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

##### COORDINATED PROGRAM REVIEW

## CORRECTIVE ACTION PLAN

Charter School or District: KIPP Academy Lynn 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 02/07/2018.

**Mandatory One-Year Compliance Date:** **02/07/2019**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 32 | Parent advisory council for special education | Partially Implemented |
| SE 52 | Appropriate certifications/licenses or other credentials -- related service providers | Partially Implemented |
| SE 55 | Special education facilities and classrooms | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | Partially Implemented |
| CR 12A | Annual and continuous notification concerning nondiscrimination and coordinators | Partially Implemented |
| CR 23 | Comparability of facilities | Partially Implemented |
| CR 24 | Curriculum review | Partially Implemented |
| CR 25 | Institutional self-evaluation | Not Implemented |
| ELE 5 | Program Placement and Structure | Partially Implemented |
| ELE 7 | Parent Involvement | Partially Implemented |
| ELE 14 | Licensure Requirements | Partially Implemented |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  SE 32 Parent advisory council for special education | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Although the charter school has made attempts to establish a special education parent advisory council (PAC), which include workshops and parent information sessions, the charter school does not currently have a functioning PAC, which advises on matters that pertain to the education and safety of students with disabilities; meets regularly with school officials to participate in the planning, development, and evaluation of the school's special education programs; and has established by-laws regarding officers and operational procedures. | | |
| **Description of Corrective Action:**  The district will hold an additional convening of the SPED PAC for the year. Please note that the Parents Rights workshop was held in the fall and all documents related to that convening are saved in the additional documents section.  The district will explore alternatives to obtaining parent participation including:  > interviewing FAKT (general parent council) parents for their thoughts on engaging topics  > providing dinner for participants at the convening  > multiple all calls to families before the events  > advertising in family newsletters  At that convening the district will ask participating parents to vote on bylaws and vote in leadership. | | |
| **Title/Role(s) of Responsible Persons:**  Stefanie Tucker, Director of Student Support | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  -Notes and attendance sheet for meeting  -fliers and attendance sheet for final reconvene  -finalized bylaws and SEPAC leadership | | |
| **Description of Internal Monitoring Procedures:**  Ongoing monitoring not applicable | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Approved  **Status Date:** 03/21/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 15, 2018 submit evidence that the special education parent advisory council is operational and has established leadership and approved the council by-laws regarding officers and operational procedures. By November 15, 2018 submit evidence of special education parent advisory council participation in planning, development and evaluation of the charter school's special education programs. Evidence should include signed attendance sheets, minutes of the council meeting proceedings and special education programs evaluation notes. | | |
| **Progress Report Due Date(s):**    10/15/2018  11/15/2018 | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  SE 52 Appropriate certifications/licenses or other credentials -- related service providers | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of related service providers' licensure indicated that one school adjustment counselor at KIPP Academy Lynn Elementary School, who provides services described in students' IEPs, is not appropriately licensed. | | |
| **Description of Corrective Action:**  Breanna Steinberg was the staff member who did not appear to have an active art therapy certification at the time of the school visit. In follow up conversations with her licensing board, her certification was active it was just not publicly visible. | | |
| **Title/Role(s) of Responsible Persons:**  Stefanie Tucker, Director of Student Support | | **Expected Date of Completion:**  03/12/2018 |
| **Evidence of Completion of the Corrective Action:**  The district will upload a copy of her certification and a screen grab of the website to show that it now shows up. Furthermore, her licensure can be found on the following website:  www.atcb.org/verify  Breanna Steinberg  Credential: ATR  ATCB No: 17-291 | | |
| **Description of Internal Monitoring Procedures:**  Not applicable | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 52 Appropriate certifications/licenses or other credentials -- related service providers | **Corrective Action Plan Status:** Disapproved  **Status Date:** 03/21/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The above related service provider does not hold a current Massachusetts professional license issued by the appropriate licensing board. Any person functioning in the role of school adjustment counselor should either have the corresponding DESE licensure or be a licensed social worker to provide services described in students' IEPs. | | |
| **Department Order of Corrective Action:**  By June 15, 2018, submit evidence that the related service provider providing counseling services described in the students' IEP at the KIPP Academy Lynn Elementary Charter School is licensed by the appropriate Massachusetts licensing board. | | |
| **Required Elements of Progress Report(s):**  By June 15, 2018, submit evidence that the related service provider providing counseling services described in the students' IEP at the KIPP Academy Lynn Elementary Charter School is licensed by the appropriate Massachusetts licensing board as a social worker or licensed by DESE as a school adjustment counselor. | | |
| **Progress Report Due Date(s):**  06/15/2018 | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  SE 55 Special education facilities and classrooms | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of facilities indicated that the charter school does not consistently provide special education classrooms that are at least equal in all physical respects to the average standards of general education classrooms or maximize inclusion of the students in the life of the school. Specifically, at the high school, a substantially separate Life Skills science classroom is located in a room that is not large enough to accommodate the number of students in the instructional group. Additionally, at the middle school, a substantially separate special education classroom is located in a separate wing of the building with no other classrooms nearby. | | |
| **Description of Corrective Action:**  In terms of the middle school classroom located in room 154: the district has moved additional general education classes into that wing/floor. The classrooms on that floor of that wing are as follows: 154, 156, 158, 155, and 157. Please see the schedule below:  Advisory (all students in the building participate): Wednesdays 12:45-1:30. Room 156  Growth Block (small group tutoring, all students): 3:30-4:45 everyday: Rm 156  Spanish Class (all day): Room 155  Testing and as needed tutoring (all day, as needed): 158  Additionally, the district will move all high school students currently receiving small groups out of room 148 to new and larger rooms. See the schedule below. The district will attach in the additional documents section a floor map to demonstrate the new rooms are of larger size than 148.  Period 1 moves to 259  Period 2 moves to 145  Period 4 moves to 141  Period 7 moves to 155 | | |
| **Title/Role(s) of Responsible Persons:**  Stefanie Tucker, Director of Student Support | | **Expected Date of Completion:**  03/12/2018 |
| **Evidence of Completion of the Corrective Action:**  Floor maps and the schedules listed above. | | |
| **Description of Internal Monitoring Procedures:**  None. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Approved  **Status Date:** 03/21/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By April 19, submit class schedule for students in Life Skills Science class including the location of the instructional space. Additionally, submit a floor plan of both middle school and high school indicating the location of Life Skills Science instructional spaces in the high school and the reassigned functions of instructional spaces 154, 156, 158, 155, and 157 in the middle school. | | |
| **Progress Report Due Date(s):**  04/19/2018 | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  CR 10B Bullying Intervention and Prevention | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that relevant sections of the amended Bullying Prevention and Intervention Plan relating to the duties of faculty and staff and relevant provisions addressing the bullying of students by a school staff member are not included in the employee handbook. | | |
| **Description of Corrective Action:**  KIPP Academy Lynn Charter School ("KALCS") is in the process of revising and updating employee policies. As part of this revision, we will ensure that our Bullying Prevention and Intervention Plan in added to our employee handbook. KALCS's board of trustees will then review the revised policy. Once the policy is approved by the board, it will be disseminated to all employees electronically. This fall, all staff will be trained on the policy. | | |
| **Title/Role(s) of Responsible Persons:**  Director of HR  General Counsel | | **Expected Date of Completion:**  10/01/2018 |
| **Evidence of Completion of the Corrective Action:**  Evidence of completing this process will be the revised and approved employee handbook. Additionally, we will submit attendance sheets for staff training sessions and staff training session materials. | | |
| **Description of Internal Monitoring Procedures:**  KALCS's General Counsel or another position tasked with monitoring compliance and accountability related to the bullying policy will monitor that the policy remains in the employee handbook at all times moving forward. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved  **Status Date:** 03/21/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By May 15, 2018 submit a link to the revised employee handbook on the charter school's website that includes the relevant sections of the amended Bullying Prevention and Intervention Plan relating to the duties of faculty and staff and relevant provisions addressing the bullying of students by a school staff member. Additionally, submit evidence of approval by charter school board of revised bullying policy by June 15/2018; evidence of staff training on the new policy by October 15, 2018. Evidence should include dated agenda, signed attendance sheet, training materials, name and role of the presenters. | | |
| **Progress Report Due Date(s):**  05/15/2018  06/15/2018  10/15/2018 | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of the charter school's website indicated that gender identity is not included as a protected category in the non-discrimination statement. | | |
| **Description of Corrective Action:**  KIPP Academy Lynn Charter School ("KALCS") already includes gender identity in its Board approved non-discrimination policy, which is in every student handbook on our website and distributed to all families annually. KALCS also already has its gender identity policy on its website, which explains in detail how we will operationalize not discriminating on the basis of gender identity. We have now also updated a reference to this policy in our on-line notice of the Title 9 coordinator's information to reflect our current non-discrimination policy, which includes gender identity. | | |
| **Title/Role(s) of Responsible Persons:**  General Counsel | | **Expected Date of Completion:**  03/09/2018 |
| **Evidence of Completion of the Corrective Action:**  http://kippma.org/kipp-ma-policies/ | | |
| **Description of Internal Monitoring Procedures:**  When we update our non-discrimination policy in the future, we will also update references to the policy throughout our website. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved  **Status Date:** 03/21/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By April 19, 2018 submit evidence that the school community has been notified that the non-discrimination policy statement on the charter school's website has been revised to include the protected category of gender identity. Evidence could include an email sent to staff and families or a link to a notice on the charter school's website. | | |
| **Progress Report Due Date(s):**  04/19/2018 | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  CR 23 Comparability of facilities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  See SE 55. | | |
| **Description of Corrective Action:**  In terms of the middle school classroom located in room 154: the district has moved additional general education classes into that wing/floor. The classrooms on that floor of that wing are as follows: 154, 156, 158, 155, and 157. Please see the schedule below:  Advisory (all students in the building participate): Wednesdays 12:45-1:30. Room 156  Growth Block (small group tutoring, all students): 3:30-4:45 everyday: Rm 156  Spanish Class (all day): Room 155  Testing and as needed tutoring (all day, as needed): 158  Additionally, the district will move all high school students currently receiving small groups out of room 148 to new and larger rooms. See the schedule below. The district will attach in the additional documents section a floor map to demonstrate the new rooms are of larger size than 148.  Period 1 moves to 259  Period 2 moves to 145  Period 4 moves to 141  Period 7 moves to 155 | | |
| **Title/Role(s) of Responsible Persons:**  Stefanie Tucker, Director of Student Support | | **Expected Date of Completion:**  03/12/2018 |
| **Evidence of Completion of the Corrective Action:**  Floor maps and the schedules listed above. | | |
| **Description of Internal Monitoring Procedures:**  None. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 23 Comparability of facilities | **Corrective Action Plan Status:** Approved  **Status Date:** 03/21/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By April 19, 2018 submit class schedule for students in Life Skills Science class including the location of the instructional space. Additionally, submit floor plan for both middle school and high school indicating the location of Life Skills Science instructional spaces in the high school and the reassigned functions of instructional spaces 156, 158, 155, and 157 in the middle school. | | |
| **Progress Report Due Date(s):**  04/19/2018 | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  CR 24 Curriculum review | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the charter school does not have a process for ensuring that individual teachers review educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the bases of race, color, sex, gender identity, religion, national origin, and sexual orientation. | | |
| **Description of Corrective Action:**  We will ensure that individual teachers in the district 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. We will train our teachers to use appropriate activities, discussions and/or supplementary materials to provide balance and context for any such stereotypes depicted in such materials. | | |
| **Title/Role(s) of Responsible Persons:**  General Counsel | | **Expected Date of Completion:**  02/07/2019 |
| **Evidence of Completion of the Corrective Action:**  - We will develop a process for our teachers to check their lesson plans. This may take the form of a checklist.  - We will ensure that teachers explicitly discuss this issue in their ongoing diversity, equity, and inclusivity training at least annually  - Coaches will check in with their teachers to ensure that they are monitoring their educational materials for the issues described in the description. | | |
| **Description of Internal Monitoring Procedures:**  - Evidence of annual training materials  - Teacher curriculum review tool | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 24 Curriculum review | **Corrective Action Plan Status:** Approved  **Status Date:** 03/21/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 15 2018 submit the charter school's curriculum review tool for individual teachers to review educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the bases of race, color, sex, gender identity, religion, national origin, and sexual orientation. By November 15, 2018 submit evidence that all teachers have been trained on review of educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the bases of race, color, sex, gender identity, religion, national origin, and sexual orientation; providing supplementary materials and activities to provide balance and context for any such stereotypes depicted in such materials; and using the curriculum review tool. Evidence submitted should include training materials, signed attendance sheet, name and role of the presenter. | | |
| **Progress Report Due Date(s):**  10/15/2018  11/15/2018 | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  CR 25 Institutional self-evaluation | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the charter school does not evaluate all aspects of its K-2 and 5-12 programming annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. | | |
| **Description of Corrective Action:**  The district will 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. It makes such changes as are indicated by the evaluation. | | |
| **Title/Role(s) of Responsible Persons:**  General Counsel | | **Expected Date of Completion:**  02/07/2019 |
| **Evidence of Completion of the Corrective Action:**  The district will, in consultation with its Teaching and Learning Team and its Data team, will develop a tool to review all of its programs at least annually. The tool will be informed by examples provided by DESE. Once developed with input from the relevant teams, the district will deploy the tools to its school. The Regional Leadership team will annually oversee the use of the tool by its various departments to ensure all areas of its programs are reviewed. Information gathered using the tool will be used to inform program revisions and developments. | | |
| **Description of Internal Monitoring Procedures:**  - A copy of the tool will be provided to the department for approval  - A copy of the completed tool will be kept on hand and produced to the department upon request. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 03/21/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 15, 2018 submit a copy of the charter school's institutional self evaluation tool for ensuring all students have equal access to all school programs in the charter school including athletics and other extracurricular activities regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status. By November 15, 2018 submit the results of the charter school's institutional self evaluation for equal access to all school programs including athletics and other extracurricular activities. Additionally, submit the charter school's proposed program adjustments following the results of institutional self evaluation. | | |
| **Progress Report Due Date(s):**  10/15/2018  11/15/2018 | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  ELE 5 Program Placement and Structure | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  The Castañeda's Three Pronged Test document completed by the charter school describes the methodology and the setting of ESL instruction as a combination of inclusion/co-teaching and pull-out instruction for students who are at low English proficiency levels and only inclusion/co-teaching for students at higher English proficiency levels. However, staff interviews, classroom observations and a review of documents indicated that instruction in inclusion/co-teaching classes primarily focuses on content and does not always include systematic, explicit and sustained English language development. Therefore, the time dedicated to ESL instruction in the inclusion/co-teaching setting is not used for the intended purpose and students do not receive as much ESL instruction as the charter school determined necessary for them to make adequate progress in acquiring English and have access to the content curricula taught in the school.  A review of documents and staff interviews also indicated that the charter school has a document that includes the scope and sequence of ESL instruction for different proficiency levels, but there is no ESL curriculum that is designed to teach English language skills in the educational settings determined for the delivery of ESL instruction. | | |
| **Description of Corrective Action:**  The district will continue its practice of supporting only the highest needs students (Newcomers) in a pull out setting. Most students will get their ESL minutes via ESL inclusion (where ESL teachers push in to content classes).  The district will determine which curriculum materials are needed for teachers to utilize in Pull Out Settings and will make sure they are identified and available by the start of SY1819. The district will also identify the classes in which teachers push in and will convene a grouping of teachers and leaders to meet 4-6 times per year to develop curriculum that is matched between the already created ESL Scope and Sequence and the General Education Curriculum so that teachers have aligned materials. | | |
| **Title/Role(s) of Responsible Persons:**  Stefanie Tucker, Director of Student Support | | **Expected Date of Completion:**  02/07/2019 |
| **Evidence of Completion of the Corrective Action:**  Agendas and attendance sheets from curriculum meetings.  List of curriculums used for pull outs for SY 1819 | | |
| **Description of Internal Monitoring Procedures:**  Review of curricular materials as a part of the program review process. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 5 Program Placement and Structure | **Corrective Action Plan Status:** Approved  **Status Date:** 03/16/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  1- Please provide the Department with information about the process of developing ESL/ELD curriculum as well as the timeline that shows executive milestones of the project, estimated completion and implementation timeframe. Please note that the plan should reflect the content to be taught and address the instructional needs of the EL population at all levels.  2- Please provide information regarding the roles and responsibilities of the staff who are assigned to the ESL curriculum project and their qualifications.  Please provide all required information by April 19, 2018. | | |
| **Progress Report Due Date(s):**  04/19/2018  12/15/2018 | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  ELE 7 Parent Involvement | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Staff interviews and parent surveys indicated that the charter school sometimes uses an online translator or students to translate information for parents. Online translators do not accurately convey the meaning of the source document and relying on students is not appropriate for translations that require confidentiality. Therefore, the charter school does not meet the obligation to communicate effectively with parents whose preferred language of communication is not English and fails to include these parents of English learners (ELs) in matters pertaining to their children's education. | | |
| **Description of Corrective Action:**  Whenever a parent is in need of translation, staff are either able to leverage an internal translation (ie: multilingual educators) or in cases where a staff member that speaks the same language as the parent is not available then the district employs a language line that all staff members will have access to and can use whenever is needed (calls to families, report card conferences, IEP meetings, etc.) | | |
| **Title/Role(s) of Responsible Persons:**  Stefanie Tucker, Director of Student Support | | **Expected Date of Completion:**  04/30/2018 |
| **Evidence of Completion of the Corrective Action:**  A memo will be sent to all district staff members regarding the protocol detailed above from obtaining an internal translator or using the language line and will explicitly name that they can no longer rely on student translations or google translations (unless they are reviewed first for accuracy). | | |
| **Description of Internal Monitoring Procedures:**  None. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 7 Parent Involvement | **Corrective Action Plan Status:** Approved  **Status Date:** 03/16/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please submit the following by June 15, 1018:  1-The charter school's written key procedures and processes to follow in securing a translator or  an interpreter  2- Processes the charter school uses to identify limited English proficient parents  3- A description of steps the charter school takes to provide effective language assistance to parents whose preferred language is not English | | |
| **Progress Report Due Date(s):**  06/15/2018 | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  ELE 14 Licensure Requirements | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and ELAR data indicated that the ESL licensure status for two of the teachers who provide ESL instruction to ELs in the charter school showed as pending at the time of the onsite review and, therefore, not all ESL teachers in the charter school hold an ESL license or a current waiver issued by the Massachusetts Department of Elementary and Secondary Education as it is required by law.  Staff interviews and the relevant SEI endorsement data also indicated that many core academic teachers assigned to provide sheltered English instruction to ELs hold the SEI Teacher Endorsement, but some do not. | | |
| **Description of Corrective Action:**  The district has submitted documentation (including the October EPIMS submission) prior to the release of these findings that demonstrates that all ESL staff were properly certified from the beginning of the 2017-2018 school year including the time of the onsite program.  The size of the district and the volume of students identified as EL has led the district to require that any teacher of academic content (not inclusive of foreign language teachers or arts and PE teachers) must hold an SEI teaching endorsement. All staff members are required to obtain their SEI endorsement either through a course or through passing the SEI MTEL within their first year of employment at KIPP. KIPP's Human Resource department has communicated this to applicable staff members and is currently tracking progress and regularly updating the school leaders towards the progress. | | |
| **Title/Role(s) of Responsible Persons:**  Stefanie Tucker; Director of Student Support | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  The district will submit the end of year tracking document to show progress towards SEI Endorsements. | | |
| **Description of Internal Monitoring Procedures:**  The district will submit the internal tracking documents to the state several times to demonstrate progress towards getting staff to obtain the endorsement. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 14 Licensure Requirements | **Corrective Action Plan Status:** Approved  **Status Date:** 03/16/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  1- Provide information on the support the charter school 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- Please submit the charter school's plan to ensure that ELs are assigned only to core academic teachers who hold the SEI endorsement.  3- Please provide training to charter school 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- Submit the end of year tracking document to show progress towards SEI Endorsements.  Please provide all requirements by June 15, 2018. | | |
| **Progress Report Due Date(s):**  06/15/2018 | | |