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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: Silver Lake

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** |
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| SE 4 | Reports of assessment results | Partially Implemented |
| SE 7 | Transfer of parental rights at age of majority and student participation and consent at the age of majority | Partially Implemented |
| SE 20 | Least restrictive program selected | Partially Implemented |
| SE 54 | Professional development | Partially Implemented |
| CR 3 | Access to a full range of education programs | Partially Implemented |
| CR 8 | Accessibility of extracurricular activities | 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 12A | Annual and continuous notification concerning nondiscrimination and coordinators | Partially Implemented |
| CR 14 | Counseling and counseling materials free from bias and stereotypes | Partially Implemented |
| CR 17A | Use of physical restraint on any student enrolled in a publicly-funded education program | Partially Implemented |
| CR 18A | School district employment practices | Partially Implemented |
| CR 21 | Staff training regarding civil rights responsibilities | Partially Implemented |
| CR 24 | Curriculum review | Partially Implemented |

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

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| **Criterion & Topic:**  SE 4 Reports of assessment results | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Record review indicated that for middle school and the high school students, speech-language evaluators do not consistently include the procedures employed, the results, the evaluator's diagnostic impression, the student's needs defined in detail and in educationally relevant and common terms, or explicit means of meeting the student's needs in the assessment summaries. | | |
| **Description of Corrective Action:**  Administrator of special education will review with all special education staff, in particular speech/language pathologists, the requirement to include the procedures employed, the results, the evaluator's diagnostic impression, the student's needs defined in detail and in educationally relevant and common terms, or explicit means of meeting the student's needs in the assessment summaries. | | |
| **Title/Role(s) of Responsible Persons:**  Marie Grable, Administrator of Special Education | | **Expected Date of Completion:**  08/24/2017 |
| **Evidence of Completion of the Corrective Action:**  Administrator of Special Education will randomly select 6-8 evaluation reports that have been completed following the training session to ensure compliance with regulation | | |
| **Description of Internal Monitoring Procedures:**  Periodic record reviews will be conducted throughout the school year. Reminders of regulatory requirements will be reviewed at monthly department meetings. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 4 Reports of assessment results | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 09/23/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district's proposed internal monitoring process is not sufficiently detailed, as it does not indicate the frequency of internal reviewing or the individual responsible for the monitoring. | | |
| **Department Order of Corrective Action:**  Develop an internal oversight system for ensuring that all assessment summaries, including speech-language, consistently include the procedures employed, the results, the evaluator's diagnostic impression, the student's needs defined in detail and in educationally relevant and common terms, or explicit means of meeting the student's needs in the assessment summaries. The oversight system should include periodic reviews by the Director of Special Education to ensure ongoing compliance. | | |
| **Required Elements of Progress Report(s):**  By December 14, 2016 submit evidence of training for all special education staff, including speech and language pathologists, on the required components of an assessment report including an agenda, signed attendance sheet, name and role of presenter and a sample of training materials.  By December 14, 2016 submit a description of the oversight system, including the date of the system's implementation, the frequency of the internal reviews, and the name and role of the staff responsible.  By March 24, 2017 submit the results of an internal review of approximately 5-8 records of students with speech and language assessments conducted subsequent to implementation of all corrective actions. Provide a detailed narrative summary of the review including the number of records reviewed and the number with evidence of assessment summaries that include the procedures employed, the results, the evaluator's diagnostic impression, the student's needs defined in detail and in educationally relevant and common terms and explicit means of meeting the student's needs. If noncompliance is identified, report the specific actions taken to correct each individual student record, identify and report the root cause(s) of the ongoing non-compliance and a plan to remedy it.  Please include a sample of speech-language assessment summaries from the internal record review with the March 24th progress report.  \*Please note that when 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 roles(s), and their signature(s). | | |
| **Progress Report Due Date(s):**  12/14/2016  03/24/2017 | | |

