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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: Pentucket

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 06/08/2017.

**Mandatory One-Year Compliance Date:** **06/08/2018**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 2 | Required and optional assessments | Partially Implemented |
| SE 3 | Special requirements for determination of specific learning disability | Partially Implemented |
| SE 9 | Timeline for determination of eligibility and provision of documentation to parent | Partially Implemented |
| SE 18B | Determination of placement; provision of IEP to parent | Partially Implemented |
| SE 37 | Procedures for approved and unapproved out-of-district placements | Partially Implemented |
| SE 41 | Age span requirements | Partially Implemented |
| SE 51 | Appropriate special education teacher licensure | Partially Implemented |
| CR 9 | Hiring and employment practices of prospective employers of students | Partially Implemented |
| CR 10C | Student Discipline | Partially Implemented |
| CR 16 | Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | Partially Implemented |
| CR 18A | School district employment practices | Partially Implemented |
| CR 25 | Institutional self-evaluation | Partially Implemented |
| ELE 18 | Records of ELL students | Partially Implemented |

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| **Criterion & Topic:**  SE 2 Required and optional assessments | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that the district does not consistently complete all required assessments, specifically a history of the student's educational progress in the general curriculum and a teacher's assessment of the student's attention skills, participation behaviors, communication skills, memory and social relations with groups, peers and adults. | | |
| **Description of Corrective Action:**  The Director of Special Education will train Special Education Coordinators. The training will provide a system of having the Educational Assessments Part A and B completed for every student scheduled for either an initial evaluation or a three year evaluation. Special Education Coordinators at each building will be the point person who assigns and ensures the completion of the documents. Guidance counselors will be completing the Educational Assessment A for initial evaluations and teachers will be completing Educational Assessment B. The liaison will help with the completion of both assessments while the Coordinator will have direct oversight of the process. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education, Special Education Coordinators | | **Expected Date of Completion:**  04/01/2018 |
| **Evidence of Completion of the Corrective Action:**  There will be an agenda highlighting the training along with the attendance of the participants. | | |
| **Description of Internal Monitoring Procedures:**  The Special Education Coordinators will be completing a document of all the initial or three year reevaluations that were completed for each student. The document will also have a check list indicating the completion of both Educational Assessment Parts and A and B. This document will be submitted to the Director of Special Education on a monthly basis. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 2 Required and optional assessments | **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):**  By October 25, 2017, for those student records identified by the Department, submit: the completed educational assessments for each student; the Team meeting notice and signed attendance sheet (N3 and N3A), if appropriate; the Notice of Proposed School District Action (N1) and relevant pages from the revised/amended IEP, if appropriate.  By October 25, 2017, submit evidence of training for Special Education Coordinators/Team Chairs on the required components of Educational Assessment A, a history of the student's educational progress in the general curriculum, and Educational Assessment B, a teacher's assessment of the student's attention skills, participation behaviors, communication skills, memory and social relations with groups, peers and adults to be completed as part of initial and re-evaluations. Provide the agenda, signed attendance sheet, name and role of presenter and a the training materials.  By March 29, 2018, submit the results of an internal review of approximately 10 records of students with initial or re-evaluations 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 educational assessments including a history of the student's educational progress in the general curriculum and an assessment by a teacher with current knowledge of the student's attention skills, participation behaviors, communication skills, memory and social relations. If non-compliance 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):**  10/25/2017  03/29/2018 | | |

