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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: Four Rivers Charter Public (District)

CPR Onsite Year: 2016-2017

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 05/27/2017.

**Mandatory One-Year Compliance Date:** **05/27/2018**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 32 | Parent advisory council for special education | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | Partially Implemented |
| CR 10C | Student Discipline | Partially Implemented |
| CR 12A | Annual and continuous notification concerning nondiscrimination and coordinators | 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 25 | Institutional self-evaluation | Not Implemented |

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

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| **Criterion & Topic:**  SE 32 Parent advisory council for special education | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicate that Four Rivers Charter Public School has not established a parent advisory council on special education. | | |
| **Description of Corrective Action:**  Request for Waiver: Alternative Compliance: Special Education Parent Advisory Councils  Form C1 submitted to Barry Barnett, Director  Form C1 uploaded to Document Library.( If approved, the approved waiver will again be uploaded.)  I have applied for the waiver and have made plans for parent training sessions. | | |
| **Title/Role(s) of Responsible Persons:**  Kate Conant  Director of Academic Support  Four Rivers Charter Public School | | **Expected Date of Completion:**  05/27/2018 |
| **Evidence of Completion of the Corrective Action:**  Evidence of offering, attendance and feedback of a Series of District Level Parent Training and Participation Events. | | |
| **Description of Internal Monitoring Procedures:**  Four Rivers School Events Calendar will indicate at least three parent training and events, all participants will be asked to sign an attendance sheet and attendees will be asked to provide feedback about the training/event. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Approved  **Status Date:** 07/17/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit the letter provided by the Department approving the charter school's Waiver for Alternative Compliance for the parent advisory council on special education by September 29, 2017.  Submit evidence (materials used and dated and signed attendance list) of training provided to parents by September 29, 2017. If the charter school is unable to schedule a training prior to progress report submission date, submit the Four Rivers School Events Calendar that indicates at least three parent training and events by September 29, 2017. | | |
| **Progress Report Due Date(s):**  09/29/2017 | | |

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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 indicates that the procedures for the discipline of students not yet determined eligible for special education and the discipline of students with Section 504 Accommodation Plans are not included in the student handbook and code of conduct. | | |
| **Description of Corrective Action:**  Code of Conduct section of the Student and Family Handbook has been updated to include discipline procedures for students not yet determined for special education (suspected disability) and for students on 504 Accommodation Plans. | | |
| **Title/Role(s) of Responsible Persons:**  Dean of Students  Matthew Leaf | | **Expected Date of Completion:**  09/01/2017 |
| **Evidence of Completion of the Corrective Action:**  UPDATED LANGUAGE IN HANDBOOK: (can also be found here: https://docs.google.com/document/d/1aFCVSMiMNqXpRZwObUbBqVZvf256Gs\_zdOAw5UrY5Q4/edit#)  PROCEDURES FOR STUDENTS WITH DISABILITIES OR SUSPECTED DISABILITIES  These expectations, rules, and procedures apply to all students. There are specific procedures, however, for disciplining students with disabilities (IEP or 504) or suspected disabilities. Each student’s IEP/504 should indicate if he or she is not expected to meet the regular discipline code, explain why, and indicate what modification is required.    Records must be kept of the number and duration of suspensions of special needs students. Procedures should be established for notifying the Special Education Director whenever a student with special needs is given a suspension of more than ten cumulative days. Written notice of a proposed suspension exceeding ten days, and a request for approval of the alternative plan must be filed with the Department of Education, Division of Special Education. If a suspension of more than ten cumulative days is challenged, the charter school shall not suspend a student pending the Bureau of Special Education Appeals hearing or judicial process, unless the school obtains a court order.    Procedures for suspension of students with disabilities or suspected disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the school:    1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.    2. Prior to a suspension that constitutes a change in placement of a student with disabilities, school personnel, the parent, and other relevant members of the Team, as determined by the parent and the school, convene to review all relevant information in the student’s file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the school’s failure to implement the IEP ? ?a manifestation determination.?    A parent of a child with a disability or suspected disability, who disagrees with any decision regarding the child’s disciplinary placement, or the manifestation determination, may appeal the decision by requesting a hearing at the Bureau of Special Education Appeals (BSEA). Reasons for appeal may include but are not limited to disagreement with the student’s removal to an interim alternative educational setting (IEAS), disagreement regarding the manifestation determination, disagreement regarding the determination of whether the removal is a change of placement, disagreement regarding the educational services the student receives during the period of removal and disagreement regarding the functional behavioral assessment and/or implementation of a behavioral intervention plan.    