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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: Salem Academy Charter (District)

CPR Onsite Year: 2017-2018

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 01/23/2018.

**Mandatory One-Year Compliance Date:** **01/23/2019**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 6 | Determination of transition services | Partially Implemented |
| SE 18A | IEP development and content | Partially Implemented |
| SE 20 | Least restrictive program selected | Partially Implemented |
| SE 32 | Parent advisory council for special education | Partially Implemented |
| CR 25 | Institutional self-evaluation | Partially Implemented |
| ELE 14 | Licensure Requirements | Partially Implemented |
| ELE 17 | Program Evaluation | Not Implemented |

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| **Criterion & Topic:** SE 6 Determination of transition services | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records and staff interviews indicated that IEP Teams do not consistently review the Transition Planning Form (TPF) annually and update information on the form and the IEP, as appropriate, for students 14 and older. |
| **Description of Corrective Action:** Reconvene the teams of CB and YA to review the Transiton Planning Forms and revise information on the IEP as neededProfessional Development:-MASS DESE Professional Development, November 29 and 30 , 2018:Linking IEP Development and the Secondary Transition Process-Salem Academy Professional Development Series on Transition Plan Development & Process and Linking TPF to IEP Development ( December 8, 2017; February 16 and April 27th, 2018) |
| **Title/Role(s) of Responsible Persons:**Director of Special EducationLinda St. Pierre | **Expected Date of Completion:**01/23/2019 |
| **Evidence of Completion of the Corrective Action:**Re convene Evidence:1. Team Meeting Invitation2. Signed Attendance Sheet3. Notice of Propose School District Action4. Updated Transition Plan5. Revised IEP pages or AmendmentPD Evidence:Agenda and Signature pages for December 8, 2017; February 16 & April 27, 20182 completed Transition Plans for students age 14 or turning 14 during IEP period, from each liaision completed for Annual IEP meetings scheduled between January 2 and May 27, 2018 which adhere to guidelines for Vision, Disability related needs/skills and Action Plan. |
| **Description of Internal Monitoring Procedures:** Quarterly sampling of Transition Planning Forms (1 from each grade level) between 2/16/2018 and 1/23/2019IEP Cover Sheet used to process all paperwork includes Transition Plan Completion item. Annual Review Meeting Agenda includes Transition Plan discussion at the start of the Meeting, before IEP developmoent. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 6 Determination of transition services | **Corrective Action Plan Status:** Approved **Status Date:** 03/07/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Prior to training please review http://www.doe.mass.edu/sped/advisories/13\_1ta.html and http://www.doe.mass.edu/sped/secondary-transition/default.html for guidance on implementing these requirements. Provide training to all responsible personnel on these procedures.By May 1, 2018, submit evidence of special education staff training on the procedures for developing TPFs for all students aged 14 and older, including the agenda, signed attendance sheet, name and role of presenter, and training materials.By May 1, 2018, for the students whose record was identified by the Department, submit the required documentation listed on the Student Record Issues Worksheet.By May 1, 2018, submit a copy of the IEP cover sheet to be used as part of the internal review of Transition Plan Completion by Teams for students aged 14 or older. By November 2, 2018, submit the results of an internal review of five (5) records of students with transition planning and TPF development 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 transition planning and appropriately completed and updated TPFs. 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):** 05/01/201811/02/2018 |