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| **Criterion & Topic:**  SE 3 Special requirements for determination of specific learning disability | | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that, when a student is suspected of having a specific learning disability, IEP Teams consistently create a written determination as to whether or not he or she has a specific learning disability. However, the written determination is not always signed by all members of the Team, and if one or more members are in disagreement regarding the determination, there is no evidence that it is documented in the student record. | | | |
| **Description of Corrective Action:**  The Director of Special Education will be providing a training for the Special Education Coordinators. The training will review the practice of all participants signing the SLD form as a result of the team decision. | | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education  Special Education Coordinators | | **Expected Date of Completion:**  04/01/2018 | |
| **Evidence of Completion of the Corrective Action:**  An agenda with attendance will be provided to indicate the training took place. | | | |
| **Description of Internal Monitoring Procedures:**  Each Special Education Coordinator will be generating a document for each student who is suspected of having a specific learning disability citing the name of the students and also include the number of people who attended the meeting with the number of people who signed the SLD document | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | | |
| **Criterion:**  SE 3 Special requirements for determination of specific learning disability | **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):**  Prior to developing the corrective actions, review the Memorandum on Specific Learning Disability Eligibility Process/Forms at: http://www.doe.mass.edu/sped/iep/sld/default/html.  By October 25, 2017 submit the procedures for completion of the SLD written determination.  By October 25, 2017 submit evidence of training for Special Education Coordinators/Team Chairs on the completion of the SLD written determination including the agenda, signed attendance sheet, name and role of presenter and the training materials.  By March 29, 2018, submit the results of an internal review of approximately 5-10 records of students with a suspected specific learning disability whose IEP Team met 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 SLD written determinations signed by each IEP Team member, including the general education teacher. If non-compliance 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):**  10/25/2017  03/29/2018 | | | |

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| **Criterion & Topic:**  SE 9 Timeline for determination of eligibility and provision of documentation to parent | | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that within forty-five (45) school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, the district does not consistently determine whether the student is eligible for special education and provide to the parent either a proposed IEP and proposed placement or a written explanation of the finding of no eligibility. | | | |
| **Description of Corrective Action:**  The Director of Special Education will be delivering a training on how ensure parents are in receipt of the IEP or an ineligibility letter explaining the ream decision of ineligibility within in 45 school work days upon parental consent to evaluation their child. | | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education  Special Education Coordinators | | **Expected Date of Completion:**  04/01/2018 | |
| **Evidence of Completion of the Corrective Action:**  An agenda and an attendance of participants will be generated. | | | |
| **Description of Internal Monitoring Procedures:**  The Special Education Coordinators will be generating a document with the each student's name and the corresponding start date of the consent and the date of the parent receiving the IEP. Lastly the total amount of days from consent date to the date the parents receipt date of the IEP will be listed. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | | |
| **Criterion:**  SE 9 Timeline for determination of eligibility and provision of documentation to parent | **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):**  By October 25, 2017, submit the procedures for timelines from receipt of parental consent to the parent receipt of the proposed IEP and the Notice of Proposed Action or Refused Action (N1 or N2).  By October 25, 2017 submit evidence of training for Special Education Coordinators/Team Chairs on the timelines for the provision of the IEP including an agenda, signed attendance sheet, name and role of presenter and the training materials.  By March 29, 2018, submit the results of an internal review of approximately 10 records of students who had an initial or re-evaluation 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 the provision of the proposed IEP within 45 school working days from receipt of the parents consent to evaluate. If non-compliance 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). | | | |
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| **Criterion & Topic:**  SE 18B Determination of placement; provision of IEP to parent | | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records and staff interviews indicated that when parents receive summary notes at the conclusion of the IEP Team meeting, which include a completed IEP service delivery grid describing the types and amounts of special education and related services proposed by the district and a statement of the major goal areas associated with these services, the district sends two copies of the proposed IEP and proposed placement to the parent beyond two calendar weeks of the meeting. Student record review also indicated that when a summary is not provided at the conclusion of the IEP Team meeting, the district sends two copies of the proposed IEP and placement to parents beyond three to five days following the Team meeting. | | | |
| **Description of Corrective Action:**  The Director of Special education will be providing a training for Special Education Coordinators and for Special Education Liaisons. The training will offer guidance on how to ensure that parents are in receipt of notes of a summary of the meeting which will have a statement of the major goal areas and a draft service delivery. Lastly, two copies of the IEP will be sent within two weeks of the meeting. | | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education  Special Education Coordinators  Special Education Liaisons | | **Expected Date of Completion:**  04/01/2018 | |
| **Evidence of Completion of the Corrective Action:**  There will be an agenda for both meetings with the Special Education Coordinators and for the special education liaisons for each school. Additionally, an attendance of each of the participants will also be presented as evidence. | | | |
| **Description of Internal Monitoring Procedures:**  Coordinators will be submitting a document to the Director of Special Education. The document will contain all the team meetings slated for the month with the team meeting date and the corresponding student names as well as the a checklist of the parents receiving team meeting summary notes, statement of the goal areas, draft service delivery and the date the two copies of the IEP was sent to parents. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | | |
| **Criterion:**  SE 18B Determination of placement; provision of IEP to parent | **Corrective Action Plan Status:** Approved  **Status Date:** 07/17/2017  **Correction Status:** Not Corrected | | |
| **Basis for Decision:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):**  Prior to developing the corrective actions, review the Memorandum on the Implementation of 603 CMR 28.05(7): Parent response to proposed IEP and proposed placement at http://www.doe.mass.edu/news/news.aspx?id=3182.    By October 25, 2017, submit the procedures for the completion of IEP Team summary notes provided to parents at the conclusion of the IEP meeting. The summary notes must include the types and amounts of proposed services on the service delivery grid and the major goal areas for the associated services. Also provide procedures for sending two copies of the proposed IEP to parents within two weeks from the date of the IEP meeting.  By October 25, 2017, submit evidence of training Special Education Coordinators/Team Chairs and Special Education Liaisons on completion of the IEP Team summary notes with a completed service delivery grid noting the types and amounts of services, major goal areas associated with the proposed services and provision of two copies of the proposed IEP to parents within two weeks. The evidence of training will include an agenda, signed attendance sheet, name and role of presenter and the training materials.  By March 29, 2018, submit the results of an internal review of approximately 10 records of students who had an IEP Team meeting 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 the provision of the IEP Team summary notes with a completed service delivery grid and major goal areas, as well as provision of two copies of the proposed IEP within two weeks following the IEP meeting. If non-compliance 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):**  10/25/2017  03/29/2018 | | | |