If school personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the school may suspend or expel the student consistent with policies applied to any student without disabilities, except that the school must still offer:  a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and  b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.    Interim alternative educational setting. Regardless of the manifestation determination, the school may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days  a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or  b. on the authority of a hearing officer if the officer orders the alternative placement after the school provides evidence that the student is ‘substantially likely’ to injure him/herself or others.  In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.    If school personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and school agree otherwise.    If conduct was direct result of failure to implement the IEP/504, the district must take immediate steps to remedy those deficiencies and review. The district will conduct a functional behavioral assessment and develop a behavioral implementation plan, or review and modify an existing plan as needed. The student will return to placement unless (1) parent and district agree to a different placement, (2) a hearing officer orders new placement, or (3) removal is for ?special circumstances? under 34 CFR 300.530(g).    Not later than the date of the decision to take disciplinary action, the school notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school requests a hearing because it believes that maintaining the student’s current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school agree otherwise. | | |
| **Description of Internal Monitoring Procedures:**  Families will receive Student and Family Handbook and sign off that they have received it at the start of the next school year. staff will be updated when we return in August in preparation of the next school year. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved  **Status Date:** 07/17/2017  **Correction Status:** Corrected | |
| **Basis for Decision:**  The charter school included provided the updated section of the student/family handbook and code of conduct that now includes the procedures for the discipline of students not yet determined eligible for special education and the discipline of students with Section 504 Accommodation Plans. These revisions can also be found on the charter school's website.  No further progress reporting is required. | | |
| **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 10B Bullying Intervention and Prevention | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicate that the charter school's Bullying Prevention and Intervention Plan and student handbook do not clarify that a member of the school staff may be named the "aggressor" or "perpetrator" in a bullying report. Also, the faculty handbook does not contain the relevant provisions addressing the bullying of students by a school staff member.  In addition, the charter school's annual professional development for staff on the charter school's Plan and the requirements of the law does not include: 1) developmentally appropriate strategies to prevent bullying incidents; 2) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; 3) information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; 4) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; 5) information on the incidence and nature of cyber-bullying; and 6) internet safety issues as they relate to cyber-bullying. | | |
| **Description of Corrective Action:**  Bullying Plan in Student and Family Handbook and in Staff Handbook updated to include school staff as potential "Aggressor".  Professional development at the start of the year will now include more formal training of Bullying Prevention Plan. This training will include: 1) Developmentally appropriate strategies to prevent bullying incidents, 2) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; 3) information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim, and witnesses to the bullying; 4) research findings on bullying, including specific categories of students who have been shown to be particularly at risk for bullying in the school environment; 5) Information on the incidence and nature of cyber-bullying; and 6) internet safety issues as they relate to cyber-bullying. | | |
| **Title/Role(s) of Responsible Persons:**  Dean of Students  Matt Leaf | | **Expected Date of Completion:**  09/01/2017 |
| **Evidence of Completion of the Corrective Action:**  Updated language in both Student and Family Handbook and Staff Handbook (https://docs.google.com/document/d/1WMmeUKV3FfxGtQdpOobCZMma58gu6XsRwBimlBP44Ls/edit#)  BULLYING PREVENTION POLICY  The Massachusetts legislature passed a law calling on all schools to try to prevent bullying, as reflected in the definitions, the policy, and the prevention plan below.    I. INTRODUCTION    It is the policy of Four Rivers Public Charter School to provide a learning and working environment for students, employees and visitors free from bullying.    We all - students, teachers, administrators, and parents - share the responsibility of maintaining a safe school community. We all deserve to work in an environment in which we can feel safe and free from distraction in the pursuit of learning and teaching. This means treating each other with respect and compassion and sometimes making amends when we make mistakes. It also means that we sometimes need to have the courage to speak up when others are doing things that affect our community negatively.    