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

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| **Criterion & Topic:**  SE 7 Transfer of parental rights at age of majority and student participation and consent at the age of majority | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Record review and staff interviews indicated that the district does not always obtain the consent of adult students with sole or shared decision-making to continue special education services. | | |
| **Description of Corrective Action:**  Administrator of Special Education will conduct training regarding the requirement to obtain the consent of adult students with sole or shared decision-making to continue special education services. | | |
| **Title/Role(s) of Responsible Persons:**  Marie Grable, Administrator of Special Education | | **Expected Date of Completion:**  08/24/2017 |
| **Evidence of Completion of the Corrective Action:**  Following training, Administrator of Special Education will randomly select 2-4 records of students turning 18 years old during the 2016-2017 school year as evidence of compliance with this regulation. | | |
| **Description of Internal Monitoring Procedures:**  Periodic record reviews will be conducted throughout the school year. Reminders of regulatory requirements will be reviewed at monthly department meetings. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 7 Transfer of parental rights at age of majority and student participation and consent at the age of majority | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 09/23/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district's proposed training does not indicate the staff responsible for ensuring that adult students with sole or shared decision-making sign their current IEPs.  The district's proposed internal monitoring process is not sufficiently detailed, as it does not indicate the frequency of internal reviewing or the individual responsible for the monitoring. | | |
| **Department Order of Corrective Action:**  Identify the staff by role who are responsible for obtaining student consent on IEPs in the training documentation.  Develop an internal oversight and tracking system for ensuring that adult students with sole or shared decision-making rights sign their current IEPs. The oversight and tracking system should include periodic reviews by the Director of Special Education to ensure ongoing compliance. | | |
| **Required Elements of Progress Report(s):**  Review the Department's guidance on age of majority, Administrative Advisory SPED 2011-1 Age of Majority at http://www.doe.mass.edu/sped/advisories/11\_1.html as part of the district's training.  By December 14, 2016 submit evidence of staff training on obtaining the consent of adult students with decision-making authority on their IEPs. This documentation should include an agenda, signed attendance sheet, name and role of presenter, and a sample of training materials. Ensure that the individuals who are responsible for obtaining student consent are identified by role as part of the training.  By December 14, 2016 submit a description of the oversight system, including the date of the system's implementation, the frequency of the internal reviews, and the name and role of the staff responsible.  By March 24, 2017 submit the results of an internal review of approximately 5 records of students who turned 18 and elected to share or retain full decision-making authority subsequent to implementation of all corrective actions. Provide a detailed narrative summary of the review including the number of records reviewed and the number with evidence of consent from the adult students. If noncompliance is identified, report the specific actions taken to correct each individual student record, identify and report the root cause(s) of the ongoing non-compliance and a plan to remedy it.  \*Please note that when 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 roles(s), and their signature(s). | | |
| **Progress Report Due Date(s):**  12/14/2016  03/24/2017 | | |

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

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| **Criterion & Topic:**  SE 20 Least restrictive program selected | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Record review indicated that IEP Teams do not consistently state why the removal from the general education classroom is 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. | | |
| **Description of Corrective Action:**  Administrator of Special Education will conduct training regarding the requirement to clearly state why the removal from the general education classroom is 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. | | |
| **Title/Role(s) of Responsible Persons:**  Marie Grable, Administrator of Special Education | | **Expected Date of Completion:**  08/24/2017 |
| **Evidence of Completion of the Corrective Action:**  Administrator of Special Education will randomly select 6-8 IEP's that have been completed following the training session to ensure compliance with regulation | | |
| **Description of Internal Monitoring Procedures:**  Periodic record reviews will be conducted throughout the school year. Reminders of regulatory requirements will be reviewed at monthly department meetings. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 20 Least restrictive program selected | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 09/23/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district's proposed internal monitoring process is not sufficiently detailed, as it does not indicate the frequency of internal reviewing or the individual responsible for the monitoring. | | |
| **Department Order of Corrective Action:**  Develop an internal oversight system for ensuring that nonparticipation justification statements consistently state why the removal from the general education classroom is 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.  The oversight system should include periodic reviews by the Director of Special Education to ensure ongoing compliance. | | |
| **Required Elements of Progress Report(s):**  By December 14, 2016 submit evidence of special education staff training on the development of nonparticipation justification statements that state why the removal from the general education classroom is critical to the student's program. This documentation should include an agenda, signed attendance sheet, name and role of presenter, and a sample of training materials.  By December 14, 2016 submit a description of the oversight system, including the date of the system's implementation, the frequency of the internal reviews, and the name and role of the staff responsible.  By March 24, 2017 submit the results of an internal review of approximately 10-12 records of students from different grade levels conducted subsequent to implementation of all corrective actions. Provide a detailed narrative summary of the review including the number of records reviewed and the number with evidence of nonparticipation statements that state why the removal from the general education classroom is critical to the student's program. If noncompliance is identified, report the specific actions taken to correct each individual student record, identify and report the root cause(s) of the ongoing non-compliance and a plan to remedy it.  \*Please note that when 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 roles(s), and their signature(s). | | |
| **Progress Report Due Date(s):**  12/14/2016  03/24/2017 | | |