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| **Criterion & Topic:**  SE 37 Procedures for approved and unapproved out-of-district placements | | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the district's written contracts with all public and private out-of-district placements specifically include a statement that the district shall not contract with any placement that discriminates on the grounds of race, color, religion, sexual orientation, or national origin, or that discriminates against qualified persons with disabilities. However, this statement does not address the protected category of gender identity. | | | |
| **Description of Corrective Action:**  The Director of Special Education will draft a new contract form letter that includes gender identity with the other protected classes. | | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education | | **Expected Date of Completion:**  04/01/2018 | |
| **Evidence of Completion of the Corrective Action:**  A copy of the revised letter will be made available | | | |
| **Description of Internal Monitoring Procedures:**  The Director will compose the revised contract letter during the summer of 2017 | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | | |
| **Criterion:**  SE 37 Procedures for approved and unapproved out-of-district placements | **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):**  By October 25, 2017 submit two samples of signed contracts with public and private placements that include a nondiscrimination statement with the protected category of gender identity. | | | |
| **Progress Report Due Date(s):**  10/25/2017 | | | |

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| **Criterion & Topic:**  SE 41 Age span requirements | | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that in one period of Community Living, a substantially separate classroom located at the High School, the ages of the youngest and oldest student differ by more than 48 months. The district did not submit a written request for approval of a wider age range for this instructional grouping to the Department of Elementary and Secondary Education. | | | |
| **Description of Corrective Action:**  The Director of Special education will provide a training for Special Education Coordinators to review all of the sub separate classes in their respective building. A waiver will be completed by the Director of Education if the age span exceeds 48 months for any of the sub separate classes. | | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education  Special Education Coordinators | | **Expected Date of Completion:**  04/01/2018 | |
| **Evidence of Completion of the Corrective Action:**  An agenda with attendance will be provided as evidence of the training | | | |
| **Description of Internal Monitoring Procedures:**  Special Education Coordinators will submit a document indicating the age span of all sub separate classes in their respective building by the first month of the start of school. The document will have all the students names with the correlating birth dates of all the enrolled students in the sub separate classes offered at each school. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | | |
| **Criterion:**  SE 41 Age span requirements | **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):**  By October 25, 2017 submit the instructional grouping with age span form (found in the WBMS Document Library) listing all special education classes that contain only IEP students at the high school.  If any of the groupings have students whose ages exceed 48 months, report on the district's actions (e.g., submit an age span waiver or re-arrange the instructional groupings to ensure the students are not in the same grouping.  By October 25, 2017 submit evidence of training for Special Education Coordinators/Team Chairs and Guidance staff on the requirements for age span, including the waiver forms and process. The evidence of training will include the agenda, signed attendance sheet, name and role of presenter and the training materials. | | | |
| **Progress Report Due Date(s):**  10/25/2017 | | | |