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| **Criterion & Topic:** SE 18A IEP development and content | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records indicated that for students who are identified with a disability on the autism spectrum, or whose disability makes him or her vulnerable to bullying, harassment, or teasing, IEP Teams do not consistently consider and address in the IEP the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. |
| **Description of Corrective Action:** District Professional Development 1/2/2018, 2/16/2018 and 3/16/2018Reconvene teams (or amend IEPs with parent consent) for RU, GP, NL-C and BD to revise BTH statements to included the finding of the discussion of BTH and to determine whether supports and or skills are needed for students to avoid or respond to BTH. |
| **Title/Role(s) of Responsible Persons:**Director of Special Education Linda St.Pierre | **Expected Date of Completion:**01/23/2019 |
| **Evidence of Completion of the Corrective Action:**Agenda and Signature Pages from PD for 1/2/2018, 2/16/2018 and 3/16/20181. Team Meeting Invitation2. Signed Attendacne Sheet3. Notice of Propose School District Action4. Revised IEP pages or Amendment. |
| **Description of Internal Monitoring Procedures:** Quarterly sampling of NPJ statements (1 from each grade level) Between 2/16/2018 and 1/23/2019 |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 18A IEP development and content | **Corrective Action Plan Status:** Partially Approved **Status Date:** 03/07/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:** The description of internal monitoring process addresses the internal review of non-participation statements, rather than describing the internal review of records for evidence that IEP Teams address the skills and proficiencies needed for vulnerable students and students with ASD to avoid and respond to bullying, harassment, or teasing. |
| **Department Order of Corrective Action:**Develop an internal monitoring process for ensuring ongoing compliance with the requirement to consider and address in the IEP skills and proficiencies to avoid and respond to bullying harassment or teasing for students on the autism spectrum and students whose disability makes him or her vulnerable to bullying, harassment or teasing. Include the frequency of monitoring activities and identify who will be designated with responsibility for ongoing monitoring activities. |
| **Required Elements of Progress Report(s):** Prior to providing training to staff, review the Department's Advisory SPED 2011-2: Bullying Prevention and Intervention at http://www.doe.mass.edu/sped/advisories/11\_2ta.html, as well as the additional resource document and Addressing the Needs of Students with Disabilities in the IEP and in School Bullying Prevention and Intervention Efforts at http://www.doe.mass.edu/bullying/considerations-bully.html. By May 1, 2018, submit evidence of special education staff training on identifying and documenting skills and proficiencies to avoid or address bullying, harassment or teasing in the IEP, including a training agenda with name/role of the presenter and signed attendance sheets.By May 1, 2018, for the students whose records were identified by the Department, provide the documentation identified on the Student Records Issues Worksheet.By May 1, 2018, submit internal monitoring process to ensure IEP teams consider and address the skills and proficiencies needed to avoid or respond to bullying, harassment or teasing for students on the autism spectrum or for students whose disability affects social skills and makes him or her vulnerable to bullying, harassment or teasing.By November 2, 2018 conduct an internal review of 5 student records for students on the autism spectrum and students whose disability affects social skills to determine whether the IEP Teams addressed the students' skills and proficiencies to avoid or respond to bullying, harassment or teasing. Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to address any identified noncompliance.  \*Please note when conducting administrative 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):** 05/01/201806/05/201811/02/2018 |

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| **Criterion & Topic:** SE 20 Least restrictive program selected | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records indicated that IEP Teams do not consistently justify the student's removal from the general education classroom and state why the removal of the student from the general education classroom is considered critical to the student's program and the basis for the IEP Team's conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |
| **Description of Corrective Action:** District Professional Development regarding writing NonParticipation Justification Statements- 12/8/2017, 2/16/2018 and 3/23/2018 |
| **Title/Role(s) of Responsible Persons:**Director of Special Education | **Expected Date of Completion:**01/23/2019 |
| **Evidence of Completion of the Corrective Action:**Agenda and Signature pages for 12/8/2017, 2/16/2018 and 3/23/2018.NPJ statements written for students whose IEPs take place between 2/26/2018 and 1/23/2019. |
| **Description of Internal Monitoring Procedures:** Quarterly sampling of NPJ statements (1 from each grade level) Between 2/16/2018 and 1/23/2019 |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 20 Least restrictive program selected | **Corrective Action Plan Status:** Approved **Status Date:** 03/07/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By May 1, 2018, submit evidence of special education staff training on the development of non-participation justification statements that state why the removal from the general education classroom is critical to the student's program, including the agenda, signed attendance sheet, name and role of presenter, and training materials.By November 2, 2018 , submit the results of an internal review of approximately 10 records of students with IEP development subsequent to implementation of all corrective actions. Provide a detailed narrative summary of the review including the number of records reviewed and the number where IEP Teams appropriated justified why the student was removed from the general education classroom. 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):** 05/01/201811/02/2018 |