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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:**  Document review and staff interviews indicated that although the district provides a variety of training opportunities on special education laws, regulations, and local policies and procedures, the district does not ensure that all staff, specifically general education teachers and paraprofessionals, receive training on analyzing and accommodating diverse learning styles of all students in order to achieve inclusion in the general education classroom of students with diverse learning styles. | | |
| **Description of Corrective Action:**  The Administrator of Special Education, in collaboration with the Superintendent and Assistant Superintendent, will provide training opportunities to ensure that all staff, specifically general education teachers and paraprofessionals, receive training on analyzing and accommodating diverse learning styles of all students in order to achieve inclusion in the general education classroom of students with diverse learning styles. | | |
| **Title/Role(s) of Responsible Persons:**  Marie Grable, Administrator of Special Education | | **Expected Date of Completion:**  08/24/2017 |
| **Evidence of Completion of the Corrective Action:**  Meeting agendas as well as training agendas and sign-in sheet will serve as evidence of professional development opportunities offered to general education and paraprofessional staff. | | |
| **Description of Internal Monitoring Procedures:**  Regular and ongoing discussions with administrative team regarding training opportunities for all staff will be conducted throughout the school year. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 54 Professional development | **Corrective Action Plan Status:** Approved  **Status Date:** 09/23/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 14, 2016 submit evidence of training for general education teachers and paraprofessionals on analyzing and accommodating diverse learning styles of all students in order to achieve inclusion in the general education classroom of students with diverse learning styles. This documentation should include an agenda, signed attendance sheet, name and role of presenter, and a sample of training materials. | | |
| **Progress Report Due Date(s):**  12/14/2016 | | |

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

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| **Criterion & Topic:**  CR 3 Access to a full range of education programs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Although document review indicated that the district has a policy that ensures equal access to a full range of education programs for all students, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, or disability, this policy does not address the protected category of homelessness. | | |
| **Description of Corrective Action:**  Policies will include the protected category of homelessness | | |
| **Title/Role(s) of Responsible Persons:**  Christine Pruitt/Assistant Superintendent | | **Expected Date of Completion:**  08/24/2017 |
| **Evidence of Completion of the Corrective Action:**  Provided policies and documents | | |
| **Description of Internal Monitoring Procedures:**  Policies and documents will be reviewed with administration during admin meetings | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Approved  **Status Date:** 09/23/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 14, 2016 submit a link to the 2016-2017 Student Handbooks (high school and middle school) on the district website, updated to include homelessness as a protected category in the district policy ensuring equal access to a full range of education programs.  By December 14, 2016 submit evidence of staff training on the revised policy including an agenda, training materials that specify homelessness as a protected category, signed attendance sheets and the name and role of presenter.  Please note that changes to McKinney-Vento will be effective as of October 1, 2016, resulting from the re-authorization of the Every Student Succeeds Act (ESSA). Please see the Department's guidance on these changes at http://www.doe.mass.edu/mv/EduStability-ESSAupdates.pdf. | | |
| **Progress Report Due Date(s):**  12/14/2016 | | |

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

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| **Criterion & Topic:**  CR 8 Accessibility of extracurricular activities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicated that the district's policy to ensure equal access to extracurricular activities for all students, regardless of race, sex, gender identity, color, religion, national origin, sexual orientation and disability, does not address the protected category of homelessness. | | |
| **Description of Corrective Action:**  Policies will include the protected category of homelessness | | |
| **Title/Role(s) of Responsible Persons:**  Christine Pruitt/Assistant Superintendent | | **Expected Date of Completion:**  08/24/2017 |
| **Evidence of Completion of the Corrective Action:**  Provided policies and documents | | |
| **Description of Internal Monitoring Procedures:**  Policies and documents will be reviewed with administration during admin meetings | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 8 Accessibility of extracurricular activities | **Corrective Action Plan Status:** Approved  **Status Date:** 09/23/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 14, 2016 submit a link to the updated 2016-2017 Student Handbooks on the district website (high school and middle school) that include homelessness as a protected category in the district policy ensuring equal access to extracurricular activities. | | |
| **Progress Report Due Date(s):**  12/14/2016 | | |

