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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: Carver

CPR Onsite Year: 2013-2014

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 06/04/2014.

**Mandatory One-Year Compliance Date:** **06/04/2015**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 55 | Special education facilities and classrooms | Partially Implemented |
| CR 23 | Comparability of facilities | Partially Implemented |
| CR 25 | Institutional self-evaluation | Not Implemented |

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

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| **Criterion & Topic:** SE 55 Special education facilities and classrooms | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Observations at the Carver Elementary School indicate that the space allocated for the resource room, in which math and reading instruction is provided, is not in an area that maximizes the inclusion of such students into the life of the school. The resource room is located behind the cafeteria and is separated from all other classrooms; students must walk through the cafeteria in order to access this resource room. The grade 4-5 special education Alternative Learning Program at Carver Elementary School serves students who require wheelchairs for mobility. Observations and interviews indicate that students in the Alternative Learning Program must pass through a resource room in order to access the class, which does not allow for confidentiality and creates a significant distraction. |
| **Description of Corrective Action:** For the 2014/2015 school year we have been able to free up a classroom so the grade 3-5 Alternative Learning Program will have a classroom in the grade 3-5 building. Correction for the resource room is a little more difficult. That is the only available space with doors and real walls. We are planning to create spaces in the back of the classrooms for small group instruction thus eliminating the need to use the space for that purpose. We will still need to use the room as a space for doing assessments. We can do these things to immediately address the concerns in the CPR report but ultimately we will continue to have difficulties with appropriate space at the elementary school until we have a new or updated building. |
| **Title/Role(s) of Responsible Persons:**Karen Teichert/ Director of Special Education | **Expected Date of Completion:**08/25/2014 |
| **Evidence of Completion of the Corrective Action:**Observation |
| **Description of Internal Monitoring Procedures:** None needed |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Approved **Status Date**: 07/01/2014 |
| **Basis for Partial Approval or Disapproval:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By October 17, 2014, the Department will conduct an onsite verification to ensure the Alternative Learning Program Grades 3-5 classroom allows for confidentiality and is free from distraction. Also, the Department will conduct an onsite verification to ensure the resource room is located in an area that maximizes the inclusion of such students into the life of the school. |
| **Progress Report Due Date(s):** 10/17/2014 |

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| **Criterion & Topic:** CR 23 Comparability of facilities | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** See SE 55. |
| **Description of Corrective Action:** For the 2014/2015 school year we have been able to free up a classroom so the grade 3-5 Alternative Learning Program will have an classroom in the grade 3-5 building. Correction for the resource room is a little more difficult. That is the only available space with doors and real walls. We are planning to create spaces in the back of the classrooms for small group instruction thus eliminating the need to use the space for that purpose. We will still need to use the room as a space for doing assessments. We can do these things to immediately address the concerns in the CPR report but ultimately we will continue to have difficulties with appropriate space at the elementary school until we have a new or updated building. |
| **Title/Role(s) of Responsible Persons:**Meredith Cargill/Director of Curriculum and Technology and Civil Rights Coordinator | **Expected Date of Completion:**08/25/2014 |
| **Evidence of Completion of the Corrective Action:**Observation |
| **Description of Internal Monitoring Procedures:** None needed/observation |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 23 Comparability of facilities | **Corrective Action Plan Status:** Approved **Status Date**: 07/01/2014 |
| **Basis for Partial Approval or Disapproval:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** See SE 55. |
| **Progress Report Due Date(s):** 10/17/2014 |

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

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| **Criterion & Topic:** CR 25 Institutional self-evaluation | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** Document review indicates 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:** An annual document review cycle will be put into place to evaluate all aspects of K-12 programming as 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 extra curricular activities |
| **Title/Role(s) of Responsible Persons:**Meredith Cargill | **Expected Date of Completion:**08/15/2014 |
| **Evidence of Completion of the Corrective Action:**A summary checklist will be uploaded of what programs were reviewed and a synopsis of the tools and protocols put into place (on an annual basis) to ensure equal access to all programs. |
| **Description of Internal Monitoring Procedures:** Our ALT (Administrative Leadership Team) will be involved in the process of evaluating and will revisit this on an annual (and in some cases, semi-annual) basis to ensure a system of "checks and balances" for the institutional self evaluation. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved **Status Date**: 07/01/2014 |
| **Basis for Partial Approval or Disapproval:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By October 17, 2014, submit a copy of the institutional self-evaluation. |
| **Progress Report Due Date(s):** 10/17/2014 |