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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: Rochester

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 02/10/2016.

**Mandatory One-Year Compliance Date:** **02/09/2017**

**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 |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10C | Student Discipline | Partially Implemented |
| CR 26A | Confidentiality and student records | 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:**  Review of student records sets forth 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 Rochester School District will train the Special Education Department to ensure 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 consistently addresses the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. Moreover, the Rochester School District will convene Team meetings to update the IEPs of students identified during the record review. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services, Special Education Team Chairperson, Special Education Liaisons | | **Expected Date of Completion:**  06/17/2016 |
| **Evidence of Completion of the Corrective Action:**  \*Training Materials  \*Attendance Sign-In Sheet from Training  \*Updated Copies of IEPs and N3As for identified Students | | |
| **Description of Internal Monitoring Procedures:**  \*The Rochester School District will conduct an internal record review each quarter to monitor compliance in this identified area. Specifically, the Director of Student Services will review 8-12 IEPs developed during that quarter. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 18A IEP development and content | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 03/23/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district has described actions including training of staff and reconvening teams for students identified in the CPR process. However, the district did not identify a specific tracking process to monitor records going forward. | | |
| **Department Order of Corrective Action:**  Develop an internal tracking and oversight system with periodic review by designated persons(s) responsible to ensure that when the IEP Team evaluation indicates that a student's disability makes him or her vulnerable to bullying, harassment or teasing, that the skills and proficiencies to avoid and respond to bullying, harassment or teasing were reviewed by the team and specifically addressed in either an annual goal, PLEP B, or the Additional Information section of the IEP.  Conduct a review of student records from those students who were evaluated by the district, after all corrective actions were completed, to verify 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, or when a student has been diagnosed with a disability on the autism spectrum, the Team considers and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing.  \*Please note when conducting internal monitoring that the district must 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 person(s) who conducted the review, their role(s), and signature(s). | | |
| **Required Elements of Progress Report(s):**  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.  Please see the following for assistance and guidance: http://www.doe.mass.edu/sped/advisories/11\_2ta.html  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. | | |
| **Progress Report Due Date(s):**  05/23/2016  10/03/2016 | | |

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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:**  Review of documentation indicates 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 Rochester 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:**  06/17/2016 |
| **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 Rochester 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:** 03/23/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit the revised Student Code of Conduct including the regulatory information regarding the procedural requirements applied to students not yet determined to be eligible for special education. Provide evidence of training of school principal. Submit evidence of notification of parents/guardians of the changes to the Student Code of Conduct. Submit all by October 3, 2016. | | |
| **Progress Report Due Date(s):**  10/03/2016 | | |

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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 Rochester 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:**  06/17/2016 |
| **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 Rochester 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:** 03/23/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  See SE 47. | | |
| **Progress Report Due Date(s):**  10/03/2016 | | |

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| **Criterion & Topic:**  CR 10C Student Discipline | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documentation indicates 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 Rochester 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:**  06/17/2016 |
| **Evidence of Completion of the Corrective Action:**  \*Revise Notice of Suspension and Hearing Procedure  \*Train Central and Building Administration on this Procedural Revision | | |
| **Description of Internal Monitoring Procedures:**  The Director of Student Services will ensure that Central and Building Administration implement the revised Notice of Suspension and Hearing Procedure. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10C Student Discipline | **Corrective Action Plan Status:** Approved  **Status Date:** 03/23/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit the revised district's notice of suspension and hearing which includes the right to have an interpreter at the hearing if needed for participation. Provide evidence of training of central and school-based administration on the procedural changes. Submit evidence of notification to students/parents/guardians of the updates to the discipline code. Submit all to ESE by October 3, 2016. | | |
| **Progress Report Due Date(s):**  10/03/2016 | | |

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| **Criterion & Topic:**  CR 26A Confidentiality and student records | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of student records indicates that the district does not maintain logs of access in English learner education student records. | | |
| **Description of Corrective Action:**  The Rochester School District will develop, include, and maintain logs of access in English learner education student records. | | |
| **Title/Role(s) of Responsible Persons:**  ELE Coordinator, ELE Instructor | | **Expected Date of Completion:**  06/17/2016 |
| **Evidence of Completion of the Corrective Action:**  \*Log of Access Template  \*Statement of Assurance from the ELE Coordinator | | |
| **Description of Internal Monitoring Procedures:**  The ELE will review English learner education student records twice each year to ensure that each record contains and maintains logs of access. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 26A Confidentiality and student records | **Corrective Action Plan Status:** Approved  **Status Date:** 03/23/2016  **Correction Status:** Corrected | |
| **Basis for Decision:**  The district submitted under Additional Documents the log of access template that has been placed in all records for ELE students with a letter of assurance from the ELE Coordinator/Assistant Superintendent indicating that all ELE records have been provided with the log of access form. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |