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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: South Middlesex Regional Vocational Technical

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 04/04/2014.

**Mandatory One-Year Compliance Date:** **04/03/2015**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 55 | Special education facilities and classrooms | Partially Implemented |
| CR 8 | Accessibility of extracurricular activities | Partially Implemented |
| CR 11A | Designation of coordinator(s); grievance procedures | Partially Implemented |
| CR 12A | Annual and continuous notification concerning nondiscrimination and coordinators | Partially Implemented |
| CR 15 | Non-discriminatory administration of scholarships, prizes and awards | Partially Implemented |
| CR 24 | Curriculum review | Partially 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 of facilities and staff interviews revealed that Learning Strategies Classrooms located in rooms 108, 109, 110 and 111A are clustered in the same hallway thus limiting the inclusion of students into the life of the school. In addition, these classrooms are labeled with signage of "Learning Strategies", as is the "Speech" classroom located in Room 301A, indicating that a special education service is provided and therefore creating stigmatization. |
| **Description of Corrective Action:** Instructors notified to remove all signage indicating a special education service is provided in that room.Discussion will take place with superintendent, facilities manager, and principal to view school floor plan and building utilization to investigate ways to increase the inclusion of special needs into the life of the school. |
| **Title/Role(s) of Responsible Persons:**Michael Dolan; Director of Special Education | **Expected Date of Completion:**04/09/2015 |
| **Evidence of Completion of the Corrective Action:**Signage indicating an area where special education services are rendered have been removed. Review of floor plans and building utilization. |
| **Description of Internal Monitoring Procedures:** Ongoing walkthroughs of facilities, memorandum to special education department and ancillary service providers regarding signage that labels special education services, and adding signage and stigmatization to procedures manual. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Approved **Status Date**: 05/19/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 15, 2014 the school will submit a written statement of assurance from the superintendent along with a floor plan demonstrating that the Learning Strategies Classrooms located in rooms 108, 109, 110 and 111A have been separated and relocated to maximize inclusion of students within the life of the school. In addition, the Director of Special Education will provide the memorandum to special education department and ancillary service providers regarding signage that labels special education services, and the relevant sections of procedures manual that discusses signage and stigmatization. On or before December 30, 2014, the district will provide confirmation of a scheduled onsite visit by the DESE to observe the classroom relocations and to confirm that all signage has been removed. |
| **Progress Report Due Date(s):** 09/15/201412/30/2014 |

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

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| **Criterion & Topic:** CR 8 Accessibility of extracurricular activities | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of the school's documents and staff interviews revealed that gender identity is not included as a protected category regarding accessibility of extracurricular activities. |
| **Description of Corrective Action:** Gender identity will be included as a protected category regarding accessibility of extracurricular activities in the 2014-2015 Keefe Technical School Student Handbook. The new handbook will go to print Summer 2014. This new handbook will be distributed to students at the beginning of the 2014-2015 school year. |
| **Title/Role(s) of Responsible Persons:**Director of Guidance and Admissions | **Expected Date of Completion:**10/01/2014 |
| **Evidence of Completion of the Corrective Action:**Copy of corresponding page in 2014-2015 Keefe Tech Student Handbook. |
| **Description of Internal Monitoring Procedures:** Director of Guidance will monitor that gender identity continues to be included as a protected category regarding accessibility of extracurricular activities. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 8 Accessibility of extracurricular activities | **Corrective Action Plan Status:** Approved **Status Date**: 05/19/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Please provide evidence of dissemination and training for staff on the updated district policy regarding access to extracurricular activities with the added category of gender identity, including a training agenda, attendance sheet, a copy of the policies/procedures including the relevant sections of the Student Handbook, and a sample of training materials by September 15, 2014. |
| **Progress Report Due Date(s):** 09/15/2014 |

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

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| **Criterion & Topic:** CR 11A Designation of coordinator(s); grievance procedures | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documents and staff interviews revealed that gender identity is not included as a protected category in the school's grievance procedures for students. |
| **Description of Corrective Action:** Gender identity will be added as a protected category in Keefe Tech's grievance procedures for students in the 2014-2015 Student Handbook. Updated handbook will go to print Summer 2014 and be distributed to students at the beginning of the 2014-2014 school year. |
| **Title/Role(s) of Responsible Persons:**Director of Guidance and Admissions | **Expected Date of Completion:**10/01/2014 |
| **Evidence of Completion of the Corrective Action:**Corresponding pages from 2014-2015 Student Handbook. |
| **Description of Internal Monitoring Procedures:** Director of Guidance will monitor that gender identity continues to be included as a protected category in Keefe Tech's grievance procedures for students. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 11A Designation of coordinator(s); grievance procedures | **Corrective Action Plan Status:** Approved **Status Date**: 05/19/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Please provide evidence of the addition of gender identity to the grievance procedures for students, as well as evidence of dissemination and training for staff, including a training agenda, attendance sheet, sample of documents including the relevant pages from the Student Handbook and copies of training materials by September 15, 2014. |
| **Progress Report Due Date(s):** 09/15/2014 |

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

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| **Criterion & Topic:** CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documents and staff interviews revealed that gender identity is not included as a protected category in the school's annual notice concerning nondiscrimination. |
| **Description of Corrective Action:** Gender identity will be included as a protected category in Keefe Tech's annual notice concerning nondiscrimination beginning with the 2014-2015 school year. |
| **Title/Role(s) of Responsible Persons:**Principal, Superintendent, and Director of Guidance | **Expected Date of Completion:**10/01/2014 |
| **Evidence of Completion of the Corrective Action:**Copy of annual notice concerning nondiscrimination for the 2014-2015 school year that is posted at Keefe Technical School. |
| **Description of Internal Monitoring Procedures:** Director of Guidance will monitor that gender identity continues to be included as a protected category in Keefe Tech's annual notice concerning nondiscrimination. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved **Status Date**: 05/19/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Please provide evidence of dissemination and training for staff on the updated nondiscrimination statement with the added category of gender identity including a training agenda, attendance sheet, sample of documents including a copy of the updated annual notice and copies of training materials by September 15, 2014. |
| **Progress Report Due Date(s):** 09/15/2014 |

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

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| **Criterion & Topic:** CR 15 Non-discriminatory administration of scholarships, prizes and awards | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documents and staff interviews revealed that gender identity is not included as a protected category in the school's administration of scholarships, prizes and awards. |
| **Description of Corrective Action:** Moving forward gender identity will be included as a protected category in Keefe Tech's administration of scholarships, prizes, or awards. |
| **Title/Role(s) of Responsible Persons:**Director of Guidance and Admissions | **Expected Date of Completion:**10/01/2014 |
| **Evidence of Completion of the Corrective Action:**New Scholarship Application that includes gender identity as a protected category. |
| **Description of Internal Monitoring Procedures:** Director of Guidance will make sure that gender identity remains a protected category in Keefe Tech's administration of scholarships, prizes, and awards. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 15 Non-discriminatory administration of scholarships, prizes and awards | **Corrective Action Plan Status:** Approved **Status Date**: 05/19/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Please provide evidence of dissemination and training for staff on the updated policy for administering scholarships, prizes and awards with the added category of gender identity, including a training agenda, attendance sheet, training materials, a copy of the new Scholarship Application that includes gender identity as a protected category and a copy of the updated policy by September 15, 2014. |
| **Progress Report Due Date(s):** 09/15/2014 |

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| **Criterion & Topic:** CR 24 Curriculum review | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Staff interviews indicated that the district has no formal process to ensure that individual teachers in the school review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. |
| **Description of Corrective Action:** Building administration will connect with Lead instructors to review educational materials during department meetings for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation . |
| **Title/Role(s) of Responsible Persons:**Principal | **Expected Date of Completion:**12/01/2014 |
| **Evidence of Completion of the Corrective Action:**Department meeting agendas, first day of school 2014-2015 Civil Rights Training. |
| **Description of Internal Monitoring Procedures:** Respective administrators will connect with Lead instructors to ensure that this process occurs at the beginning of each school year and for any new curriculum throughout the school year. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 24 Curriculum review | **Corrective Action Plan Status:** Approved **Status Date**: 05/19/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Please provide evidence of training for staff on the updated curriculum review process with the added category of gender identity, including a training agenda, attendance sheet, a copy of the updated procedure/policy and copies of training materials by September 15, 2014. Please include the departmental meeting agendas where it will be addressed throughout the year and the section of the first day of school 2014-2015 Civil Rights Training that addresses curriculum review. |
| **Progress Report Due Date(s):** 09/15/2014 |

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| **MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION****COORDINATED PROGRAM REVIEW** |

District: South Middlesex Regional Vocational Technical School

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Jonathan Evans – Superintendent/Director

Keefe Technical School

CAP Form will expand to as many lines as necessary. Before completing and emailing to pqacap@doe.mass.edu, please see separate *Instructions for Completing Corrective Action Plans.*

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 to the school or district.

**Mandatory One-Year Compliance Date: June 17, 2015**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic: ELE 10 Parental Notification** | **Rating: Partially Implemented** |
| **Department CPR Finding:** *A review of student records and staff interviews indicated that the current Parent Notification letter does not state the child’s level of English proficiency.* |
| **Narrative Description of Corrective Action:** *We have adopted the Annual Parent Letter created by the DESE last fall and are using copies in our district’s prevalent languages; Spanish, Portuguese, and English. (See enclosed)* |
| **Title/Role of Person(s) Responsible for Implementation:** *Director of Continuing Education & Program Development* | **Expected Date of Completion for Each Corrective Action Activity:** *Implemented fall of 2013* |
| **Evidence of Completion of the Corrective Action:** *Please see attached*.  |
| **Description of Internal Monitoring Procedures:** *Will verify appropriate letter sent each year* |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion: ELE 10** | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:**       |
| **Department Order of Corrective Action:** Please provide evidence of staff training on the required elements of the updated parental notification letter which can be found at <http://www.doe.mass.edu/ell/guidance_laws.html> . The parental notification letter must include the following elements:1. the reasons for identification of the student as ELL;
2. **the child’s level of English proficiency;**
3. program placement and/or the method of instruction used in the program;
4. how the program will meet the educational strengths and needs of the student;
5. how the program will specifically help the child learn English;
6. the specific exit requirements;
7. the parents’ right to apply for a waiver (see ELE 4), or to decline to enroll their child in the program (see ELE 8); and
8. If the student has additional education needs that require Special Education Services, how the Title III program will meet the objectives of the Individualized Education Plan (IEP)

and staff training must include these elements. Please include the agenda, training materials and sign-in sheets for training provided by **September 30, 2014.** |
| **Required Elements of Progress Report(s):** Please provide the results of a record review of 10 ELL student records to ensure that these files contain copies of the Parent Notification letter.Please provide a detailed summary of the record review, including student’s grade level; method of determination; and the results of the review. Include:1) The number of records reviewed;2) The number of records in compliance;3) For all records not in compliance, determine the root cause(s) of the non-compliance; and4) The district’s plan to remedy the non-compliance if applicable.Please provide the results of the student record review **by February 15, 2015.****\*Please note that when conducting internal monitoring the district must maintain the following documentation and make it available to the DESE upon request: a) List of student names and grade level 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): September 30, 2014 and February 15, 2015** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| Criterion & Topic: ELE 18 Records of ELL Students | **Rating: Partially Implemented**  |
| **Department CPR Finding:** *A review of student records and staff interviews revealed that the district’s home language survey does not ask parents if they require written information from the school in their native language. Additionally, records for English language learners do not consistently contain MCAS information or information about the student’s previous school experiences.* |
| **Narrative Description of Corrective Action:** *The enclosed home language survey was updated last October and now asks parents if they require not only a translator present at school meetings, but also written information from school in their native language.**Additionally, enclosed is the ELL Student Checklist, affixed to each ELL’s folder, requiring MCAS information and previous school experience information to be included in the student folder. Records reviews will be conducted by the ELL Coordinator upon the student’s enrollment, at each marking period, and at the close of the school year to ensure that all required information is present.* |
| **Title/Role of Person(s) Responsible for Implementation:** *Director of Continuing Education & Program Development* | **Expected Date of Completion for Each Corrective Action Activity:** *Start of school year 2014-2015* |
| **Evidence of Completion of the Corrective Action:** *Please see attached*  |
| **Description of Internal Monitoring Procedures:** *Will verify appropriate form sent annually* |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion: ELE 18** | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:**       |
| **Department Order of Corrective Action:** Please provide evidence of staff training on the required contents of the records of ELL students. Please include the agenda, training materials and sign-in sheets for training provided by **September 30, 2014.** |
| **Required Elements of Progress Report(s): Required Elements of Progress Report(s):** Please provide the results of a record review of a sample of ELL student records across all levels to ensure that these files contain the following items:1. home language survey;
2. results of identification and proficiency tests and evaluations including ACCESS for ELLs test from SY 2012/2013;
3. MCAS or other tests chosen by the Board of Education and the district;
4. information about students’ previous school experiences;
5. copies of parent notification letters,
6. progress reports, in the native language, if necessary;
7. report cards, in the native language, if necessary;
8. evidence of follow-up monitoring, if applicable;
9. documentation of a parent’s consent to “opt-out” of ELL education, if applicable;
10. waiver documentation, if applicable

Please provide a detailed summary of the record review, including student’s grade level; method of determination; and the results of the review. Include:1) The number of records reviewed;2) The number of records in compliance;3) For all records not in compliance, determine the root cause(s) of the non-compliance; and4) The district’s plan to remedy the non-compliance if applicable.Please provide the results of the student record review **by February 15, 2015.****\*Please note that when conducting internal monitoring the district must maintain the following documentation and make it available to the DESE upon request: a) List of student names and grade level 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): September 30, 2014 and February 15, 2015** |