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

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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 indicated that employers recruiting at the school sign a statement that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices on the bases of race, color, national origin, sex, handicap, religion and sexual orientation; however, this statement does not address the protected category of gender identity. | | |
| **Description of Corrective Action:**  All employment postings will include the protected category of gender identity | | |
| **Title/Role(s) of Responsible Persons:**  Christine Pruitt/Assistant Superintendent | | **Expected Date of Completion:**  08/24/2017 |
| **Evidence of Completion of the Corrective Action:**  Document review | | |
| **Description of Internal Monitoring Procedures:**  All postings will be previewed to ensure that the protected category of gender identity is included. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 9 Hiring and employment practices of prospective employers of students | **Corrective Action Plan Status:** Disapproved  **Status Date:** 09/23/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  This criterion does not refer to the employment postings for the district. The district is required to ensure that recruiters and prospective employers that participate in career days, work study and apprenticeship training sign a complete nondiscrimination statement that includes gender identity as a protected category.  The district's Cooperative Education Course Application and Cooperative Educational Agreement do not include the protected category of gender identity. | | |
| **Department Order of Corrective Action:**  Revise the nondiscrimination statements for Cooperative Education Course Application and Cooperative Educational Agreement to include the protected category of gender identity.  Train all relevant staff, including guidance counselors and Career Vocational Technical Education staff, on the requirements to have prospective employers, work-study sites, apprentice training programs and cooperative work sites sign nondiscrimination statement that address all protected categories, including gender identity. | | |
| **Required Elements of Progress Report(s):**  By December 14, 2016 submit the revised nondiscrimination statement that recruiters at the school and prospective employers participating in career days, work-study, apprentice training programs and cooperative work providers sign to ensure that gender identity has been added.  By December 14, 2016 submit the revised Cooperative Education Course Application and Cooperative Educational Agreement with gender identity added.  By December 14, 2016 submit evidence of staff training (guidance counselors and Career Vocational Technical Education staff) on the revised policy including an agenda, training materials that specify gender identity as a protected category, signed attendance sheets and the name and role of presenter.  By March 24, 2017 submit a sample of signed nondiscrimination statements by a recruiter or prospective employer. | | |
| **Progress Report Due Date(s):**  12/14/2016  03/24/2017 | | |

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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:**  Document review indicated that although the district has appropriate procedures in place for the discipline of students with disabilities, the disciplinary procedures, as set forth in the student code of conduct, do not include the following: 1) manifestation determination procedures for the suspension of students with disabilities that exceeds 10 consecutive school days or a pattern of suspensions that exceeds 10 cumulative days; and 2) procedures related to placement in an interim alternative educational setting and the school's continued obligation to provide educational services. Document review also indicated that the student code of conduct does not contain the procedural requirements applied to students not yet determined to be eligible for special education. In addition, a review of the student handbook indicated that the nondiscrimination policy consistent with M.G.L. c. 76, s. 5, affirming the school's non-tolerance for harassment based on race, color, national origin, sex, religion, or sexual orientation, or discrimination on those same bases, does not address gender identity as a protected category. Additionally, the student code of conduct does not contain disciplinary measures that the school may impose if it determines that harassment or discrimination has occurred. | | |
| **Description of Corrective Action:**  Student handbooks will be updated to include the following: 1) manifestation determination procedures for the suspension of students with disabilities that exceeds 10 consecutive school days or a pattern of suspensions that exceeds 10 cumulative days; and 2) procedures related to placement in an interim alternative educational setting and the school's continued obligation to provide educational services.  The student handbook will also be updated to so that the student code of conduct contains the procedural requirements applied to students not yet determined to be eligible for special education.  The handbook will also be updated to ensure that the nondiscrimination policy also has the protected category of gender identity listed.  Lastly, the code of conduct will contain disciplinary measures that may be imposed if harassment of discrimination occurs. | | |
| **Title/Role(s) of Responsible Persons:**  Christine Pruitt/Assistant Superintendent | | **Expected Date of Completion:**  08/24/2017 |
| **Evidence of Completion of the Corrective Action:**  Document review | | |
| **Description of Internal Monitoring Procedures:**  Document review with staff at staff meetings as reflected on meeting agendas | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved  **Status Date:** 09/23/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 14, 2016 submit a link to the revised student handbook 2016-2017 on the district's web site. Revisions to the student handbook include: 1) manifestation determination procedures for the suspension of students with disabilities that exceeds 10 consecutive school days or a pattern of suspensions that exceeds 10 cumulative days; 2) procedures related to placement in an interim alternative educational setting and the school's continued obligation to provide educational services; 3) the student code of conduct contains the procedural requirements applied to students not yet determined to be eligible for special education; 4) the nondiscrimination policy consistent with M.G.L. c. 76, s. 5, affirming the school's non-tolerance for harassment based on race, color, national origin, sex, religion, or sexual orientation, or discrimination on those same bases, includes gender identity as a protected category; and 5) the student code of conduct includes disciplinary measures that the school may impose if it determines that harassment or discrimination has occurred.  By December 14, 2016 submit evidence of training for the revisions to the student handbook and code of conduct for administrators and staff including an agenda and signed attendance sheet, name and role of presenter and a sample of training materials. | | |
| **Progress Report Due Date(s):**  12/14/2016 | | |

