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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: Swansea

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 08/29/2014.

**Mandatory One-Year Compliance Date:** **08/29/2015**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 32 | Parent advisory council for special education | Partially Implemented |
| CR 16 | Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | 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 32 Parent advisory council for special education | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Interviews indicate that the parent advisory council (PAC) does not participate in the planning, development and evaluation of the special education programs of the district. | | |
| **Description of Corrective Action:**  The district will work to move from "Partially Implemented" to "Fully Implemented" in regard to re-establishing a PAC that will participate in planning, development and evaluation of special education programming throughout the district. | | |
| **Title/Role(s) of Responsible Persons:**  John J. Robidoux, Assistant Superintendent/Director of Student Services | | **Expected Date of Completion:**  06/01/2015 |
| **Evidence of Completion of the Corrective Action:**  The Student Services Office has sent out notification of the upcoming annual Parent's Rights Training and annual election for the PAC to all parents of special education students via email, along with posting of the flier at each school building, on the district website, within local private schools, as well as, at the Headstart and Early Intervention programs. Parent surveys are sent out with each IEP as a way to get feedback for training needs and program evaluation in an ongoing and current manner. Subsequent parent trainings will focus on disability-specific topics and program enhancements, based upon the feedback from the surveys, and scheduled PAC meeting forums throughout the year.  The CPR report findings have been discussed with principals so that they could share with their respective staff. The findings, along with plans for corrective action, were discussed during public School Committee meeting held on September 15, 2014, where the partially and non-implemented criterion were outlined. | | |
| **Description of Internal Monitoring Procedures:**  Collection of data from parent surveys, along with review of PAC meeting minutes will assist in the process of ongoing evaluation. The district has posted resources and programming events on the website in an attempt to ensure parents are aware of current practices and approaches utilized throughout the district to meet the needs of the students. Review of data submitted to the state also assists in ensuring that the in-district programs continue to meet the needs of students whereby significant reduction of out-of-district students remains in effect. The programs that have been implemented 'in-district' have successfully addressed the needs of the students, whereby Swansea has a very low percentage of students who require out-of-district placement in comparison to surrounding towns, with similar enrollment numbers. This data is important to identify as it not only has produced a significant reduction in tuition costs, it is good practice to have solid programming that allows for integration of students into general education classes, when indicated, and allows for students to remain in an educational environment along with their peers. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Approved  **Status Date**: 10/02/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By November 14, 2014, submit a copy of the survey/tool that will be used to ensure PAC participation in the planning, development and evaluation of the special education programs of the district.  By February 13, 2015, submit PAC meeting agendas reflecting discussions regarding the planning, development and evaluation of the district's special education programs. | | |
| **Progress Report Due Date(s):**  11/14/2014  02/13/2015 | | |

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

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| **Criterion & Topic:**  CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documentation indicates that the district does not send annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school informing them of the availability of publicly funded post-high school academic support programs and encouraging them to participate in those programs. | | |
| **Description of Corrective Action:** The district will move from 'Partially Implemented' to 'Fully Implemented" in regard to ensuring that all students, who have left high school without a competency determination, will receive annual notification of post-high school academic support programs that are available to them. | | |
| **Title/Role(s) of Responsible Persons:**  John J. Robidoux, Assistant Superintendent/Director of Student Services | | **Expected Date of Completion:**  10/01/2014 |
| **Evidence of Completion of the Corrective Action:**  In working with the Director of Guidance at Joseph Case High School, notification has been created that addresses this criteria. This notification is in addition to face-to-face meetings that occur with students prior to their departure from high school, along with separate information that outlines MCAS remediation, night school information, and other programs that are available to students.  The CPR report findings have been discussed with principals so that they could share with their respective staff. The findings, along with plans for corrective action, were discussed during public School Committee meeting held on September 15, 2014, where the partially and non-implemented criterion were outlined. | | |
| **Description of Internal Monitoring Procedures:**  Students are tracked via X2 data base to ensure that notification is sent out in accordance with what is outlined in this criterion. Special Education students continue to be tracked via this process and as indicated through data elements required by the state. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | **Corrective Action Plan Status:** Approved  **Status Date**: 10/02/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By November 14, 2014, submit a copy of the notice to the Department and a list of former students, by initials, who received this notice and the date it was sent. | | |
| **Progress Report Due Date(s):**  11/14/2014 | | |

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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 documentation and interviews indicate 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:**  The district will move from 'Non Implemented' to 'Full Implemented' in regard to evaluation of K-12 programming for equal access for all students. The district had previously updated all staff and student handbooks, letterhead, forms, applications and materials to include updated discrimination language. Had the district not been remiss in providing more documentation for the CPR, this criteria would likely have been 'Fully Implemented'. | | |
| **Title/Role(s) of Responsible Persons:**  John J. Robidoux, Assistant Superintendent/Director of Student Services | | **Expected Date of Completion:**  06/01/2015 |
| **Evidence of Completion of the Corrective Action:**  The district has updated all staff and student handbooks, letterhead, forms, applications, and materials to include the following updated discrimination language:  "The content of all Swansea school publications is available upon request in languages other than English.  The Swansea Public Schools are committed to ensuring that all of its programs and facilities are accessible to all members of the public. Swansea Public Schools prohibits discrimination on the basis of sex, race, color, age, national origin, religion, disability, marital status, sexual orientation, gender identity or expression, pregnancy, or veteran status."  The district created surveys for parents and staff that asks questions about equal access which provides data to reflect areas that may need addressing. All trainings, including, but not limited to, bullying, confidentiality, curriculum, mentoring, and crisis intervention ensure that all materials are free of bias and that equal access for all is integrated into the training subject matter. All sports and extracurricular activities/clubs ensure that no students are discriminated against based upon outlined categories and ensure equal access for all.  The Swansea Policy and Procedure Committee reviews and updates the district policy and procedure manual in an ongoing way to ensure compliance. The manual is publicly maintained, both in hard copy and electronically via district website.  The CPR report findings have been discussed with principals so that they could share with their respective staff. The findings, along with plans for corrective action, were discussed during public School Committee meeting held on September 15, 2014, where the partially and non-implemented criterion were outlined. | | |
| **Description of Internal Monitoring Procedures:**  The guidance department will analyze results of surveys to determine any areas that need to be addressed. Handbooks, forms, letterhead, correspondence, etc are reviewed annually to ensure accuracy and compliance. Staff and parents sign all handbooks to ensure understanding of procedures and policies. Feedback from annual trainings will assist in ensuring compliance with equal access regulations. School principals, along with staff committees, review all new curricular material to ensure it is free of bias. The district's Policy and Procedure Manual is reviewed by committee in an ongoing way and updated to ensure compliance. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved  **Status Date**: 10/02/2014 | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By February 13, 2015, provide to the Department a copy of the institutional self-evaluation. | | |
| **Progress Report Due Date(s):**  02/13/2015 | | |

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

District: Swansea Public School District

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Jennifer Kenyon, ELL Coordinator for Swansea Public Schools

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: December 24, 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 documents set forth that the district’s parent notification letter does not indicate how the program will meet the educational strengths and needs of the student, how the program will specifically help the child learn English, and the specific exit requirements.* | | | |
| **Narrative Description of Corrective Action:** The ELL Coordinator for Swansea Public Schools has revised the parent notification letter for both incoming, and continuing students, to include the educational strengths and needs of the student, how the program will specifically help the student learn English, and the specific exit requirements. This revised letter was implemented at the start of the 2014-15 school year. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Jennifer Kenyon, ELL Coordinator | | **Expected Date of Completion for Each Corrective Action Activity:** June 2015 | |
| **Evidence of Completion of the Corrective Action:** see letter attached | | | |
| **Description of Internal Monitoring Procedures:** The ELL Coordinator will ensure that each parent of an identified student receives the letter and that a copy of the letter is in the student’s file. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 10 Parental Notification | **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 March 20, 2015, the district will conduct an internal review of ten English language learner student records to ensure each contains the approved parent notification letter with all of the required elements, including how the program will meet the educational strengths and needs of the student, how the program will specifically help the child learn English, and the specific exit requirements. The district must submit to the Department the following information:   * The number of records reviewed; * The number of records in compliance; * For all records not in compliance, determine the root cause(s) of the noncompliance; and * The district’s plan to remedy the non-compliance with regard to each record. | | | |
| **Progress Report Due Date(s): March 20, 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 indicated that the parent notification letter and report cards are not consistently included in each record.* | | | |
| **Narrative Description of Corrective Action:** The ELL Coordinator for Swansea Public Schools has developed a form that will be placed in each identified student’s folder at the beginning of each school year. The ELL Coordinator will then monitor the files each term and fill out the form when pertinent documentation is placed into the student’s file, in order to chronicle student progress. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Jennifer Kenyon, ELL Coordinator | | **Expected Date of Completion for Each Corrective Action Activity:** June 2015 | |
| **Evidence of Completion of the Corrective Action:** see attached forms | | | |
| **Description of Internal Monitoring Procedures:** ELL Coordinator will ensure each student record contains the appropriate documentation in order to demonstrate progress. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 18 Records of ELL students | **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 March 20, 2015, the district will conduct an internal review of ten English language learner student records to ensure each contains the parent notification letter and report cards. The district will also include a checklist that it has developed. The district must submit to the Department the following information:   * The number of records reviewed; * The number of records in compliance; * For all records not in compliance, determine the root cause(s) of the noncompliance; and * The district’s plan to remedy the non-compliance with regard to each record. | | | |
| **Progress Report Due Date(s): March 20, 2015** | | | |