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| **Criterion & Topic:** SE 32 Parent advisory council for special education | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documents, and staff and parent interviews indicated that the parent advisory council for special education has not established by-laws regarding officers and operational procedures, does not advise the school on matters that pertain to the education and safety of students with disabilities, and does not meet regularly with school officials to participate in the planning, development, and evaluation of the school's special education programs. |
| **Description of Corrective Action:** Establish Parent Advisory Council For Special Education .Identify the 3 parents who agree to establish the PAC.Schedule Parent Rights event for March 2018.Schedule Agendas for 2 additional meetings to be held between April and May 2018 Schedule Meeting and agenda for first PAC meeting of next school yearSchedule Parent Rights |
| **Title/Role(s) of Responsible Persons:**Special Education Director | **Expected Date of Completion:**01/23/2019 |
| **Evidence of Completion of the Corrective Action:**Parent names and contact information for those who choose to be officers of the PACAgendas and signature pages of PAC meetings scheduled in March, April and May 2018Notices of scheduled meetings in school newsletter |
| **Description of Internal Monitoring Procedures:** Schedule first Meeting of new school year at the last PAC meeting in May. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Partially Approved **Status Date:** 03/07/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:** The description of corrective action did not include the PAC establishing bylaws with operational procedures, including election of officers, officer terms and roles. In addition the description of corrective action did not address how the PAC will advise the school on matters that pertain to the education and safety of students with disabilities and the requirement to meet regularly with school officials to participate in the planning, development and evaluation of the school's special education services and programs. |
| **Department Order of Corrective Action:**Please review the Department's guidance on PAC development at http://www.doe.mass.edu/sped/pac/default.html, including bylaws, officer election, and PAC responsibilities.The school's administrators will meet with its identified PAC parents to discuss how the PAC will participate in the planning, development, and evaluation of the school's special education programs and advise the school on matters that pertain to the education and safety of students with disabilities. Please see page 10 of the linked Department guidance document for suggestions. There are a variety of ways in which the PAC and the school's administration may fulfill this requirement. |
| **Required Elements of Progress Report(s):** By May 1, 2018, submit the PAC's By-laws with information on officers and operational procedures. Include a plan that describes how the PAC will advise the school and participate in the planning, development, and evaluation of the school's special education programs.By November 2, 2018, submit PAC meeting agendas, minutes and a narrative description of how the PAC has advised the school on matters that pertain to the education and safety of students with disabilities and the requirement to meet regularly with school officials to participate in the planning, development and evaluation of the school's special education services and programs. |
| **Progress Report Due Date(s):** 05/01/201811/02/2018 |

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| **Criterion & Topic:** CR 25 Institutional self-evaluation | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documents and staff interviews indicated that the charter school does not evaluate all aspects of its 6-12 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:** Annual surveys will be given to all students asking about participation in athletics/programs/extracurriculars. The Dean of Students will work with administration and form leaders who will analyze results and review rosters for access and participation. |
| **Title/Role(s) of Responsible Persons:**Chyna Onembo, Dean of Students | **Expected Date of Completion:**09/28/2018 |
| **Evidence of Completion of the Corrective Action:**Dean of Students will revise surveys by June 28, 2018. Minutes of administration meeting where Dean of Students presents final drafts of surveys are presented for the next school year by June 28, 2018. |
| **Description of Internal Monitoring Procedures:** The Dean of Students will write a report of the institutional self-evaluation for the Executive Director. There will be an annual meeting between the Dean of Students of Executive Director where the institutional self-evaluation is reviewed. The first meeting will occur by September 28, 2018. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Partially Approved **Status Date:** 03/07/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:** Although surveying students on participation and access is an important source of information, the institutional self-evaluation must also review its policies, practices and other data sources to evaluate if there are ways in which students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, are denied programmatic access. Additionally, the school can survey its parents and teaching staff, as well as students. A review of student data is also recommended as a way to determine if there is evidence of limiting student access (for example, student discipline data, course enrollment data, graduation rates for students with disabilities and ELs).The Department has developed a tool to assist districts with the self-evaluation process. Please see the Order of Corrective Action for details. |
| **Department Order of Corrective Action:**Please go to the WBMS Document Library for access to the Tiered Focused Monitoring Technical Assistance Toolkit for CR 24 & 25 and review this document prior to development of the institutional self-evaluation. If there are questions about the use of this tool, please contact Joan Brinckerhoff at 781-338-3715. |
| **Required Elements of Progress Report(s):** By May 1, 2018, using the Technical Assistance Toolkit for CR 24 & 25, submit a detailed plan that evaluates all aspects of the school's 6-12 programming. The use of student surveys is a good starting source for data collection. By November 2, 2018, submit the results for the student survey. By November 2, 2018 submit the results of the analysis of student participation in programs, athletics and extracurricular activities. |
| **Progress Report Due Date(s):** 05/01/201811/02/2018 |

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| **Criterion & Topic:** ELE 14 Licensure Requirements | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of the relevant sheltered English immersion (SEI) endorsement data indicated that some core academic teachers assigned to provide sheltered English instruction to English learners do not hold the SEI Teacher Endorsement. |
| **Description of Corrective Action:** By April 30, 2018 SACS will inform all current staff who do not hold an SEI teacher endorsement that they are required to take the course or pass the SEI MTEL before returning to a position next August. All new staff from out of state will be required to take the SEI course or pass the SEI MTEL before returning to a position next year.SACS will inform all new hires each year that they have one year to acquire the SEI Teacher Endorsement or pass the SEI MTEL. |
| **Title/Role(s) of Responsible Persons:**Kathy Egmont, Executive DirectorStephanie Callahan, Head of School | **Expected Date of Completion:**09/01/2018 |
| **Evidence of Completion of the Corrective Action:**Copies of any contracts offering a position for 2018-19 for people without a current endorsement will make it clear that they are required to acquire the endorsement or the offer will be withdrawn.Copies of contracts offering positions to new staff from out of state who do not have the SEI endorsement will make it clear that they have one year to secure the SEI endorsement. |
| **Description of Internal Monitoring Procedures:** The Executive Director and Principals of the Upper and Lower School will meet in March to review the status of all teachers who do not hold the SEI endorsement who are being offered a position for the following year, evidence will be an agenda and sign in sheet. The Executive Director and prinicpals will review the status of all returning teachers in July to ensure that the SEI endorsments are in place, evidence will be an agenda and sign in sheet. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 14 Licensure Requirements | **Corrective Action Plan Status:** Approved **Status Date:** 03/07/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** 1- By May 1, 2018, provide information on the support the district will provide to help the unendorsed educator(s) earn their endorsement and a timeline that shows the educators' efforts towards earning their SEI endorsement.2- By May 1, 2018, please submit the district's plan to ensure that ELs are assigned only to core academic teachers who hold the SEI endorsement.3- By November 2, 2018, please provide training to district administrators to ensure compliance with procedure and placement of students. Submit the training materials, sign-in sheets and agendas by the progress report due date.4- By November 2, 2018, please submit the completed SEI endorsement form available in the Document Library to provide information regarding the SEI endorsement status of the core academic teachers of ELs in the district. |
| **Progress Report Due Date(s):** 05/01/201811/02/2018 |

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| **Criterion & Topic:** ELE 17 Program Evaluation | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** A review of documents indicated that the charter school does not have a comprehensive process to evaluate the effectiveness of its ELE programming in developing students' English language skills and increasing their ability to participate meaningfully in the school's educational program. |
| **Description of Corrective Action:** The ELE department will develop a program evaluation template by April 1, 2018.The ELE department will create an evaluation team, composed of teachers and administrators, representing the upper and lower school, including special education by April 1, 2018The ELE evaluation will review data from May 1 to June 30, 2018 and evaluate the effectiveness of the program as much as possible without MCAS scores.The ELE evaluation team will complete the evaluation of the program in August 2018 when the MCAS scores are released. |
| **Title/Role(s) of Responsible Persons:**Sarah Sawyer | **Expected Date of Completion:**09/01/2018 |
| **Evidence of Completion of the Corrective Action:**SACS Program Evaluation template will be completeSACS ELE evaluation team will meet by April 1. Evidence will be agenda, sign in page and minutes of meeting. SACS completed annual program evaluation report |
| **Description of Internal Monitoring Procedures:** ELE Director will submit annual report to administration by Sept. 1 or after MCAS release. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 17 Program Evaluation | **Corrective Action Plan Status:** Approved **Status Date:** 03/07/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** 1. Please complete the program evaluation tool that is available at http://www.doe.mass.edu/ell/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. 2. Please provide information regarding the strengths and areas of improvement the district identified as a result of its ELE program evaluation. 3. 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 |
| **Progress Report Due Date(s):** 05/01/201811/02/2018 |