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| **Criterion & Topic:**  SE 51 Appropriate special education teacher licensure | | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that one individual who designs and/or provides direct special education services described in IEPs is not appropriately licensed. | | | |
| **Description of Corrective Action:**  The Director of Special Education will notify the inappropriately licensed teacher that the appropriate special education license must be renewed to serve as the special education teacher for the class. | | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education | | **Expected Date of Completion:**  04/01/2018 | |
| **Evidence of Completion of the Corrective Action:**  An ELAR report will be provided | | | |
| **Description of Internal Monitoring Procedures:**  The Director will email the staff member to instruct the person to renew their license during the summer of 2017. The Director of Special Education will have a copy of the ELAR report made available in the fall of 2017. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | | |
| **Criterion:**  SE 51 Appropriate special education teacher licensure | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 07/17/2017  **Correction Status:** Not Corrected | | |
| **Basis for Decision:**  The district needs to develop an internal monitoring process to ensure that all special education staff have current/appropriate licensure. | | | |
| **Department Order of Corrective Action:**  Develop an internal oversight and tracking system for the district's special education teachers to ensure that they are appropriately licensed or waivered. The tracking system should include periodic reviews by the special education director to ensure ongoing compliance. | | | |
| **Required Elements of Progress Report(s):**  By October 25, 2017, submit evidence of the special education staff member's current licensure (ELAR or copy of current license).  By October 25, 2017, submit a description of the district's internal oversight and tracking system to ensure special education staff have current licenses or waivers. | | | |
| **Progress Report Due Date(s):**  10/25/2017 | | | |

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| **Criterion & Topic:**  CR 9 Hiring and employment practices of prospective employers of students | | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that although the district's work study application outlines the prospective employers' responsibilities and requires their signature, this document does not include a statement that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices on the basis of race, color, national origin, sex, gender identity, handicap, religion and sexual orientation. | | | |
| **Description of Corrective Action:**  The Director of Special Education will revise the work study application with the statement for perspective employers to comply with the prohibiting of discrimination of all protective classes. | | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education | | **Expected Date of Completion:**  04/01/2018 | |
| **Evidence of Completion of the Corrective Action:**  A revised letter will be available before school begins at the start of the 2017-2018 school year | | | |
| **Description of Internal Monitoring Procedures:**  The Director of Special Education will be drafting the revised letter during the summer of 2017 | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | | |
| **Criterion:**  CR 9 Hiring and employment practices of prospective employers of students | **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):**  By October 25, 2017, submit the revised statement the prospective employers sign prohibiting discrimination in hiring or employment on the basis of race, color, national origin, sex, gender identity, handicap, religion and sexual orientation.  By March 29, 2018 submit examples of signed work study applications for evidence that the nondiscrimination statement is present in the application. | | | |
| **Progress Report Due Date(s):**  10/25/2017  03/29/2018 | | | |

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| **Criterion & Topic:**  CR 10C Student Discipline | | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and administrative interviews indicated that although the district collects and annually reports data to the Department regarding in-school suspensions, short- and long-term suspensions, expulsions, and emergency removals, the district has not developed a system for periodic review of discipline data by principals to assess the extent of suspensions and removals or the impact of such disciplinary action on selected student populations. | | | |
| **Description of Corrective Action:**  The superintendent will train principals to analyze data specific to selected student populations for the potential impact of suspensions (in-school, long-term, and short-term), expulsions, and emergency removals and establish the expectation for this periodic review of discipline data by sub-group to occur on a weekly basis at each school. | | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent  Principals | | **Expected Date of Completion:**  04/01/2018 | |
| **Evidence of Completion of the Corrective Action:**  An agenda and attendance list will be provided | | | |
| **Description of Internal Monitoring Procedures:**  Analysis results will be included as an agenda item for the Administrative Team Meeting once each month. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | | |
| **Criterion:**  CR 10C Student Discipline | **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):**  By October 25, 2017, submit evidence of training for Principals and Administrative Team members on the collection and analysis of discipline data on selected populations that includes, the agenda, signed attendance, name/role of the presenter and training materials.  By March 29, 2018 submit a sample of the discipline data for selected populations, a narrative on the impact of suspensions and the alternatives to suspensions the district will consider. | | | |
| **Progress Report Due Date(s):**  10/25/2017  03/29/2018 | | | |

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| **Criterion & Topic:**  CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that while the district has developed a notice to students 16 and over and their parents, which is sent within five days of the student's tenth consecutive absence, the notice does not offer at least two (2) dates and times for an exit interview to discuss reasons why the student is permanently leaving school. In addition, the district's annual written notice to former students who have left school, not enrolled elsewhere, and not earned their diploma, does not include information about the availability of publicly funded post-high school academic support programs. | | |
| **Description of Corrective Action:**  The high school principal will revise the letter and include at least two dates and times for and exit interview to discuss the why the student is leaving school. The high school principal will also revise the annual notice for former students who have left school, not enrolled elsewhere, and not earned their diploma, to include the availability of publicly funded post-high school academic support program. | | |
| **Title/Role(s) of Responsible Persons:**  High School Principal | | **Expected Date of Completion:**  04/01/2018 |
| **Evidence of Completion of the Corrective Action:**  A revised letter and a copy of the notification will made available as evidence. | | |
| **Description of Internal Monitoring Procedures:**  The revised letter and revised notice will be crafted in the summer of 2017 before the start of the 2017 2018 school year. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 07/17/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district's descriptions of internal monitoring processes for the notice to students 16 and over and the annual outreach notice to former students are not sufficient detailed. | | |
| **Department Order of Corrective Action:**  Develop an internal oversight and tracking system to ensure that, within five days of a student's tenth consecutive absence, the district sends the revised notice that offers at least two (2) dates and times for an exit interview to both the parent and the student to discuss reasons why the student is leaving school.    In addition, develop an internal monitoring process to ensure that the district sends the annual written notice to former students who have left Pentucket High School, not enrolled in another school and not earned their diploma, to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in the programs. | | |
| **Required Elements of Progress Report(s):**  By October 25, 2017 submit the revised notice to students 16 and over and their parents, which is sent within five days of the student's tenth consecutive absence to both the parent & student, that offers at least two (2) dates and times for an exit interview to discuss reasons why the student is permanently leaving school.  By October 25, 2017 submit the revised annual written notice to former students who have left Pentucket High School, not enrolled elsewhere and not earned their diploma, to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs.  By October 25, 2017 submit a description of the district's internal oversight and tracking systems to ensure that students 16 or older who are absent for 10 consecutive days and students who left the school within the previous two years without a diploma are sent notices.  By March 20 2018 submit the results of an internal review of students 16 and older who had 10 consecutive absences for evidence that the district promptly sent the revised notice to parents and students, inviting them to a meeting (with at least 2 possible dates) to discuss the student's reasons for permanently leaving school and to consider alternative education programs and services available to the student.  By March 20, 2018 submit the results of an internal review of all students 16 or older who left Pentucket High School within the past two years indicating their status in obtaining a diploma or competency determination. The report should note the date the student left the school and whether they have transferred to another school. If the student has not transferred to another school, include the date the district sent the student a notice with information on the availability of publicly funded post-high school academic support programs and encouraging them to participate in available programs. | | |
| **Progress Report Due Date(s):**  10/25/2017  03/29/2018 | | |