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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 indicated that the district's annual and continuous notification concerning nondiscrimination and coordinators does not include the name, office address, and phone number of the person currently designated to coordinate compliance under Section 504. | | |
| **Description of Corrective Action:**  Documents have already been updated to include the name, office address, and phone number of the person currently designated to coordinate compliance under Section 504. | | |
| **Title/Role(s) of Responsible Persons:**  Christine Pruitt/Assistant Superintendent | | **Expected Date of Completion:**  10/01/2016 |
| **Evidence of Completion of the Corrective Action:**  Document review | | |
| **Description of Internal Monitoring Procedures:**  Documents have already been updated | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 09/23/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  Please note that the submitted 2015-16 student handbook identifies the Title IX & 504 coordinator as the assistant superintendent Joy Blackwood (page 12). | | |
| **Department Order of Corrective Action:**  Revise the 2016-17 student handbook to identify the current Title IX and 504 coordinator(s).  Disseminate this information to staff and parents via the link to the revised handbook on the district's web site. | | |
| **Required Elements of Progress Report(s):**  By December 14, 2016 submit a link to the revised 2016-2017 handbooks on the district web site with name, school address, and phone number identifying the current individual(s) responsible for coordinating compliance under Title IX and Section 504. | | |
| **Progress Report Due Date(s):**  12/14/2016 | | |

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

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| **Criterion & Topic:**  CR 14 Counseling and counseling materials free from bias and stereotypes | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicated that although the district has a process to ensure that counseling and counseling materials are free from bias and stereotypes on the basis of race, color, sex, religion, national origin, sexual orientation, and disability, the protected categories of gender identity and homelessness are not addressed. | | |
| **Description of Corrective Action:**  Counseling and counseling materials will be updated to include the protected categories of gender identity and homelessness. | | |
| **Title/Role(s) of Responsible Persons:**  Christine Pruitt/Assistant Superintendent | | **Expected Date of Completion:**  08/24/2017 |
| **Evidence of Completion of the Corrective Action:**  Document review | | |
| **Description of Internal Monitoring Procedures:**  Document review with staff | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 14 Counseling and counseling materials free from bias and stereotypes | **Corrective Action Plan Status:** Approved  **Status Date:** 09/23/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 14, 2016 submit a link to the updated 2016-2017 student handbooks with nondiscrimination statements that include gender identity and homelessness as protected categories.  By December 14, 2016 submit evidence of counseling staff training on the revised policy including an agenda, training materials for counseling that specify gender identity and homelessness as protected categories, signed attendance sheets and the name and role of presenter. | | |
| **Progress Report Due Date(s):**  12/14/2016 | | |

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

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| **Criterion & Topic:**  CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program | | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and staff interviews indicated that the district has not developed and implemented written restraint prevention and behavior support policy and procedures consistent with new regulations under 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention. Document review indicated that program staff have been identified to serve as school-wide resources for the administration of restraint and provided with in-depth training on the use of physical restraint. | | | |
| **Description of Corrective Action:**  Implementation of procedures consistent with new regulations regarding appropriate responses to student behavior that may require immediate intervention. | | | |
| **Title/Role(s) of Responsible Persons:**  Christine Pruitt/Assistant Superintendent | | **Expected Date of Completion:**  08/24/2017 | |
| **Evidence of Completion of the Corrective Action:**  Document review and interviews | | | |
| **Description of Internal Monitoring Procedures:**  Staff meeting agendas | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | | |
| **Criterion:**  CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program | **Corrective Action Plan Status:** Approved  **Status Date:** 09/23/2016  **Correction Status:** Not Corrected | | |
| **Basis for Decision:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):**  By December 14, 2016 submit the district's updated restraint prevention and behavior support policy and procedures based on the amended regulations, 603 CMR 46.00, that took effect January 2016.  By December 14, 2016 submit evidence that the restraint and behavioral support policy has been approved by the School Committee. Evidence can include agendas and minutes of the School Committee.  By December 14, 2016 submit evidence of training for all staff on the district's restraint prevention and behavior support policy and procedures that includes an agenda, signed attendance sheet, name and role of presenter and a sample of training materials.  By December 14, 2016 submit evidence that the revised restraint and behavior support policy has been disseminated to families. Examples of such evidence include a memo or email indicating how the restraint prevention and behavior support policy is disseminated, a letter to families, or a link to a notice on the district's website. | | | |
| **Progress Report Due Date(s):**  12/14/2016 | | | |

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

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| **Criterion & Topic:**  CR 18A School district employment practices | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicated that the district's notices for job vacancies do not consistently address the protected categories of race, color, national origin, sex, or disability. | | |
| **Description of Corrective Action:**  Documents have been updated to address the protected categories of race, color, national origin, sex, or disability. | | |
| **Title/Role(s) of Responsible Persons:**  Christine Pruitt/Assistant Superintendent | | **Expected Date of Completion:**  10/01/2016 |
| **Evidence of Completion of the Corrective Action:**  Documents review | | |
| **Description of Internal Monitoring Procedures:**  Documents have been updated to address the protected categories of race, color, national origin, sex, or disability. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 18A School district employment practices | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 09/23/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district employment forms did not include the protected category of gender identity. | | |
| **Department Order of Corrective Action:**  Develop a nondiscrimination statement for employment listings that includes race, color, gender identity, national origin, sex and disability.  Ensure that the district's human resources office has a nondiscrimination statement that addresses all required protected categories for all employment listings. | | |
| **Required Elements of Progress Report(s):**  By December 14, 2016 submit employment listings verifying that the nondiscrimination statement includes race, color, gender identity, national origin, sex and disability. | | |
| **Progress Report Due Date(s):**  12/14/2016 | | |

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

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| **Criterion & Topic:**  CR 21 Staff training regarding civil rights responsibilities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and staff interviews indicated that although the district provides in-service training for all school personnel at least annually regarding civil rights responsibilities, including the prevention of discrimination and harassment on the basis of students' race, color, sex, religion, national origin and sexual orientation and the appropriate methods for responding to discrimination and harassment in the school setting, this training does not address the protected category of gender identity. | | |
| **Description of Corrective Action:**  In-service training for school personnel regarding Civil Rights will address the protected category of gender identity. | | |
| **Title/Role(s) of Responsible Persons:**  Christine Pruitt/Assistant Superintendent | | **Expected Date of Completion:**  08/24/2017 |
| **Evidence of Completion of the Corrective Action:**  Document review | | |
| **Description of Internal Monitoring Procedures:**  Staff meeting agendas will be reviewed | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 21 Staff training regarding civil rights responsibilities | **Corrective Action Plan Status:** Approved  **Status Date:** 09/23/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 14, 2016 submit evidence of training all school personnel on the updated civil rights responsibilities, including an agenda, signed attendance sheet, name and role of presenter, and the revised in-service training materials on civil right responsibilities, demonstrating the addition of gender identity. | | |
| **Progress Report Due Date(s):**  12/14/2016 | | |

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

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| **Criterion & Topic:**  CR 24 Curriculum review | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and staff interviews indicated that although individual teachers review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the bases of race, color, sex, religion, national origin and sexual orientation, the protected category of gender identity is not addressed in this process. | | |
| **Description of Corrective Action:**  Review of educational materials will include the protected category of gender identity. | | |
| **Title/Role(s) of Responsible Persons:**  Christine Pruitt/Assistant Superintendent | | **Expected Date of Completion:**  08/24/2017 |
| **Evidence of Completion of the Corrective Action:**  Document review and interviews | | |
| **Description of Internal Monitoring Procedures:**  Review documents with staff | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 24 Curriculum review | **Corrective Action Plan Status:** Approved  **Status Date:** 09/23/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 14, 2016 submit evidence of teacher training on the revised tools and methods to provide balance and context for any stereotypes depicted. This documentation will include the agenda, signed attendance sheet, name and role of presenter, and the revised Textbook Evaluation Tool and Curriculum Tools with the added protected category of gender identity used as the basis of the training. | | |
| **Progress Report Due Date(s):**  12/14/2016 | | |