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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: Braintree

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 05/31/2014.

**Mandatory One-Year Compliance Date:** **05/31/2015**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 55 | Special education facilities and classrooms | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | 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:**  Classroom observations and interviews indicated that there are special education instructional spaces that are not equal in size and in physical respects to the average standards of general education classrooms and do not maximize the inclusion of students into the life of the school.  The South Middle School has a LINKS special education classroom in which students have to walk through the cafeteria and the sixth grade resource classroom in order to enter the LINKS classroom. There is also an eighth grade resource classroom on the other side of the LINKS classroom with a separate entrance. The LINKS special education classroom and both resource rooms are clustered in one section of the building, separated from other academic spaces, and the location does not maximize the inclusion of such students into the life of the school. Additionally, this can be a disruption and distraction as students pass through one class to access another.  At the South Middle School, the sixth grade special education Language Based Program is located behind the kitchen and is separated from other classrooms. The location of this class does not maximize the inclusion of such students into the life of the school.  At the East Middle School, the speech therapist's room cannot be accessed from the hallway. In order for students to enter the room, they must enter through either the LEAP 1 or LEAP 2 special education classrooms located on both sides of the speech room. This can be a disruption and distraction to the students in these classrooms and does not allow for confidentiality. | | |
| **Description of Corrective Action:**  The LINKS program will expand to room 116 making it possible to enter without going through any other classroom. The 6th. grade Language Based classroom will be moved to the second floor room 210A. The East Middle School speech therapist's room will be moved to a space on the second floor adjacent to the library. | | |
| **Title/Role(s) of Responsible Persons:**  Jeffrey Rubin  Direstor of Special Services | | **Expected Date of Completion:**  09/01/2014 |
| **Evidence of Completion of the Corrective Action:**  The room will be changed | | |
| **Description of Internal Monitoring Procedures:**  The Director of Special Services, the principal of the East Middle School and the assistant principal of the South Middle School will monitor the moves. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:** SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Approved  **Status Date**: 07/07/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By September 26, 2014, please submit a copy of the South Middle School floor plan that highlights the classroom changes for the LINKS Program, the grade 6 resource room, the grade 8 resource room, and the grade 6 Language Based Program. In addition, include the location of the Pathways program, which is located in the room the district's proposal states the 6th grade Language Based Program will be moved into. Include and label other classrooms in the surrounding area. For the East Middle School, please include a floor plan that highlights the updated location of the speech therapy room and label other classrooms in the surrounding area.  By December 4, 2014, the Department will conduct an onsite visit. | | |
| **Progress Report Due Date(s):**  09/26/2014  12/04/2014 | | |

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

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| **Criterion & Topic:**  CR 10A Student handbooks and codes of conduct | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of the documentation indicated that student codes of conduct do not include the discipline procedures for students with Section 504 Accommodation Plans. | | |
| **Description of Corrective Action:**  All Braintree Public Schools' Student/Parent Handbooks have been revised to specifically address discipline for students on 504 plans. | | |
| **Title/Role(s) of Responsible Persons:**  Maureen Murray, Superintendent | | **Expected Date of Completion:**  06/16/2014 |
| **Evidence of Completion of the Corrective Action:**  Handbooks updated, revised and approved by School Committee on 6/16/14. | | |
| **Description of Internal Monitoring Procedures:**  Annual review of student/parent handbooks will occur. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved  **Status Date**: 07/07/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By September 26, 2014, please submit copies of the codes of conduct that include the discipline procedures for students with Section 504 Accommodation Plans. | | |
| **Progress Report Due Date(s):**  09/26/2014 | | |

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

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| **Criterion & Topic:**  CR 23 Comparability of facilities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Onsite observations indicated that the spaces used for English language development instruction at the Flaherty Elementary School and the South Middle School are not comparable to the spaces provided to the overall student population. At the Flaherty Elementary School, English as a second language (ESL) classes are held on the stage of the cafetorium, instead of a regular classroom, and classes can occur during lunch time which is highly distractible. At the South Middle School, the ESL room is a small space that may be adequate for one-one instruction, but often has three students in the room at the same time which causes it to become over-crowded.  See SE 55. | | |
| **Description of Corrective Action:**  School Building Committee has met regarding Braintree's space issues, including those identified at Flaherty and South, and has begun to develop a plan. | | |
| **Title/Role(s) of Responsible Persons:**  Maureen Murray, Superintendent | | **Expected Date of Completion:**  01/06/2015 |
| **Evidence of Completion of the Corrective Action:**  Programs located in appropriate spaces. | | |
| **Description of Internal Monitoring Procedures:**  School Building Committee will make site visits to monitor space issues. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 23 Comparability of facilities | **Corrective Action Plan Status:**  Partially Approved  **Status Date**: 07/07/2014 | |
| **Basis for Decision:** Although the district stated that the Braintree School Building Committee has met to develop a plan regarding the space issues at Flaherty Elementary School and South Middle School, no plan was submitted to address the specific classroom changes to be made for English language development instruction. | | |
| **Department Order of Corrective Action:** Develop a plan to address the specific classroom space issues at Flaherty Elementary School and South Middle School. | | |
| **Required Elements of Progress Report(s):** By September 26, 2014, submit a plan that includes the specific classroom changes made for the provision of English language development instruction at the Flaherty Elementary School and South Middle School. Include a floor plan of Flaherty Elementary School and South Middle School that highlights the updated locations of the English learner education classrooms.  By December 4, 2014, an on-site visit will be conducted by the Department. | | |
| **Progress Report Due Date(s):**  09/26/2014  12/04/2014 | | |

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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:**  A review of the documentation and interviews indicated that the district has not evaluated 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:**  District Data Team will review evaluation model and revise as necessary. | | |
| **Title/Role(s) of Responsible Persons:**  Maureen Murray, Superintendent | | **Expected Date of Completion:**  11/25/2014 |
| **Evidence of Completion of the Corrective Action:**  A new evaluation model encompassing all components listed in CPR finding. | | |
| **Description of Internal Monitoring Procedures:**  District Data Team will continue to monitor both evaluation model and process. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved  **Status Date**: 07/07/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By September 26, 2014, submit a detailed outline of the components that will be included in the evaluation model the district plans to implement 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 December 4, 2014, submit a copy of the institutional self-evaluation. | | |
| **Progress Report Due Date(s):**  09/26/2014  12/04/2014 | | |

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

**Braintree Public Schools**

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Braintree Public Schools/Rebecca Fredericks

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: September 11, 2015**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE 5 Program Placement and Structure | | | **Rating:** Partially Implemented |
| **Department CPR Finding:**  *The “SEI Program Description” form submitted by the district does not specify the number of ESL instruction hours that ELLs receive at the district’s elementary schools. Current hours of ESL instruction Level 1, Level 2 and Level 3 students receive at the district’s high school and middle schools are not consistent with Department guidelines and there is no indication showing that the district meets the guidelines at the district’s elementary schools. Please see the “Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners August 2013” as found on* [*http://www.doe.mass.edu/ell/guidance\_laws.html*](http://www.doe.mass.edu/ell/guidance_laws.html) | | | |
| **Narrative Description of Corrective Action:** Our administrators, teachers, and guidance counselors have reviewed the Transitional Guidance document as a team. We will hold team meetings to develop scheduling plans for each building and work throughout this year to bring existing schedules into compliance with guidelines whenever it is possible to do so without disrupting students’ existing academic work. The ELE department will submit a budget request for additional staff to allow for services of students at the hours and levels recommended by the Transitional Guidance document. | | | |
| **Title/Role of Person(s) Responsible for Implementation:**  Rebecca Fredericks, Director of ELE  Anthony Garofalo, Director of Guidance  Patricia Bagnell, ESL Teacher, BHS  Anastasia Zis, ESL Teacher, South Middle  Stephanie Bielagus, ESL Teacher, East Middle  Jean Witt, ESL Teacher, Flaherty Elementary  Elise McHugh, ESL Teacher, Hollis & Highlands E.  Karen Baho, ESL Teacher, Liberty Elementary  Jessica Cabral, ESL Teacher, Morrison Elementary  Heather Bowen, ESL Teacher, Ross Elementary  Andrea Sherbakov, ESL Teacher, Monatiquot KC | | **Expected Date of Completion for Each Corrective Action Activity:**  1. Budget request for additional staff will be submitted by 11/1/2014.  2. Initial meetings with teachers and guidance counselors will be complete by 11/15/2014.  3. Student schedules will be revised to improve compliance with guidelines throughout the 2014-2015 school year, with particular attention to changes that can be made at the 1/26/2015 semester break.  4. Students in grades 6-12 will be scheduled for courses compliant with the guidelines for the 2015-2016 school year, with schedules in place for existing students by 6/19/2015.  5. Students in grades 1-5 will be scheduled for services compliant with guidelines for the 2015-2016 school year, with schedules in place for existing students by 9/10/2015.  6. Students in grade K will be scheduled for services compliant with guidelines for the 2015-2016 school year upon arrival and intake in Fall 2015. | |
| **Evidence of Completion of the Corrective Action:** Schedules, K-12, indicating compliance with service hour guidelines will be available in September 2015 for all ELs. | | | |
| **Description of Internal Monitoring Procedures:** ESL Teachers will monitor individual students’ schedules as they are created. ELE Director and Building Principals will review all final schedules for compliance. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 5 Program Placement and Structure | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** N/A | | | |
| **Department Order of Corrective Action:** N/A | | | |
| **Required Elements of Progress Report(s):**  Please complete district information in the attached spreadsheet labeled *ELL List* by school for each ELL student in the district. | | | |
| **Progress Report Due Date(s): January 7, 2015** | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE 16 Equitable Facilities | | | **Rating:** Partially Implemented |
| **Department CPR Finding:**  *Onsite observations indicated that the space used for English language development instruction at the South Middle School is not comparable to the spaces provided to the overall student population. The room is a small space that may be adequate for one-one instruction, but often has three students in the room at the same time which causes it to become over-crowded.* | | | |
| **Narrative Description of Corrective Action:** Space used for ELD instruction has been changed to room 210B, a small classroom interspersed with general education and special education spaces on the second floor of the building. The instructional space includes student tables and chairs, a teacher desk with computer, windows, and two entrances. It is suitable for up to six students and a teacher. None of the teacher’s groups exceeds six students. | | | |
| **Title/Role of Person(s) Responsible for Implementation:**  Elaine Pagliarulo, Asst. Principal, South Middle  Anastasia Zis, ESL Teacher, South Middle  Rebecca Fredericks, Director of ELE | | **Expected Date of Completion for Each Corrective Action Activity:** Completed for start of school in 2014 (9/2/2014). | |
| **Evidence of Completion of the Corrective Action:** Student schedules indicate that space and teacher’s classes are held there. | | | |
| **Description of Internal Monitoring Procedures:** Assistant Principal, ESL Teacher, and Director of ELE will confirm continued use of the location at scheduling of classes for the coming year each spring. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 16 Equitable Facilities | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):** By January 7, 2015, an on-site visit will be conducted by the Department to verify the changes. | | | |
| **Progress Report Due Date(s): January 7, 2015** | | | |