In a community, every individual matters and needs to feel he or she has a place and can thrive. The one guiding rule “ You are free to act as you wish, as long as your behavior does not cause any problems for someone else “ was created to recognize that while we all bring unique traits, abilities and talents to Four Rivers, we all share the responsibility for making our school a safe and productive place.    II. DEFINITIONS    A. ‘Bullying’ is the repeated use by one or more students or employees of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:  (i) causes physical or emotional harm to the victim or damage to the victim’s property;  (ii) places the victim in reasonable fear of harm to him or herself or of damage to his or her property;  (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or  (v) materially and substantially disrupts the education process, orderly operation of a school or the working environment at a school.    B. ‘Cyber-bully’ is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include:  (i) the creation of a web page or blog in which the creator assumes the identify of another person; or  (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying;  (iii) the distribution by electronic means of a communication to more than one person or posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.    Cyber-bullying scenarios  1. Student uses school owned computer  a. Discipline can be imposed in accordance with published handbook policy.  b. A student has reduced expectations of privacy when using school property.  2. Student uses his/her own electronic device (i.e. cell phone or laptop) but sends message while on school property or at a school sponsored event:  a. Discipline can be imposed in accordance with published handbook policy.  b. M.G.L. c. 71 § 370(b) prohibits bullying ‘on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds.’  3. Student uses his/her own device while not at school or a school sponsored event  a. Discipline can be imposed if the action ‘creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or orderly operations of a school.’ c. 71 § 370(b)    C. Hostile environment: A situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student’s education.  D. Perpetrator: A student or staff member (including, but not limited to educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to extracurricular activities or paraprofessional) who engages in bullying or retaliation.  E. Target: A student against whom bullying or retaliation has been perpetrated.  F. Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.      III. POLICY    A. Bullying is hereby prohibited by Four Rivers Public Charter School:  1. on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned leased or used by the school, or through the use of technology or an electronic device owned, leased or used by the school; and,  2. at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned leased or used by the school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process, the orderly operation of the school or the working environment.  B. Retaliation against a person who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about bullying is hereby prohibited.    C. False accusations of bullying or retaliation shall be subject to disciplinary action.    D. This policy does not require Four Rivers Public Charter School to staff any non-school related activities, functions or programs.    IV. BULLYING PREVENTION PLAN    A. REPORTING BULLYING OR RETALIATION  1. Any staff including but not limited to an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extra-curricular activity or paraprofessional shall immediately report any instance of bullying or retaliation the staff member has witnessed or become aware of to the Dean of Students.  2. Any student, parent, guardian or other interested person may report any bullying or suspected bullying to the Dean of Students as soon as reasonably possible. If possible, reports should be in writing but there is no requirement that they be written. Reports may also be submitted to an advisor or a teacher, the school nurse, or the Principal.  3. If an instance of bullying is reported to a staff member other than the Principal or Dean of Students, the staff member shall immediately inform the Dean of Students.  4. The Dean of Students, who is in charge of receiving complaints, should keep accurate documentation of all complaints received.  5. The Dean of Students should document the following:  a. the name of the complainant;  b. the status of the complainant (i.e. student, staff, third party);  c. the name of the alleged bully;  d. the date the complaint was received;  e. how the complaint was received (i.e., written, oral);  f. the nature of the complaint (i.e. facts of the complaint); and  g. the names of witnesses.    6. Reports of bullying or retaliation may be made anonymously; provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report.    7. Please note that any individual who knowingly makes a false report will be subject to disciplinary action    B. RESPONDING TO REPORTS OF BULLYING OR RETALIATION.    1. Safety    Before fully investigating the allegations of bullying or retaliation, the Dean of Students will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a ?safe person? for the target; and altering the aggressor’s schedule and access to the target. The Dean of Students will take additional steps to promote safety during the course of and after the investigation, as necessary.    The Dean of Students will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.    2. Obligations to Notify Others  a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Dean of Students contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.    b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Dean of Students first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.    c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the Dean of Students has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Dean of Students shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.    In making this determination, the Dean of Students will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.      