|  |
| --- |
| **MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION****Program Quality Assurance Services** |

##### COORDINATED PROGRAM REVIEW

## CORRECTIVE ACTION PLAN

Charter School or District: Ralph C Mahar

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 03/13/2017.

**Mandatory One-Year Compliance Date:** **03/12/2018**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 8 | IEP Team composition and attendance | Partially Implemented |
| SE 11 | School district response to parental request for independent educational evaluation | Partially Implemented |
| SE 18B | Determination of placement; provision of IEP to parent | Partially Implemented |
| SE 54 | Professional development | Partially Implemented |
| CR 3 | Access to a full range of education programs | Partially Implemented |
| CR 8 | Accessibility of extracurricular activities | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | Partially Implemented |
| CR 10C | Student Discipline | Partially Implemented |
| CR 14 | Counseling and counseling materials free from bias and stereotypes | Partially Implemented |
| CR 15 | Non-discriminatory administration of scholarships, prizes and awards | 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 17A | Use of physical restraint on any student enrolled in a publicly-funded education program | Partially Implemented |
| CR 25 | Institutional self-evaluation | Partially Implemented |
| ELE 17 | Program Evaluation | Not Implemented |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** SE 8 IEP Team composition and attendance | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Record review and interviews indicated that when one purpose of the Team meeting is to discuss transition services, the district is not inviting a representative of a participating agency that is likely to be responsible for providing or paying for transition services, with the consent of the parent(s) or student who has reached the age of majority. |
| **Description of Corrective Action:** While the district continues to invite and include agencies who are responsible for providing and paying for post-secondary transition services and an internal file review indicated that the district consistently includes DDS, DMH, and DCF in team meetings for students/parent who have completed and agreed to 688 services, the department indicated that there were identified students who should have had a transition agency invited and involved in the team meeting process. As a result, the district will begin to engage in discussions regarding the appropriateness of post-secondary transition support and agency involvement at all team meetings for students 14 and older. The results of this discussion will be indicate on N1 forms for students 14 and older. The Director of Special Services will meet with the Special Education Team to inform them of this requirement by April 30, 2017. A refresher training will be held in September of 2017 to outline this requirement. The special education department will include this discussion point on the Meeting Note Form. |
| **Title/Role(s) of Responsible Persons:**Rebecca Phillips, Director of Special Services | **Expected Date of Completion:**12/30/2017 |
| **Evidence of Completion of the Corrective Action:**1. Sign in Sheet and agenda
2. Updated meeting note form
3. N1 forms
 |
| **Description of Internal Monitoring Procedures:** The Director of Special Services in collaboration with the Supervisor of Special Services, the Curriculum Coordinator, Director of Guidance, and Building Principals will monitor the completion of each proposed step. This will occur during both special education tactical meetings and as a component of monthly secondary tactical meetings. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 8 IEP Team composition and attendance | **Corrective Action Plan Status:** Approved **Status Date:** 05/12/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide evidence (agenda, sign-in sheet, materials) that staff has been informed of the requirement to invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services, with the consent of the parent(s) or student who has reached the age of majority, by June 30, 2017. Submit the results of a record review for Team meetings held for students 14 and older across all grade levels, conducted after corrective action, to determine if public agencies have been invited to Team meetings and decisions have been documented on the N1 (notice of district action), by November 29, 2017. Please include: 1. The number of records reviewed;2. The number of records in compliance;3. For any records not in compliance, determine the root cause; and 4. The specific corrective actions taken to remedy the non-compliance.\* Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review with their role(s) and signature(s). |
| **Progress Report Due Date(s):** 06/30/201711/29/2017 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** SE 11 School district response to parental request for independent educational evaluation | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review indicated that the district's procedures for independent educational evaluations (IEEs) funded by the district do not address the following: 1) justifying an individual assessment rate higher than normal rate; 2) completion of the IEE within 30 days; 3) assuring that the content of the IEE includes a summary of procedures, assessments, results, diagnostic impressions and recommendations; and 4) extending the right to a publicly funded independent educational evaluation (only if cost shared or funded for state wards or for students receiving free or reduced cost lunch) for sixteen (16) months from the date of the evaluation with which the parent disagrees. |
| **Description of Corrective Action:** 1. The Director of Special Service and the Supervisor of Special Services will meet to review missing components of the Parental Request for Independent Educational Evaluation procedure by August 15, 2017.