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| **Criterion & Topic:**  CR 18A School district employment practices | | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the district's employment policies do not address the protected categories of gender identity and disability. | | | |
| **Description of Corrective Action:**  The superintendent will revise the district's employment policies to include the protected categories of gender identity and disability. The superintendent will present the change to the school committee and the school committee will render a decision in the fall of 2018. | | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent | | **Expected Date of Completion:**  04/01/2018 | |
| **Evidence of Completion of the Corrective Action:**  A revise policy including the protected classes of gender identity and disability for employment at Pentucket Regional Schools | | | |
| **Description of Internal Monitoring Procedures:**  Policy revisions will be an agenda item for the September 2017 business meeting of the Pentucket Regional School Committee. | | | |
| 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):**  Please clarify the statement that "the school committee will render a decision in the fall of 2018" regarding the revised employment policies. The Department assumes that the school committee will be able to render a decision in the fall of 2017, as indicated by the inclusion of the employment policies on the September 2017 school committee agenda.  By October 25, 2017 submit the revised employment policies that includes the protected categories of gender identity and disability.  By October 25, 2017 submit evidence that the School Committee has reviewed and approved the revised employment policies that includes the protected categories of gender identity and disability. | | | |
| **Progress Report Due Date(s):**  10/25/2017 | | | |

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

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| **Criterion & Topic:**  CR 25 Institutional self-evaluation | | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and administrative interviews indicated that the district does not evaluate all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. | | | |
| **Description of Corrective Action:**  The superintendent will compose a policy requiring the annual evaluation of the K-12 program, including athletics and extracurricular activities and implement the policy upon adoption by the Pentucket Regional School Committee and not beyond May 2018. | | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent | | **Expected Date of Completion:**  04/01/2018 | |
| **Evidence of Completion of the Corrective Action:**  The superintendent will have an agenda and a list of the attending principals and administration team who will be evaluating access for protected classes to all school activities. | | | |
| **Description of Internal Monitoring Procedures:**  The new policy will be an agenda item for the September 2017 business meeting of the Pentucket Regional School Committee with subsequent evaluation of programs to commence in May 2018. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 07/17/2017  **Correction Status:** Not Corrected | | |
| **Basis for Decision:**  The district did not provide sufficient detail for its proposed annual institutional self-evaluation to ensure equal access to all programs including athletics and extracurricular activities for all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability or housing status. | | | |
| **Department Order of Corrective Action:**  Develop a detailed plan to describe how the district will evaluate all aspects of its K-12 programming annually to ensure equal access to all students. Include what data will be gathered, timelines for completion of data gathering and analysis, participants by role, and a date for release of the report/findings to the School Committee.  If the district has recently submitted data to the Office of Civil Rights (see  https://www2.ed.gov/about/offices/list/ocr/data.html and  https://ocrdata.ed.gov/Page?t=d&eid=54800&syk=7&pid=2008), these data can be used, along with the checklist and survey components, to assess equal access of all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, to all aspects of the district's programming. | | | |
| **Required Elements of Progress Report(s):**  By October 25, 2017 submit the proposed evaluation plan, including what data will be gathered, timelines for completion of data gathering and analysis, participants by role, and a date for release of the report/findings to the School Committee.  By March 29, 2018, submit the results of the institutional self-evaluation, along with a description of areas where lack of equal access was determined and changes the district made to address these areas. | | | |
| **Progress Report Due Date(s):**  10/25/2017  03/29/2018 | | | |

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

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| **Criterion & Topic:**  ELE 18 Records of ELL students | | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that home language surveys are not consistently documented in student files. | | | |
| **Description of Corrective Action:**  The Director of Special Education will provide a training for principals so that the surveys are appropriately documented in the student files. | | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education  Assistant Superintendent | | **Expected Date of Completion:**  04/01/2018 | |
| **Evidence of Completion of the Corrective Action:**  An agenda of the training as well as list of attendance will serve as evidence | | | |
| **Description of Internal Monitoring Procedures:**  The principals will be submitting a document that lists of all the students who completed the home survey and it will affirm that the survey was completed accurately. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | | |
| **Criterion:**  ELE 18 Records of ELL students | **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):**  By October 25, 2017 submit the evidence of training provided to Principals and record keepers for each school on filing the completed home language surveys in the student's cumulative/English learner record. Provide the agenda, signed attendance and training materials.  By March 20, 2018 submit the results of an internal review of approximately 5-10 records of newly enrolled ELs 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 the completed home language survey. If non-compliance 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):**  10/25/2017  03/29/2018 | | | |