C. INVESTIGATION OF REPORTS OF BULLYING OR RETALIATION  The Dean of Students should conduct an investigation within 5 days of the complaint, if possible.  The Dean of Students should ask all appropriate questions of the complainant in order to get the full story.  who, what, when, where, how;  is there any physical evidence (documents, texts, voicemail);  effect of bullying or retaliation - what will restore the complainant’s sense of safety; and  assess the complainant’s need for protection and if needed determine what form the protection should take.    The Dean of Students shall notify the parents or guardians of the alleged bully and the victim. The Dean of Students should caution all witnesses and the alleged bully that retaliation is also a violation of school policy.    The Dean of Students should interview the alleged bully and fairly warn him/her that the conduct will, if appropriate, be reported to local law enforcement.    The Dean of Students should interview witnesses.    The Dean of Students should establish the following:  a. if the alleged bullying or retaliation occurred;  b. when the alleged bullying or retaliation occurred;  b. how frequently the alleged bullying or retaliation occurred;  c. specific facts about the type and severity of the alleged bullying or retaliation;  d. if the bullying or retaliation has affected the complainant;  e. what action will restore the complainant’s sense of safety;  f. is the complainant in need of protection and if so what type;  g. what professional services are appropriate to recommend or require; and,  h. is notification to local law enforcement required.    D. DECISION  Based upon a thorough investigation, the Dean of Students shall make a decision that is appropriate for all parties concerning whether bullying occurred and if so what is the appropriate remedy including discipline of the perpetrator, appropriate educational and counseling remedies and protection of the complainant.    Depending on the circumstances of the case, if it is determined that bullying or retaliation has occurred the Dean of Students may discipline the offending party by ordering:  a. counseling;  b. schedule or class change;  c. stay away order;  d. an educational component;  e. a verbal warning;  f. a written warning;  g. suspension;  h. expulsion;  i. or any other consequence deemed appropriate by the Dean of Students.    3. The Dean of Students shall notify local law enforcement if he/she believes that criminal charges may be pursued against the alleged perpetrator.    4. Any discipline should be viewed in the light of balancing accountability with the need to teach appropriate behavior.    5. If the incident involves students from more than one school, the school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school or schools. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21, the school shall inform local law enforcement when appropriate and consistent with this policy.    6. Parents/guardians will be notified of action taken to prevent further acts of bullying/retaliation .The Dean of Students should confer with the complainant and his/her parents to explain the action being taken including what if any actions are being taken to create a sense of safety for the complainant, and implementation of any protection plans and to make counseling referrals if appropriate.    7. The Dean of Students shall confer with the alleged perpetrator and his/her parents. The Dean of Students shall explain the discipline if any, make any counseling referral, explain plans for creating a sense of safety for the complainant, explain any protection plans and reiterate any retaliation by alleged perpetrator or family/friends may subject the offender to further discipline up to and including expulsion.    8. The Principal and/or Dean of Students may hold meetings with parents and guardians to engage parental support and reinforce the anti-bullying curricula and social skills building at home.    9. The Dean of Students should follow-up on this decision in order to ensure that his/her recommendation has been put into effect.    E. BULLYING PREVENTION PLAN EDUCATION AND PROFESSIONAL DEVELOPMENT  This bullying prevention plan shall be developed and updated biennially in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians. There shall be notice of the consultation and a public comment period.    1. SPECIFIC BULLYING PREVENTION APPROACHES: Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:  a. using scripts and role plays to develop skills;  b. empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;  c. helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;  d. emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;  e. enhancing students? skills for engaging in healthy relationships and respectful communications; and  f. engaging students in a safe, supportive school environment that is respectful of diversity and difference.  2. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:  a. setting clear expectations for students and establishing school and classroom routines;  b. creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;  c. using appropriate and positive responses and reinforcement, even when students require discipline;  d. using positive behavioral supports;  e. encouraging adults to develop positive relationships with students;  f. modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;  g. using positive approaches to behavioral health, including collaborative problem-solving conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;  h. using the Internet safely; and  i. supporting students? interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.    3. There are several additional ways that the school works with students to prevent bullying:  a. CREW: Crews devote time each year to discussing the importance of the school-wide character virtues -- Respect, Responsibility, Courage, Compassion, Perseverance and Integrity -- in both personal development and in keeping our community safe and productive.  