2. A draft procedure, to include identified areas not currently addressed, will be developed by September 1, 2017.
3. The draft procedure will be presented and reviewed at the Secondary Administrative Tactical meeting by September 30, 2017.
4. 4) A finalized procedure will be developed based on the Administrative Team's feedback by October 30, 2017.
 |
| **Title/Role(s) of Responsible Persons:**Rebecca Phillips, Director of Special ServicesDavid Messing, Supervisor of Special Services | **Expected Date of Completion:**11/01/2017 |
| **Evidence of Completion of the Corrective Action:**1. Meeting notes from the development of the draft procedure
2. Draft procedure
3. Meeting notes from the Administrative Tactical Meeting
4. Finalized procedure
 |
| **Description of Internal Monitoring Procedures:** The Director of Special Services in collaboration with the Supervisor of Special Services, the Curriculum Coordinator, Director of Guidance, and Co-Principals will monitor the completion of each proposed step. This will occur during both special education tactical meetings and as a component of monthly secondary tactical meetings. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 11 School district response to parental request for independent educational evaluation | **Corrective Action Plan Status:** Approved **Status Date:** 05/12/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit a copy of the updated procedures regarding the district response to a parent request for an independent educational evaluation, and evidence that appropriate staff has been informed of the procedures by November 29, 2017. |
| **Progress Report Due Date(s):** 11/29/2017 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** SE 18B Determination of placement; provision of IEP to parent | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Record review and interviews indicated that the district provides a summary at the conclusion of the Team meeting, but does not consistently provide the parent(s) with the proposed IEP and proposed placement along with the required notice within two calendar weeks. |
| **Description of Corrective Action:** 1. The Director of Special Services and the Supervisor of Special Services will meet by July 1, 2017 to engage in an in-depth analysis to determine the root causes underlying the district's failure to mail completed IEP's within the two calendar week requirement.
2. A tracking protocol will be developed by the Director of Special Services, the Supervisor of Special Services, and the administrative assistant no later than August 30, 2017
3. The administrative assistant will be trained in the use of the new tracking system and will monitor the completion of IEP.
4. All Special Education Staff will be provided with the results of the analysis that occurred and specific areas/staff will be provided additional support to complete IEP's within the required time frame.
 |
| **Title/Role(s) of Responsible Persons:**Rebecca Phillips, Director of Special ServicesDavid Messing, Supervisor of Special Services | **Expected Date of Completion:**09/30/2017 |
| **Evidence of Completion of the Corrective Action:**1. Meeting notes from root cause analysis meeting
2. Tracking tool/protocol
3. Sign-in and training agenda for the administrative assistant and special education teaching staff.
 |
| **Description of Internal Monitoring Procedures:** The Director of Special Services in collaboration with the Supervisor of Special Services, the Curriculum Coordinator, Director of Guidance, and Building Principals will monitor the completion of each proposed step. This will occur during both special education tactical meetings and as a component of monthly secondary tactical meetings.In addition, the administrative assistant will monitor completion of IEP's and provide weekly information on the status of compliance to both the Director and Supervisor of Special Services. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 18B Determination of placement; provision of IEP to parent | **Corrective Action Plan Status:** Approved **Status Date:** 05/12/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide the results of the root cause analysis to determine the underlying causes for the district's failure to mail completed IEPs within the two calendar week requirement by June 30, 2017.Provide the tracking tool/protocol developed and evidence of training by November 29, 2017.Conduct an internal review of a sample of student records across all grade levels for Team meetings held after corrective action to determine if IEPs have been issues within the two calendar week requirement, by November 29. Please include: 1. The number of records reviewed;2. The number of records in compliance;3. For any records not in compliance, determine the root cause; and 4. The specific corrective actions taken to remedy the non-compliance. \* Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review with their role(s) and signature(s). |
| **Progress Report Due Date(s):** 06/30/201711/29/2017 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** SE 54 Professional development | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review and interviews indicated that the district does not ensure that all staff, including both special education and general education staff, are trained on: state and federal special education requirements and related local special education policies and procedures; analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom of students with diverse learning styles; and methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. |
| **Description of Corrective Action:** While the district continues to offer a number of trainings focused on meeting the needs of diverse learners, collaborative approaches to meeting students needs, and accommodating diverse learning styles in the general education setting, all staff have not been required to attend these trainings. 1. By May 1, 2017, The Director of Special Services will meet with the Secondary Administrative Team to review identified trainings that are required to be included in the professional development schedule.
