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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: Bridgewater-Raynham

CPR Onsite Year: 2016-2017

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 09/14/2017.

**Mandatory One-Year Compliance Date:** **09/14/2018**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| CR 10B | Bullying Intervention and Prevention | 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 24 | Curriculum review | Partially Implemented |
| CR 25 | Institutional self-evaluation | Partially Implemented |
| ELE 7 | Parent Involvement | Partially Implemented |

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| **Criterion & Topic:** CR 10B Bullying Intervention and Prevention | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of the district's Bullying Prevention and Intervention Plan, as posted on the district website, indicated that school staff are not included as potential bullying aggressors. |
| **Description of Corrective Action:** Our current Bullying and Intervention and Prevention plan is to up-to-date. It is posted on our website and shared with staff. |
| **Title/Role(s) of Responsible Persons:**Mary Gormley, Human Resources ManagerRyan Powers, Assistant Superintendent | **Expected Date of Completion:**09/22/2017 |
| **Evidence of Completion of the Corrective Action:**The updated plan is posted and included the required language. |
| **Description of Internal Monitoring Procedures:** The bullying intervention and prevention plan will be reviewed on an annual basis for content and accuracy. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved **Status Date:** 10/20/2017 **Correction Status:** Corrected |
| **Basis for Decision:** The district has updated the Bullying Prevention and Intervention Plan on the website and in the handbooks to include language from the regulation that would identify school staff as potential bullying aggressors. |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):**  |
| **Progress Report Due Date(s):**  |

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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 documents indicated that the annual written notice sent to former students who have not yet earned their competency determination and who have not transferred to another school does not include information regarding the availability of publicly funded post-high school academic support programs and encourage them to participate in those programs. |
| **Description of Corrective Action:** The letter sent to students has been modified and updated to include the required language. |
| **Title/Role(s) of Responsible Persons:**BRRHS Administration and Guidance StaffRyan T. Powers, Assistant Superintendent | **Expected Date of Completion:**09/22/2017 |
| **Evidence of Completion of the Corrective Action:**A new letter has been generated and submitted. |
| **Description of Internal Monitoring Procedures:** The High School Administration and Guidance Staff will annually review and revise if necessary the letter. |
| 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:** 10/20/2017 **Correction Status:** Corrected |
| **Basis for Decision:** The district submitted evidence of communications created to inform students and parents of publicly funded options for completing competency requirements for graduation. |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):**  |
| **Progress Report Due Date(s):**  |

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| **Criterion & Topic:** CR 24 Curriculum review | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documents and interviews indicated that the district does not have a process to ensure that teachers review all educational materials, including supplementary 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:** The District has developed a draft curriculum review plan that will be shared and reviewed with the District Administrative Council on October 11, 2017. Once agreed upon, the plan will be shared with the department heads and lead teachers. The department heads and lead teachers will begin to review, with their content and grade level colleagues, our current curriculum resources and supplementary materials. Once this is complete a five-year curriculum review cycle will be implemented to ensure all materials are up-to-date and meet State requirements. |
| **Title/Role(s) of Responsible Persons:**Ryan T. Powers, Assistant Superintendent | **Expected Date of Completion:**06/01/2017 |
| **Evidence of Completion of the Corrective Action:**Curriculum Review Rubrics will be completed for the 4 major content areas--ELA, mathematics, social studies, and science. A review will commence of the unified arts and preschool programs during the 2018-2019 academic year. |
| **Description of Internal Monitoring Procedures:** The Assistant Superintendent, along with the District Administrative Team, content department heads and lead teachers, will review annually the completed rubrics to ensure current curriculum is up-to date. The Assistant Superintendent, along with the District Administrative Team, content department heads and lead teachers, will then engage in a five-year review cycle of all curriculum and supplementary materials. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 24 Curriculum review | **Corrective Action Plan Status:** Approved **Status Date:** 10/20/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit curriculum review plan, rubrics, and training materials accepted by the District Administrative Council by December 17, 2017.Submit evidence of training staff, including agendas, signed attendance sheets and training materials by June 1, 2018. |
| **Progress Report Due Date(s):** 12/17/201706/01/2018 |

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| **Criterion & Topic:** CR 25 Institutional self-evaluation | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documents and interviews indicated that, although the district has developed school improvement plans to enact positive changes, 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 is in the process of creating a survey to send to staff, students, and families as part of the self-assessment process. The District will collect and analyze this survey data to measure the District's effectiveness in creating opportunities and granting access for all of our students. Building principals will annually review and analyze school day and extracurricular participation 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. |
| **Title/Role(s) of Responsible Persons:**Ryan T. Powers, Assistant SuperintendentBuilding Principals | **Expected Date of Completion:**06/01/2017 |
| **Evidence of Completion of the Corrective Action:**A completed survey, shared with students, staff, and families and the corresponding data results and action plans if necessary. School-based data for school-day and extracurricular participation. |
| **Description of Internal Monitoring Procedures:** The District will conduct a yearly review during the Administrative Council Retreat held each summer. During this retreat, the Administrative Team will review the prior year's data and continue best practices or create corrective action plans 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. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved **Status Date:** 10/20/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit samples of survey materials developed to collect data from staff, students, and families as part of the self-assessment process by December 17, 2017.Submit a summary report of the data analysis conducted by administration reviewing the results of input from staff, students, and families on equal access to academic, athletic and extra curricular activities by June 1, 2018. |
| **Progress Report Due Date(s):** 12/17/201706/01/2018 |

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| **Criterion & Topic:** ELE 7 Parent Involvement | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** While the district does have means to access interpreters, interviews and student records indicated that, at times, Google translate is used to provide information in parents' languages and older siblings, on occasion, are used to interpret at parent-teacher conferences. Online translators do not accurately convey the meaning of the source document and relying on students or siblings is not appropriate for translations that require confidentiality. Therefore, the district 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 in matters pertaining to their children's education. |
| **Description of Corrective Action:** The District does use translation services for school documents and meetings. The District does communicate effectively with parents whose preferred language of communication is not English and fails to include these parents of English learners in matters pertaining to their children's education. |
| **Title/Role(s) of Responsible Persons:**Ryan T. Powers, Assistant Superintendent | **Expected Date of Completion:**09/22/2017 |
| **Evidence of Completion of the Corrective Action:**A list of recent translation services used in the District has been provided as well as a clarifying memo sent to staff regarding the use of on-line translation resources. We have also enabled a feature on our website as well as our student information system that allows for the content to be translated into languages selected. |
| **Description of Internal Monitoring Procedures:** At the monthly administrator meetings and at the monthly ESL Dept meetings, the students requiring translation services will be discussed an reviewed |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 7 Parent Involvement | **Corrective Action Plan Status:** Approved **Status Date:** 10/06/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Please submit the following: 1-The district's written key procedures and processes to follow in securing a translator or an interpreter including the clarifying memo sent to staff regarding the use of on-line translation resources. 2- Processes the school district uses to identify limited English proficient parents 3- A description of steps the school district takes to provide effective language assistance to parents whose preferred language is not English 4- Samples of translated documents for SY 2017-18 as evidence of implementation. |
| **Progress Report Due Date(s):** 12/17/2017 |