b. WELLNESS CLASS: Additionally, the Wellness curriculum contains units on Conflict Resolution in 7th grade, Bullying in 8th grade and covers bullying in its Decision-Making units in 9th and 10th grades. Through parent workshops sponsored by the Family Council, there is further discussion of the dynamics of bullying, online safety and cyber-bullying, and how parents and guardians can reinforce the curriculum at home; and  c. COMMUNITY BUILDING: The school also conducts school-wide events each year ? Social Justice Day in November and a Film Festival highlighting one of our character virtues in February -- that allow students to work in both their Crews and cross-grade groups to address different aspects of maintaining a safe community.  d. TEACHING APPROPRIATE BEHAVIOR THROUGH SKILLS-BUILDING: Skill-building may include:  i. offering individualized skill-building sessions based on the school’s anti-bullying curricula;  ii. providing relevant educational activities for individual students or groups of students, in consultation with the School Psychologist or Wellness Advocate;  iii. implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;  iv. meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;  v. adopting behavior plans to include a focus on developing specific social skills; and  vi. making a referral for evaluation.    4. There will be ongoing professional development to build skills of all staff members, including but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals to prevent, identify and respond to bullying.  a. Professional development shall include:  b. developmentally appropriate strategies to prevent bullying incidents;  c. developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;  d. information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying;  e. research findings on bullying including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;  f. information on the incidence and nature of cyber-bullying; and  g. internet safety issues as they relate to cyber-bullying.    5. There shall be age appropriate instruction on bullying prevention in each grade incorporated into the curriculum. This curriculum shall be evidence based.    Parents and guardians shall be informed about the bullying prevention curriculum of the school, specifically:  how parents and guardians can reinforce the curriculum at home and support the school and school plan;  dynamics of bullying; and,  online safety and cyber-bullying.  The school shall provide to students and parents or guardians, in age-appropriate terms and in the languages which are most prevalent among the students, parents, or guardians, annual written notice of the student related sections of the plan.  Parent education and resources: The school will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the school. The programs will be offered in collaboration with the Family Council.    6. The school shall provide annual written notice of the plan to all staff.    7. All staff shall be trained and provision for faculty and staff duties shall be included in the school employee handbook.    8. The Plan shall be posted on the website for the school.    9. The Dean of Students shall be responsible for the implementation and oversight of the plan. | | |
| **Description of Internal Monitoring Procedures:**  Staff will receive training every August on the Bullying Prevention Plan. This training will be documented through a roll sheet (previously not done). Families will have access to the new handbook at the start of the school year and will verify that they have reviewed it. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 07/17/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The charter school provided in its evidence of completion of corrective action the updated section of the student/family handbook that includes the amended Bullying Prevention and Intervention Plan (Plan) and now clarifies a member of the school staff may be named the "aggressor" or "perpetrator" in a bullying report. This revision can also be found on the charter school's website. In addition, the charter school reports that this same language has been added to the faculty handbook. | | |
| **Department Order of Corrective Action:**  The charter school must provide training to all staff on the charter school's Plan and the requirements of the law that includes: 1) developmentally appropriate strategies to prevent bullying incidents; 2) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; 3) information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; 4) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; 5) information on the incidence and nature of cyber-bullying; and 6) internet safety issues as they relate to cyber-bullying. | | |
| **Required Elements of Progress Report(s):**  Submit evidence of training (agenda, materials used, dated attendance list with staff signature/role) provided to all charter school staff on the charter school's Plan and the requirements of the law that includes: 1) developmentally appropriate strategies to prevent bullying incidents; 2) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; 3) information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; 4) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; 5) information on the incidence and nature of cyber-bullying; and 6) internet safety issues as they relate to cyber-bullying by September 29, 2017. | | |
| **Progress Report Due Date(s):**  09/29/2017 | | |

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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:**  Document review indicates that the written notice of hearing and suspension submitted by the charter school is addressed only to the parent and does not indicate that written notice has also been provided to the student. | | |
| **Description of Corrective Action:**  Written notice of a hearing and suspension now addressed to parent/guardian AND to the student(s). | | |
| **Title/Role(s) of Responsible Persons:**  Dean of Students  Matthew Leaf | | **Expected Date of Completion:**  09/01/2017 |
| **Evidence of Completion of the Corrective Action:**  New letter format:  DATE    To STUDENT and Parents:    This letter is to inform you that you/your student was in violation of school policy. Please see below for the infraction and the action taken. Please sign and return to Mr. Leaf. Note that:    the principal or designee shall provide the student and the parent/guardian with oral and written notice; provide the student with an opportunity for a hearing on the charge; and the parent/guardian with an opportunity to participate in such hearing, prior to imposing a suspension as a consequence for a disciplinary offense;  the principal or designee shall provide the oral and the written notice to both the student and the parent in English and the primary language of the home, if desired;    Date of incident:  \_\_\_ Possession of a weapon \_\_\_ Possession and/or sale of alcohol  \_\_\_ Assault on a staff member \_\_\_ Possession and/or Sale of drug  \_\_\_ Cheating/Plagiarism \_\_\_ Swearing  \_\_\_ Fighting \_\_\_ Theft  \_\_\_ Graffiti \_\_\_ Threatening to harm another  \_\_\_ Harassment \_\_\_ Leaving School grounds  \_\_\_ Leaving class without permission \_\_\_ Vandalism  \_\_\_ Possession of tobacco \_\_\_ Insubordination  \_\_\_ Unexcused absence(s) \_\_\_ Inappropriate behavior  \_\_\_ Disrespectful to adult authority \_\_\_ Engaging in Insensitive Behavior  \_\_\_ Sexual Harassment \_\_\_ Other:    Action Taken:  \_\_\_ Consultation with student \_\_\_ Conference is requested  \_\_\_ In School suspension on \_\_\_\_\_\_\_\_ \_\_\_ Advisor notified  \_\_\_ Out of School suspension \_\_\_\_\_\_\_ \_\_\_ Notification  \_\_\_ Other:  Date student may return to school: \_\_\_\_\_\_\_\_\_\_\_\_    Basis for the charge:            Continued on other side        Potential Consequences: Up to a 10 day suspension. Alternatives to suspension, including restorative practices, may be considered in the hearing.    Hearing Options:    \_\_\_\_\_ We would like to request a formal hearing    \_\_\_\_\_ We waive the hearing and accept the findings of the initial investigation.      Re-Entry Meeting:      Sincerely,    Matthew Leaf Peter Garbus  Dean of Students Principal      \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Signature of Student Signature of Parent/Guardian | | |
| **Description of Internal Monitoring Procedures:**  Change made | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10C Student Discipline | **Corrective Action Plan Status:** Approved  **Status Date:** 07/17/2017  **Correction Status:** Corrected | |
| **Basis for Decision:**  The charter school provided evidence that the charter school's written notice of hearing and suspension is now addressed to both the parent and student.  No further progress reporting is required. | | |
| **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 12A Annual and continuous notification concerning nondiscrimination and coordinators | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicate that written materials and other media used to publicize the charter school do not include the required protected category of gender identity. | | |
| **Description of Corrective Action:**  All materials publicizing the charter school will include the required protected category of gender identity. | | |
| **Title/Role(s) of Responsible Persons:**  Leslie Taylor, Registrar | | **Expected Date of Completion:**  09/01/2017 |
| **Evidence of Completion of the Corrective Action:**  Materials include gender identity. | | |
| **Description of Internal Monitoring Procedures:**  Principal will confirm. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved  **Status Date:** 07/17/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit a list of materials and publications that contain the notice that the district utilizes to publicize the district's school to ensure that written materials and other media includes the protected category of gender identity by September 29, 2017.  Submit several samples and/or a link to publications on the district website that include the protected categories of gender identity September 29, 2017. | | |
| **Progress Report Due Date(s):**  09/29/2017 | | |

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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 interviews indicate that the district's written restraint prevention and behavior support policy and procedures do not include all required content consistent with the regulatory requirements that went into effect January 1, 2016. The policy and procedures do not include:  1) methods for preventing student violence, self-injurious behavior and suicide; 2) methods for engaging parents in discussions about restraint prevention and use; 3) alternatives to physical restraint and the method of physical restraint to be used in emergency situations; 4) procedures for receiving and investigating complaints; and 5) providing written notification to the parent. | | |
| **Description of Corrective Action:**  Updates made to Restraint Policy to address: 1) methods for preventing student violence, self injurious behavior and suicide; 2) methods for engaging parents in discussions about restraint prevention and use; 3) alternatives to restraint and the methods of physical restraint to be used in emergency settings; 4) procedures for receiving and investigating complaints; and 5) providing written notification to parents. | | |
| **Title/Role(s) of Responsible Persons:**  Dean of Students  Matthew Leaf | | **Expected Date of Completion:**  09/01/2017 |
