root cause for any non-compliance found
* Corrective actions taken to remedy each individual file

Submit this information by **November 30, 2016.** *\*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 record review; 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):** September 9, 2016; November 30, 2016 |