2. By July 15, 2017 the Director of Special Services and the Supervisor of Special Services will complete the On-line training Module to includes State and Federal special education requirements and related local special education policies.
3. By August 1, 2017 the secondary administrative team will review the module and make recommendations for adjustments and/or additions with a final completion date of August 15, 2017.
4. By September 30, 2017 all staff will have completed the on-line training module
5. By September 30, 2017 a presenter will be identified to provide in-district training on: analyzing and accommodating diverse learning styles of all students and methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom.
6. By January 25, 2018, a mandatory training will be provided during a scheduled delay start PD day.
 |
| **Title/Role(s) of Responsible Persons:**Rebecca R. Phillips, Director of Special Services | **Expected Date of Completion:**12/15/2017 |
| **Evidence of Completion of the Corrective Action:**1. On-line training Module to include State and Federal special education requirements and related local special education policies.
2. Copy of assurance that staff have completed module.
3. Professional Development calendar that includes professional development relative to accommodating diverse learning styles, improving success in an inclusive setting, and methods of collaboration among teachers and paraprofessionals.
4. Sign-in sheets for above trainings.
5. Agenda from Secondary tactical meetings.
 |
| **Description of Internal Monitoring Procedures:** The Director of Special Services in collaboration with the Supervisor of Special Services, the Curriculum Coordinator, Director of Guidance, and Building Principals will monitor both the presentation and completion of the required trainings. This will occur during both special education tactical meetings and as a component of monthly secondary tactical meetings. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 54 Professional development | **Corrective Action Plan Status:** Approved **Status Date:** 04/27/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit the information provided through the on-line training on state, federal and local special education requirements and policies provided to all staff, including both special education and general education staff, and a copy of the assurance that staff have completed the module by November 29, 2017.Provide a copy of the professional development calendar to include the topics relative to accommodating diverse learning styles, improving success in an inclusive setting, and methods of collaboration among teachers and paraprofessionals by November 29, 2017.Provide evidence (agenda, sign-in sheet, materials) that the district provided the required training to all staff relative to accommodating diverse learning styles, improving success in an inclusive setting, and methods of collaboration among teachers and paraprofessionals by February 7, 2018. |
| **Progress Report Due Date(s):** 11/29/201702/07/2018 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** CR 3 Access to a full range of education programs | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review indicated that the district's description for how it ensures that all students have equal access to the general education program and the full range of any occupational/vocational education programs omits the protected category of gender identity. |
| **Description of Corrective Action:** 1. The two building principals will meet with the school council to review proposed changes to the staff and student handbook to include the protected category of gender identity no later than May 1, 2017.
2. Handbook changes will be presented to the School Committee for approval no later than June 30, 2017.
3. Updated handbooks will be available to staff, facility, students, parent, and community members no later than August 20, 2017.
 |
| **Title/Role(s) of Responsible Persons:**Scott Hemlin and Eric Dion, Co-Principals | **Expected Date of Completion:**09/30/2017 |
| **Evidence of Completion of the Corrective Action:**1. Meeting notes/agenda with School Council
2. School Committee agenda and notes
3. Updated Handbook
 |
| **Description of Internal Monitoring Procedures:** The Director of Special Services in collaboration with the Supervisor of Special Services, the Curriculum Coordinator, Director of Guidance, and Building Principals will monitor the completion of each proposed step. This will occur during both special education tactical meetings and as a component of monthly secondary tactical meetings. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Approved **Status Date:** 05/12/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit a description of how the district ensures that all students have equal access to the general education program and the full range of any occupational/vocational education programs that include all protected categories, including gender identity, that is presented to School Committee for approval by June 30, 2017.Submit a copy of the page from the student and staff handbook with the updated language highlighted that ensures access to the full range of education programs to all students by November 29, 2017 |
| **Progress Report Due Date(s):** 06/30/201711/29/2017 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** CR 8 Accessibility of extracurricular activities | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review indicated that the district's description of how it ensures extracurricular activities are accessible to all students does not reference the protected categories of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, and homelessness. |
| **Description of Corrective Action:** 1. The two building principals will meet with the school council to review proposed changes to the staff and student handbook to include reference to protected categories related to the access of extracurricular activities no later than May 1, 2017.
2. Handbook changes will be presented to the School Committee for approval no later than June 30, 2017.
3. Updated handbooks will be available to staff, facility, students, parent, and community members no later than August 20, 2017.
 |
| **Title/Role(s) of Responsible Persons:**Scott Hemlin and Eric Dion- Co-Principals | **Expected Date of Completion:**09/30/2017 |
| **Evidence of Completion of the Corrective Action:**1. Meeting notes/agenda with School Council
2. School Committee agenda and notes
3. Updated Handbook
 |
| **Description of Internal Monitoring Procedures:** The Director of Special Services in collaboration with the Supervisor of Special Services, the Curriculum Coordinator, Director of Guidance, and Building Principals will monitor the completion of each proposed step. This will occur during both special education tactical meetings and as a component of monthly secondary tactical meetings. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 8 Accessibility of extracurricular activities | **Corrective Action Plan Status:** Approved **Status Date:** 05/12/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit a description of how the district ensures extracurricular activities are accessible to all students that references the protected categories of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, and homelessness by June 30, 2017.Submit a copy of the page from the student and staff handbook with the updated language highlighted that ensures access to extracurricular activities for all students by November 29, 2017. |
| **Progress Report Due Date(s):** 06/30/201711/29/2017 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** CR 10A Student handbooks and codes of conduct | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review indicated that the district's non-discrimination statement omits gender identity as a protected category. |
| **Description of Corrective Action:** 1. By March 20, 2017 the Co-Principals will update specific pages and paragraphs of the Student Handbook that require additions or alterations to meet identified requirements.
2. By March 30, 2017 the School Council will receive copies of proposed handbook changes for review. The School Council will make recommendations and vote on identified changes.
3. By June 30, 2017 the School Committee will review and vote to accept all proposed updates in the handbook.
4. By July 30, 2017 all organizational updates will be completed in the handbook.
5. By August 20, 2017 the 2017-2018 handbook will be available on the district's resource page for parents, students, faculty, and community members
 |
| **Title/Role(s) of Responsible Persons:**Eric Dion, Co-PrincipalScott Hemlin, Co-Principal | **Expected Date of Completion:**09/30/2017 |
| **Evidence of Completion of the Corrective Action:**1. Updated section of the handbook
2. School Council meeting sign-in and notes
3. School Committee Meeting sign-in, agenda, and notes
4. Updated Handbook.
 |
| **Description of Internal Monitoring Procedures:** The Director of Special Services in collaboration with the Supervisor of Special Services, the Curriculum Coordinator, Director of Guidance, and Building Principals will monitor the completion of each proposed step. This will occur during both special education tactical meetings and as a component of monthly secondary tactical meetings. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved **Status Date:** 05/12/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit an updated non-discrimination statement that includes all protected categories, including gender identity, by June 30, 2017.Submit a copy of the pages from the student handbook with the updated non-discrimination statement highlighted by November 29, 2017. |
| **Progress Report Due Date(s):** 06/30/201711/29/2017 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** CR 10B Bullying Intervention and Prevention | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review and interviews indicated the district updated the Bullying Prevention and Intervention Plan to extend protections to students who are bullied by a member of the school staff; however, the student handbook has not been updated to make clear that a member of the school staff may be named the "aggressor" or "perpetrator" in a bullying report. |
| **Description of Corrective Action:** 1. By March 20, 2017 the Co-Principals will update identified pages and paragraphs of the handbook that require additions or alterations to meet identified requirements.
2. By March 30, 2017 the School Council will receive copies of proposed handbook changes for review. The School Council will make recommendations and vote on identified changes.
3. By June 30, 2017 the School Committee will review and vote to accept all proposed updates in the handbook.
4. By July 30, 2017 all organizational updates will be completed in the handbook.
5. By August 20, 2017 the 2017-2018 handbook will be available on the district's resource page for parents, students, faculty, and community members
 |
| **Title/Role(s) of Responsible Persons:**Eric Dion, Co-PrincipalScott Hemlin, Co-Principal | **Expected Date of Completion:**09/30/2017 |
| **Evidence of Completion of the Corrective Action:**1. Updated section of the handbook
2. School Council meeting sign-in and notes
3. School Committee Meeting sign-in, agenda, and notes
4. Updated Handbook.
 |
| **Description of Internal Monitoring Procedures:** The Director of Special Services in collaboration with the Supervisor of Special Services, the Curriculum Coordinator, Director of Guidance, and Building Principals will monitor the completion of each proposed step. This will occur during both special education tactical meetings and as a component of monthly secondary tactical meetings. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved **Status Date:** 05/12/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit the amended language from the Bullying Prevention and Intervention Plan that makes it clear that a member of the school staff may be named the "aggressor" or "perpetrator" in a bullying report by June 30, 2017.Submit a copy of the pages from the student handbook with the new language highlighted that makes it clear that a member of the school staff may be named the "aggressor" or "perpetrator" in a bullying report and evidence that staff, students and parents have been informed of the change, by November 29, 2017. |
| **Progress Report Due Date(s):** 06/30/201711/29/2017 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** CR 10C Student Discipline | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review indicated that the district's Notice of Suspension and Hearing does not include the right to appeal a long-term suspension to the superintendent, and the notice is not provided to both the parent and the student. Additionally, the district has not developed a system for collecting and reviewing discipline data by special populations. |
| **Description of Corrective Action:** 1. By May 1, 2017 the Co-Principals will meet to discuss and make appropriate changes to the Notice of Suspension and Hearing.
2. By September 30, 2017 updated letter template will be developed and shared with the Administrative Team at the September Secondary Administrative Tactical meeting. New procedures regarding the distribution of the Notice of Suspension and Hearing will be shared with the team regarding the necessity of providing copies to both parents and students.
3. By September 30, 2017, the Co-Principals will meet and develop a reporting format that allows monthly review of discipline data by special populations. This process will be coordinated with the monthly culture and climate reports.
4. The secondary administrative team will review this data at the monthly tactical meetings.
 |
| **Title/Role(s) of Responsible Persons:**Eric Dion, Co-PrincipalScott Hemlin, Co-Principal | **Expected Date of Completion:**09/30/2017 |
| **Evidence of Completion of the Corrective Action:**1. Updated Notice of Suspension and Hearing
2. Meeting Notes from Secondary Tactical meetings
3. Updated culture and climate report format
 |
| **Description of Internal Monitoring Procedures:** Handbooks are reviewed annually by the Administration, School Council, and School Committee to ensure compliance with school policies and state regulations. In addition, the Director of Special Services in collaboration with the Supervisor of Special Services, the Curriculum Coordinator, Director of Guidance, and Building Principals will monitor the completion of each proposed step. This will occur during both special education tactical meetings and as a component of monthly secondary tactical meetings. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10C Student Discipline | **Corrective Action Plan Status:** Approved **Status Date:** 05/12/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit an updated Notice of Suspension and Hearing that includes the right to appeal a long-term suspension to the superintendent by June 30, 2017.Submit evidence of review with the administrative team (agenda, sign-in sheet, materials) the revised Notice of Suspension and Hearing and the requirement to address the notice to the parents and the student by November 29, 2017.Submit a description of the district's system to collect discipline data and the procedures for periodic review of that data by special populations by November 29, 2017. |
| **Progress Report Due Date(s):** 06/30/201711/29/2017 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** CR 14 Counseling and counseling materials free from bias and stereotypes | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review indicated that the district's procedures to ensure counseling and counseling materials are free from bias and stereotyping do not reference the protected categories of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, and homelessness. |
| **Description of Corrective Action:** 1. The Director of Guidance will meet with the Student Services Department and the Student Service Administrative Assistant to identify and review all printed and digital material connected to the district's counseling program.
2. The Guidance Department will identify which documents do not include reference to the protected categories of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, and homelessness.
3. This statement will be added to all identified counseling materials
4. The Co-Principals will review both staff and student handbooks to ensure that the protected categories are included in all information regarding the review and use of counseling materials and make adjustments/additions as necessary.
 |
| **Title/Role(s) of Responsible Persons:**Eric Dion, Co-PrincipalScott Hemlin, Co-PrincipalMary Ramon, Director of Guidance | **Expected Date of Completion:**09/30/2017 |
| **Evidence of Completion of the Corrective Action:**1. Sign-in sheet for Guidance Department meeting.
2. List of identified material that does not include the required statement
3. Copies of documents with added statement
4. Handbook selections
 |
| **Description of Internal Monitoring Procedures:** The Director of Special Services in collaboration with the Supervisor of Special Services, the Curriculum Coordinator, Director of Guidance, and Building Principals will monitor the completion of each proposed step. This will occur during both special education tactical meetings and as a component of monthly secondary tactical meetings.Review of counseling materials will be monitored by Counselors annually, prior to the start of school. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 14 Counseling and counseling materials free from bias and stereotypes | **Corrective Action Plan Status:** Approved **Status Date:** 05/12/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit a description of the district's procedures to ensure counseling and counseling materials are free from bias and stereotyping that reference the protected categories of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, and homelessness by June 30, 2017. Submit the pages from the student handbook and a list of documents, that includes the updated language that ensures counseling and counseling materials are free from bias and stereotyping and references all protected categories, by November 29, 2017. |
| **Progress Report Due Date(s):** 06/30/201711/29/2017 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** CR 15 Non-discriminatory administration of scholarships, prizes and awards | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review indicated that the district's description of how it administers scholarships, prizes and awards omits the protected category of gender identity. |
| **Description of Corrective Action:** 1. The Director of Guidance will meet with the Student Services Department and the Student Service Administrative Assistant to identify and review all printed and digital material connected to the administration of scholarships, prizes, and awards.
2. The Guidance Department will identify which documents do not include reference to gender identity within the protected categories.
3. This statement will be added to all identified materials.
4. The Co-Principals will review both staff and student handbooks to ensure that the protected category of gender identity is included on all information related to the administration of scholarships, prizes. and awards.
 |
| **Title/Role(s) of Responsible Persons:**Eric Dion, Co-PrincipalScott Hemlin, Co-PrincipalMary Ramon, Director of Guidance | **Expected Date of Completion:**09/30/2017 |
| **Evidence of Completion of the Corrective Action:**1. Sign-in sheet for Guidance Department meeting.
2. List of identified material that does not include the protected category of gender identity.
3. Copies of documents with added statement.
4. Handbook selections.
 |
| **Description of Internal Monitoring Procedures:** The Director of Special Services in collaboration with the Supervisor of Special Services, the Curriculum Coordinator, Director of Guidance, and Building Principals will monitor the completion of each proposed step. This will occur during both special education tactical meetings and as a component of monthly secondary tactical meetings.Scholarship applications and bookets will be reviewed by the Student Services Administrative Assistant each year before being made available to the students and any questions or concerns will be reported to the Coordinator of Student Services. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 15 Non-discriminatory administration of scholarships, prizes and awards | **Corrective Action Plan Status:** Approved **Status Date:** 05/12/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit a description of how the district administers scholarships, prizes and awards that includes all protected categories, including gender identity, by June 30, 2017.Submit the pages from the student handbook and a list of documents, that includes the updated language of how the district administers scholarships, prizes and awards that includes all protected categories, including gender identity, by November 29, 2017. |
| **Progress Report Due Date(s):** 06/30/201711/29/2017 |

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

|  |  |
| --- | --- |
| **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:** Document review and interviews indicated that the district sends parents a notice within five days of a student's tenth consecutive absence, but does not send the notice to the student, as required. Additionally, the district does not provide a notice annually to inform former students, who have left school within the past two years without a competency determination, of the availability of publicly funded post-high school academic support programs, encouraging them to participate in those programs. |
| **Description of Corrective Action:** 1. Parent/Student Letter after 10th day of consecutive absences will be sent to the student following the 10th consecutive absence beginning no later than May 30, 2017.
2. The district will provide annual notice to inform former students, who have left school within the past 2 years without a competency determination of available publically funded post-high school programs beginning no later than September 30, 2017.
3. The Director of Guidance will collaborate with the building principals and the Guidance Secretary to develop a tracking system to ensure that students provide annual notice to former students beginning no later than September 30, 2017.
 |
| **Title/Role(s) of Responsible Persons:**Eric Dion, Co-PrincipalScott Hemlin, Co-PrincipalMary Ramon, Director of Guidance | **Expected Date of Completion:**09/30/2017 |
| **Evidence of Completion of the Corrective Action:**1. Completed tracking/monitoring form
2. Copies of notices addressed to students and parents
 |
| **Description of Internal Monitoring Procedures:** Tracking of attendance letters is currently the duty of the secretary in the Middle School Office who reports any issues or concerns directly to the Co-principals.In addition, The Director of Special Services in collaboration with the Supervisor of Special Services, the Curriculum Coordinator, Director of Guidance, and building principals will monitor the completion of each proposed step. This will occur during both special education tactical meetings and as a component of monthly secondary tactical meetings. |
| 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:** Approved **Status Date:** 05/12/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit copies of the notice the district sends within five days of a student's tenth consecutive absence that is addressed to the student as well as the parent, by June 30, 2017.Submit the tracking and monitoring form and a copy of the notice the district develops to inform former students, who have left school within the past 2 years without a competency determination, of the available publicly funded post-high school programs, and include copies of actual letters the district has sent, if any, by November 29, 2017. |
| **Progress Report Due Date(s):** 06/30/201711/29/2017 |

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

|  |  |
| --- | --- |
| **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 indicated that while the district has developed a written restraint prevention and behavior support policy, it has not developed procedures for the implementation of the policy, to include: methods for preventing student violence, self-injurious behavior and suicide; methods for engaging parents in discussions about restraint prevention and use; a description and explanation of the program's alternatives to physical restraint and method of physical restraint in emergency situations; a statement prohibiting medication restraint, mechanical restraint, prone restraint unless permitted pursuant to 603 CMR 46.03(1)(b), seclusion, and the use of restraint inconsistent with 603 CMR 46.03; a description of the program's training requirements, reporting requirements, and follow-up procedures; a procedure for receiving and investigating complaints; a procedure for conducting periodic review of data and documentation on the program's use of restraint; a procedure for implementing the reporting requirements; a procedure for making both oral and written notification to the parent; and a procedure for the use of time-out. |
| **Description of Corrective Action:** 1. By June 15, 2017, the Director of Special Services will consult with the Director of Guidance to review existing procedures and guidance relative to prevention of student violence, self-injurious behavior and suicide.
2. By June 30, 2017, the Director of Special Services and the Supervisor of Special Services will meet to review current restraint policies and district wide training on crisis prevention and de-escalation.
3. By July 30, 2017, the secondary administrative team will meet to review, refine, and develop procedures to address identified areas related to physical restraint and the prevention of crisis.
4. By August 15, 2017, finalized procedures will be presented to the Superintendent and administrative team and be included in the district on-line training module.
5. By September 30, 2017, all staff will complete module.
 |
| **Title/Role(s) of Responsible Persons:**Rebecca R. Phillips, Director of Special Services | **Expected Date of Completion:**09/30/2017 |
| **Evidence of Completion of the Corrective Action:**Evidence of Completion:1. Completion of procedures
2. Copy of assurance that staff have completed module.
3. Notes from meetings/discussions.
 |
| **Description of Internal Monitoring Procedures:** The Director of Special Services in collaboration with the Supervisor of Special Services, the Curriculum Coordinator, Director of Guidance, and Building Principals will monitor the completion of proposed steps. This will occur during both special education tactical meetings and as a component of monthly secondary tactical meetings. |
| 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:** 05/12/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit a copy of the district's procedures to implement the restraint prevention and behavior support policy that includes methods for preventing student violence, self-injurious behavior and suicide; methods for engaging parents in discussions about restraint prevention and use; a description and explanation of the program's alternatives to physical restraint and method of physical restraint in emergency situations; a statement prohibiting medication restraint, mechanical restraint, prone restraint unless permitted pursuant to 603 CMR 46.03(1)(b), seclusion, and the use of restraint inconsistent with 603 CMR 46.03; a description of the program's training requirements, reporting requirements, and follow-up procedures; a procedure for receiving and investigating complaints; a procedure for conducting periodic review of data and documentation on the program's use of restraint; a procedure for implementing the reporting requirements; a procedure for making both oral and written notification to the parent; and a procedure for the use of time-out, by November 29, 2017.Submit a copy of the on-line training module and evidence that staff have completed the module by November 29, 2017. |
| **Progress Report Due Date(s):** 11/29/2017 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** CR 25 Institutional self-evaluation | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review and interviews indicated that the district does not conduct an annual institutional self-evaluation on all aspects of its grade 7-12 program 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 district will convene a team to develop an institutional self-review template to evaluate all aspects of its grade 7-12 programs to ensure that all students regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, has equal access, including athletics and other extracurricular activities. |
| **Title/Role(s) of Responsible Persons:**Marie Cole, Curriculum DirectorRebecca Phillips, Director of Special Services | **Expected Date of Completion:**03/12/2018 |
| **Evidence of Completion of the Corrective Action:**Ralph C. Mahar Regional will create a template to evaluate its 7-12 programs annually. Ralph C. Mahar Regional will recommend changes based on the results of the evaluation. |
| **Description of Internal Monitoring Procedures:** On an annual basis, at the end of year meetings, faculty and administration will use the designated template to perform a programmatic review and suggest changes based on the results. These findings and changes will be shared with all stakeholders.In addition, The Director of Special Services in collaboration with the Supervisor of Special Services, the Curriculum Coordinator, Director of Guidance, and Building Principals will monitor the completion of each proposed step. This will occur during both special education tactical meetings and as a component of monthly secondary tactical meetings. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved **Status Date:** 05/12/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit the names and roles of the members of the team the district will convene to develop an institutional self evaluation by June 30, 2017. Submit a copy of the template that the district will use to conduct a self-evaluation of all aspects of its grade 7-12 program 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 by November 29, 2017. |
| **Progress Report Due Date(s):** 06/30/201711/29/2017 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** ELE 17 Program Evaluation | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** Document review indicated that the district has not conducted an ELE program evaluation since 2011, although every district is expected to repeat this process periodically and make appropriate program adjustments based on the outcomes of the evaluation. Furthermore, the ELE program evaluation conducted in 2011 does not meet the criteria as outlined in the "ESE Form 4: Program Evaluation Rubric" the Department uses to review districts' ELE program evaluations. The Department concludes that the district does not have a comprehensive system in place to evaluate the effectiveness of its ELE program in developing students' English language skills and increasing their ability to participate meaningfully in the educational program. |
| **Description of Corrective Action:** The district will convene a team on a bi-annual basis, beginning in the Spring 2017 to conduct a program evaluation for its ELE Program Evaluation. The team will consist of the superintendent or his/her designee, building principal, regular education teacher, special education teacher, guidance counselor, parent or parent liaison, ELE coordinator, and the testing coordinator/data analysis specialist. |
| **Title/Role(s) of Responsible Persons:**Marie Cole, Director of Curriculum Kelley Allen, ELE Coordinator | **Expected Date of Completion:**06/12/2017 |
| **Evidence of Completion of the Corrective Action:**The team will gather and organize all relevant data from a number of resources that is both qualitative and quantitative in order to obtain a broad view of the ELE program. The team will then analyze the data to determine strengths, challenges, and trends. Based on the analysis of the data, the team will determine goals and focus areas. These goals will then be used to develop an action plan that highlights the focus area, specific action steps, indicators of success, person(s) responsible, and a timeline. The team will come together periodically to monitor the action plan, review any new data, and revise and modify the plan as necessary. In conjunction with the development of a bi-annual program evaluation, the team will conduct a self-assessment of ELE documents and policies, such as the home language survey, student advocacy, supplemental services available to ELL students, community resources, etc. This will be done via a records review, surveys, and both formal and informal assessment data -- all as part of a comprehensive program needs assessment. The district will utilize the Massachusetts Department of Elementary and Secondary Education’s ELE Program Evaluation template. |
| **Description of Internal Monitoring Procedures:** The team will meet at the beginning, middle, and end of each school year to monitor the current action plan. On formal program evaluation years, the team will meet during the summer to develop a plan for the upcoming school year. Once the formal program evaluation is completed, it will be shared with all stakeholders, administration, teachers, community, and parents. The team will then continue to meet in the fall, winter, and spring to monitor the action plan developed. A formal ELE program evaluation will be conducted bi-annually on odd years -- i.e. 2017, 2019, 2021, etc.In addition, The Director of Special Services in collaboration with the Supervisor of Special Services, the Curriculum Coordinator, Director of Guidance, and Building Principals will monitor the completion of each proposed step. This will occur during both special education tactical meetings and as a component of monthly secondary tactical meetings. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 17 Program Evaluation | **Corrective Action Plan Status:** Approved **Status Date:** 05/12/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Please complete the program evaluation tool that is available at http://www.doe.mass.edu/ell/resources/ProgramEvaluation.pdf. The district must complete all of the components of the attached form in order to evaluate the effectiveness of its ELE program in developing students' English language skills and increasing their ability to participate meaningfully in the district's educational program, by June 30, 2017. Please provide information regarding the strengths and areas of improvement the district identified as a result of its ELE program evaluation, by June 30, 2017. Please provide a plan of action to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation to improve the effectiveness of the program at promoting and supporting the rapid acquisition of English language proficiency by ELs as is required in G.L. c. 71A, by June 30, 2017. |
| **Progress Report Due Date(s):** 06/30/2017 |