| **Evidence of Completion of the Corrective Action:**  Updated Handbook (https://docs.google.com/document/d/1a99G-A4vm-rD8stWZ\_rK2sZKDfvP7ZU-sBVwPA9TdhM/edit):  PHYSICAL RESTRAINT POLICY    It is the policy of Four Rivers Charter Schools to utilize verbal and non-verbal behavior management techniques prior to utilizing physical intervention whenever possible. Physical Restraints are only used when needed to protect a student or member of the school community from serious harm. When utilizing a physical restraint, staff will use the least restrictive means to protect the student from self or others. Physical Restraints are used in situations when less restrictive alternatives have failed and safety is of concern. Nothing in the DESE regulation or in Four Rivers School policy and procedure would preclude any teacher, employee or agent of the school from using reasonable force to protect students other staff or themselves from assault or serious physical harm. Four Rivers Charter Public School requires staff to be familiar with the School policy and provides training to staff as required by DESE regulation.    Student Safety:  Four Rivers works to foster strong, healthy relationships between faculty/staff and students. Small class size allows teachers to get to know their students well and the Crew program ensures that all students have at least one member of the staff who they can go to in the event of a problem. Crew curriculum focuses on, among other things, building and maintaining good, productive relationships between students. Additionally, the Wellness curriculum in grades 7 - 10 teaches communication and conflict resolution skills. The school uses mediation and disciplinary consequences when conflicts arise between students. Students may also meet with the school’s Wellness Advocate if they have a concern about themselves or a peer.    Time Out:  Students who are removed from class activities, whether directed to do so or by their own volition, must be supervised during this ?time out?, Time out may take place in the classroom (inclusionary) or in a different location (exclusionary). Alternate locations for time out must be clean, safe, and appropriate to calming. Doors to time out rooms are to remain unlocked and accessible to students. Time outs lasting more than 30 minutes must be approved by the Principal, Dean of Students, or designee. Time out lasting more than half of the school day will be considered an In School Suspension, regardless of whether the student chose to leave or was told to do so by staff,    Physical Escort:  Physical escort is not considered to be physical restraint. &#147;Physical escort&#148; is defined as a &#147;temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.&#148;    Restraint Prevention:  Use of a physical restraint is always a last option and is to be used only if a student presents a clear risk to themselves or others. Before a restraint is used, Four Rivers staff may try any of the following alternative strategies:  Check-in  Re-direction  ?Take a Break? in an alternate and supervised space  De-escalation skills  Removal from classroom setting or asking other students to go to an alternate setting  Escort (last resort and preferably done by a member of the Crisis Response Team)    Restraint:  Four Rivers Charter Public School personnel shall only use physical restraint for the following reasons:    When needed to protect a student and/or staff member of the school community from imminent, serious, physical harm.  To prevent or minimize any harm to the student.  No other intervention has been or is likely to be effective in averting danger.    Whenever possible, the restraint shall be witnessed by at least one adult who does not participate in the restraint.    A person administering a restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm.    A person administering a restraint shall use the safest method available and appropriate to the situation.    Additional requirements for the use of physical restraint:    (a) No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.  (b) Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.  (c) If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the principal. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.  (d) Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.  (e) After the release of a student from a restraint, the public education program shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.      The following practices are prohibited:  Medical Restraint  Mechanical Restraint  Prone Restraint  Restraint that restricts breathing  Seclusion  Any use of restraint not consistent with CMR 46.00  Restraints lasting longer than 20 minutes, unless approved by the principal.        Training:  All Four Rivers staff will receive CPI-based training on verbal and non-verbal de-escalation techniques annually. The Crisis Response Team shall receive initial in-depth training of 16 hours on restraint, including de-escalation and escort. The Crisis response team shall receive annual training to review skills. Only members of the Crisis Response Team may initiate the use of restraint and are considered ?principal? when restraints are deemed necessary.    Review and Reporting:  In the event of a the use of a restraint, a report must be completed. Staff performing the restraint must verbally inform the principal of the restraint as soon as possible. The report must be submitted no later than the next working school day,. The school must make reasonable effort to verbally inform families of any restraint within 24 hours. A written notification (email or regular mail) must be sent to families within 3 working school days of the use of restraint. The written report required by 603 CMR 46.06(2) and (3) shall include:    (a) The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).  (b) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.  (c) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.  (d) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.  (e) Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.    In the event that a restraint is used on a student, the school will convene a meeting with the parents/guardians of the student and the student to review the incident and discuss ways to prevent the use of restraint in the future.    If the administration of physical restraint results in an injury to a student or to staff, regardless of the seriousness of the injury, the written report must be submitted to DESE no later than three school days after administration of the restraint.    The Crisis Response Team and principal will review any restraint data weekly (especially for students involved in multiple restraints) and monthly.    The school must submit an annual report of restraint data to the DESE.      COMPLAINT PROCEDURE REGARDING STATE/FEDERAL LAWS    A parent, guardian or other individuals or groups who believe that the school has violated or is violating any provision of M.G.L. c 71, sec. 89 or 603 CMR 1.00 may file a complaint with the Four Rivers Charter School Board of Trustees.  The Board of Trustees shall respond no later than 30 days from the receipt of the complaint in writing to the complaining party.  The Board shall, pursuant to a complaint received under 603 CMR 1.10, or on its own initiative, conduct reviews to ensure compliance; and the school and the specific individuals involved shall cooperate to the fullest extent with such review.  Any complaining party who believes the complaint has not been adequately addressed by the Board of Trustees may submit the complaint in writing to the Commissioner of Education, who shall investigate such complaint and make a written response.  In the event the school is found in non-compliance with M.G.L. c. 71 sec. 89 or CMR 1.00, as a result of a complaint or upon investigation, the Commissioner or Board of Education may take such action as it deems appropriate, including but not limited to suspension or revocation of the school’s charter under 603 CMR 1.12, or referral of the matter to the District Attorney or the Office of the Attorney General for appropriate legal action.  A parent, guardian or other individuals or groups who believe that the school has violated or is violating any state or federal law or regulation regarding special education may file a complaint directly with the Department of Elementary and Secondary Education. | | |
| **Description of Internal Monitoring Procedures:**  Staff receives training in within the first month of each school year. Changes in the plan will be highlighted in that training. Families receive Student and Family Handbook at the start of each school year and verify that they have received it. The Student and Family Handbook is posted on the school's website. | | |
| 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:** 07/17/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit evidence of training (dated attendance list with staff signature/role) provided within the first month of the school year for all staff on the updated restraint prevention and behavior support policy and procedures by September 29, 2017. | | |
| **Progress Report Due Date(s):**  09/29/2017 | | |

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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 and interviews indicate that the nondiscrimination statement on the charter school's recruitment advertisements and vacancy announcements does not include the required protected category of gender identity. | | |
| **Description of Corrective Action:**  The charter school's recruitment advertisements and vacancy announcements will include the required protected category of gender identity. | | |
| **Title/Role(s) of Responsible Persons:**  Leslie Taylor, Registrar, and Peter Garbus, Principal | | **Expected Date of Completion:**  09/01/2017 |
| **Evidence of Completion of the Corrective Action:**  Advertisements and vacancy announcements include gender identity notice. | | |
| **Description of Internal Monitoring Procedures:**  Principal will confirm. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 18A School district employment practices | **Corrective Action Plan Status:** Approved  **Status Date:** 07/17/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit copies of the recruitment advertisements and vacancy announcements that include the nondiscrimination statement and the protected category of gender identity by September 29, 2017. | | |
| **Progress Report Due Date(s):**  09/29/2017 | | |

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

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| **Criterion & Topic:**  CR 25 Institutional self-evaluation | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Document review and interviews indicate that the charter school does not evaluate all aspects of its  7-12 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 school's annual climate survey now includes the following question:  EQUAL ACCESS: It is important that all obstacles to equal access to school programs for all students regardless of race, color, sex, gender identity, religion, national origin, limited English-speaking ability or sexual orientation, are removed. Please let us know if you feel your child may not have had full access to any of the programs below based on one of these protected categories: Core Curriculum, Specials/Tributaries, Wellness, Extracurricular Clubs, and Extracurricular Athletics.  Results from this year's survey are 99% or 100% reporting full access. | | |
| **Title/Role(s) of Responsible Persons:**  Peter Garbus, Principal | | **Expected Date of Completion:**  07/01/2017 |
| **Evidence of Completion of the Corrective Action:**  School Climate Survey includes this question on access. | | |
| **Description of Internal Monitoring Procedures:**  Principal confirms. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 07/17/2017  **Correction Status:** Corrected | |
| **Basis for Decision:**  The charter school provided the language added to the school's annual climate survey to evaluate all aspects of its 7-12 programs annually to ensure that all students, regardless of any protected category, have equal access to all programs, including athletics and other extracurricular activities. The charter school reports this year's surveys yielded a response of 99-100% reporting full access.  No further progress reporting is required. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |