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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: Global Learning Charter Public (District)

CPR Onsite Year: 2014-2015

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 09/05/2015.

**Mandatory One-Year Compliance Date:** **09/05/2016**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 18B | Determination of placement; provision of IEP to parent | 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 18B Determination of placement; provision of IEP to parent | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records and interviews indicate that the charter school is not providing parents with two copies of the proposed IEP and placement, instead the charter school provides parents with one copy of the proposed IEP and placement within 3-5 days of the Team meeting. Prior to sending the IEP to the parents, however, the charter school does not sign the IEP certifying that the goals are those recommended by the Team and that the indicated services will be provided. Instead, the charter school signs the IEP after receiving the signed and accepted copy from the parent. | | |
| **Description of Corrective Action:**  Parents will receive two copies of the proposed IEP at the conclusion of the TEAM meeting. This process was started on 6/1/2015 and is expected to be completed by 5/31/2016. | | |
| **Title/Role(s) of Responsible Persons:**  TEAM Chair/LEA Representative, Ashley Bouley Luis | | **Expected Date of Completion:**  05/31/2016 |
| **Evidence of Completion of the Corrective Action:**  By May 31, 2015, all IEP's will reflect, on the final page of the IEP in the additional data section, that on the date of the TEAM meeting, the parent/guardian received two copies of the proposed IEP. | | |
| **Description of Internal Monitoring Procedures:**  TEAM Chair/LEA Representative will ensure that all IEP's contain this statement at the conclusion of the TEAM meeting and that the two copies are sent home with the parent, with the signature of the LEA Representative/TEAM Chair and date. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 18B Determination of placement; provision of IEP to parent | **Corrective Action Plan Status:** Approved  **Status Date:** 10/20/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By November 13, 2015, submit the results of an internal review of student records and include the following: 1. The number of records reviewed; 2. The number of records in compliance; 3. For any records not in compliance, determine the root cause; and 4. The specific corrective actions taken to remedy the non-compliance.  Please note when conducting internal monitoring the district must maintain the following documentation and make it available to ESE upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  11/13/2015 | | |

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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 documents and interviews indicate that the charter school does not evaluate all aspects of its 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 Administrative Council meets annually to review all aspects of its program to ensure that The Global Learning Charter Public School does not discriminate on the basis of race, color, age, sex, religion, national origin, limited English Proficiency, disability, veteran status, marital status, gender identity, sexual orientation or housing status. | | |
| **Title/Role(s) of Responsible Persons:**  Ashley Luis (Director of Special Education) | | **Expected Date of Completion:**  07/01/2016 |
| **Evidence of Completion of the Corrective Action:**  By 07/01/2016, all aspects of the program will reflect the non-discriminatory statement and will continue to be updated annually. This will be reflected through the website, the student and staff handbooks, all school-wide forms, our enrollment/recruitment information (application and pamphlets) and employee applications/forms. | | |
| **Description of Internal Monitoring Procedures:**  As of 7/1/2015, our student and staff handbook and the website already reflect these changes. We have also ordered letterhead, which has the non-discriminatory statement imprinted on it for all school-wide forms/notifications. In addition, this is a portion of our annual civil rights training, which this year took place on 9/17/2015.  The progress of this process will be monitored through our monthly administrative council meetings, identifying any materials that are printed for our families/community reflect this statement. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Disapproved  **Status Date:** 10/20/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The charter school reports that Administrative Council meets annually to review all aspects of its program to ensure equal access and indicated that the non-discriminatory statement will be updated annually. However, there is no indication or plan for the actual institutional self-evaluation to occur in which all aspects of the charter school's program are reviewed to ensure 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. | | |
| **Department Order of Corrective Action:**  Conduct an institutional self-evaluation and submit a copy of the evaluation. An institutional self-evaluation can be the results of questionnaires/interviews to students, parents, staff and possibly community partners seeking feedback on the accessibility to students regardless of race, color, sex, religion, national origin, limited English proficiency, sexual orientation, gender identity, disability, or housing status; or an analysis of distribution of students in programs, including athletics and extracurricular activities, by race/ethnicity, gender identity, IEP status, IEP/504 plan status, and housing status. | | |
| **Required Elements of Progress Report(s):**  By November 13, 2015, submit the plan with timelines for conducting the institutional self-evaluation.  By February 5, 2016, submit a copy of the institutional self-evaluation. | | |
| **Progress Report Due Date(s):**  11/13/2015  02/05/2016 | | |

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

Charter School or District: Global Learning Charter School

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Kristina Soprano, ELL Coordinator

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: November 4, 2016**

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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 records indicated that the charter school’s English language learner student records do not always include translated progress reports, when appropriate.* | | | |
| **Narrative Description of Corrective Action:** Upon receipt of the Final Report, the ELL Coordinator met with the administrative council to discuss the findings. Next, the ELL Coordinator met with the ELL Evaluation team (Principal, Executive Director, Director of Curriculum, Special Education Teacher, General Education Teacher, ELL Coordinator) to determine the root cause of noncompliance for ELE 10 Parental Notification. The ELL Evaluation Team made the following plan to correct noncompliance for ELE 10: ELL Progress Report Templates and Comments will be sent to the Director of Students and Family Life to be outsourced for translation. Core Academic Teachers (CATs) will submit ELL progress reports to the ELL Department three weeks prior to the close of grades. ELL teachers will use the CATs reports to create ELL progress reports to be sent home. ELL Coordinator will use translated progress report templates and translated comments to create translated versions for each student, when appropriate. By December 1, 2015, all ELL progress reports and comments will be translated. In the event that ELL teachers need to write additional comments, GLCPS will use onsite translation services. Translated ELL progress reports will be mailed home with grade level report cards and progress reports. ELL progress reports and their translations will continue to be created and sent home on a quarterly basis following the aforementioned process. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** ELL Coordinator; Principal, Director of Curriculum, Executive Director, CPR Coordinator, Director of Family and Student Life | | **Expected Date of Completion for Each Corrective Action Activity:** By December 1, 2015 ELL Progress Reports and comments will be translated. In the event that ELL teachers need to write additional comments in future reports, comments will be translated on an as need basis by school personnel. | |
| **Evidence of Completion of the Corrective Action:** Evidence of completion of the corrective action will consist of the translated progress reports and comments for individual students, when appropriate. | | | |
| **Description of Internal Monitoring Procedures:** ELL Coordinator will work with the Principal and Director of Curriculum to ensure Core Content teachers and ELL Teachers complete ELL progress reports. ELL Coordinator will work with office staff to include ELL progress reports and their translations with report card mailings, on a quarterly basis. | | | |
| 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 **January 22, 2016**, the charter school will submit copies of the translated progress reports to the Department.  By **March 11, 2016**, the charter school will conduct an internal review of student records to ensure each contains a translated progress report, where appropriate. Submit the following: 1. The number of records reviewed; 2. The number of records in compliance; 3. For any records not in compliance, determine the root cause; and 4. The specific corrective actions taken to remedy the non-compliance.  Please note when conducting internal monitoring the district must maintain the following documentation and make it available to ESE upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s). | | | |
| **Progress Report Due Date(s): January 22, 2016; March 11, 2016** | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE 18 Records of ELLs | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *A review of records indicated that the charter school’s English language learner student records do not always include translated progress reports and home language surveys.* | | | |
| **Narrative Description of Corrective Action:** Upon receipt of the Final Report, the ELL Coordinator met with the administrative council to discuss the findings. Next, the ELL Coordinator met with the ELL Evaluation team (Principal, Executive Director, Director of Curriculum, Special Education Teacher, General Education Teacher, ELL Coordinator) to determine the root cause of noncompliance for ELE 18 Records of ELLs. The ELL Evaluation Team made the following plan to correct noncompliance for ELE 18, in relation to translated progress reports: ELL Progress Report Templates and Comments will be sent to the Director of Students and Family Life to be outsourced for translation. Core Academic Teachers (CATs) will submit ELL progress reports to the ELL Department three weeks prior to the close of grades. ELL teachers will use the CATs reports to create ELL progress reports to be sent home. ELL Coordinator will use translated progress report templates and translated comments to create translated versions for each student, when appropriate. By December 1, 2015, all ELL progress reports and comments will be translated. In the event that ELL teachers need to write additional comments, GLCPS will use onsite translation services. Translated ELL progress reports will be mailed home with grade level report cards and progress reports. ELL progress reports and their translations will continue to be created and sent home on a quarterly basis following the aforementioned process.  After meeting with the administrative council, to discuss the findings of the final report, the ELL Coordinator also met with the Executive Director, Principal and CPR Coordinator to discuss the root cause of noncompliance for ELE 18 Records of ELLs, in relation to the translated home language surveys. Attendees to this meeting determined that while all families have the option to complete translated Home Language Surveys, some ELL families have chosen to complete the English version of the Home Language Survey, even when given a translated version. As a result, some ELL students' records contain only English Home Language Surveys. The ELL Coordinator, Principal, Executive Director, and CPR Coordinator put the following plan into place to ensure that GLCPS documents all families' preferred language and need for translations or interpreters: GLCPS will create a coversheet to be used with home language surveys. The cover sheet will ask the following questions of families: 1. Would you like an interpreter? 3. Would you like translated documents? 3. Would you like someone to scribe for you? . This coversheet will be administered to all families before completing the Home Language Survey. During the enrollment process, members of the Student Support Team administer the home language survey, starting with the cover sheet. By completing the cover sheet first, GLCPS will have documentation of what each family’s preferences are for translations and interpretations. This coversheet and the home language survey, translated when appropriate, will be filed into students' records. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Director of Student and Family Life, Home School Liaison, ELL Coordinator, Office Staff | | **Expected Date of Completion for Each Corrective Action Activity:** By December 1, 2015 ELL Progress Reports and comments will be translated. In the event that ELL teachers need to write additional comments in future reports, comments will be translated on an as need basis by school personnel.  By January 4, 2015 GLCPS will create a coversheet to accompany Home Language Surveys, which will document each family’s language preferences. | |
| **Evidence of Completion of the Corrective Action:** Evidence of completion of the corrective action will consist of the translated progress reports and comments for individual students, when appropriate**.** Additionally, 100% of all the families that enroll students into GLCPS will have their language preferences documented to accompany the home language survey, translated when appropriate. Student records will contain these documents. | | | |
| **Description of Internal Monitoring Procedures:** ELL Coordinator will work with the Principal and Director of Curriculum to ensure Core Content teachers and ELL Teachers complete ELL progress reports. ELL Coordinator will work with office staff to include ELL progress reports and their translations with report card mailings, on a quarterly basis.  Student Support Team will administer the home language survey cover sheet and home language survey, in the appropriate language to each family during enrollment. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 18 Records of ELLs | **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 22, 2016**, the charter school will submit to the Department copies of the translated progress reports and home language surveys.  **By** **March 11, 2016**, the district will submit an internal review of student records to ensure each contains translated progress reports and home language surveys. Submit the following: 1. The number of records reviewed; 2. The number of records in compliance; 3. For any records not in compliance, determine the root cause; and 4. The specific corrective actions taken to remedy the non-compliance.  Please note when conducting internal monitoring the district must maintain the following documentation and make it available to ESE upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s). | | | |
| **Progress Report Due Date(s): January 22, 2016; March 11, 2016** | | | |