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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: East Bridgewater

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 08/28/2017.

**Mandatory One-Year Compliance Date:** **08/28/2018**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | Partially Implemented |
| CR 17A | Use of physical restraint on any student enrolled in a publicly-funded education program | Partially Implemented |
| CR 18A | School district employment practices | Partially Implemented |
| ELE 5 | Program Placement and Structure | Partially Implemented |
| ELE 17 | Program Evaluation | Not Implemented |

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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 district's non-discrimination policy as contained in the Junior-Senior High School Student Handbook indicated that gender identity is not included as a protected class. | | |
| **Description of Corrective Action:**  Gender Identity needed to be added as a protected class to the non-discrimination policy in the Junior-Senior Student Handbook | | |
| **Title/Role(s) of Responsible Persons:**  Gina Williams, Assistant Superintendent | | **Expected Date of Completion:**  08/31/2017 |
| **Evidence of Completion of the Corrective Action:**  Gender identity was added as a protected class to the student handbook at the junior-senior high school. Building principal submitted the 2017-2018 handbook to the Assistant Superintendent on 09/28/17. Assistant Superintendent reviewed the policy to ensure that gender identity was added to the policy. The handbook was submitted to the School Committee on 08/31/17 for review. School Committee approved the handbook with the added language of gender identity as a protected class in the non-discrimination policy. | | |
| **Description of Internal Monitoring Procedures:**  The handbook will be reviewed annually on or before September 1st by the school council, assistant superintendent, and school committee to ensure that the non-discrimination policy contains gender identity as a protected class in the non-discrimination policy. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved  **Status Date:** 10/13/2017  **Correction Status:** Corrected | |
| **Basis for Decision:**  The district has submitted the new School Committee approved Non-Discrimination policy, which includes gender identity as a protected class. This new policy has been updated in the Junior-Senior Student Handbook and has been posted on the school website. The district has also developed a plan to review the non-discrimination policy yearly, by the School Council and Assistant Superintendent. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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| **Criterion & Topic:**  CR 10B Bullying Intervention and Prevention | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the district's Bullying Prevention and Intervention Plan does not make clear that a member of the school staff may be named the "aggressor" or "perpetrator" in a bullying report. Furthermore, the Bullying Prevention and Intervention Plan incorrectly defines a "target" of bullying as a student or staff member; only a student may be named as a potential target of bullying. | | |
| **Description of Corrective Action:**  Added staff to the bullying definition within the Bullying Prevention and Intervention Plan. In the definition of Aggressor, within the Bullying Prevention and Intervention Plan, school staff was added as a potential aggressor. Removed staff from the definition of target within the Bullying Prevention and Intervention Plan. | | |
| **Title/Role(s) of Responsible Persons:**  Gina Williams, Assistant Superintendent | | **Expected Date of Completion:**  08/31/2017 |
| **Evidence of Completion of the Corrective Action:**  The Bullying Prevention and Intervention Plan was corrected by the Assistant Superintendent on 05/17/17 to account for the needed changes to the plan. The plan was then reviewed by the Bullying Prevention and Intervention Plan Development Committee to ensure compliance on the needed changes on 05/24/17. School Committee Approved 08/24/17 | | |
| **Description of Internal Monitoring Procedures:**  The Plan will be reviewed on annual basis by the Development Committee on or before June 30th to ensure compliance. The Plan will then be reviewed and approved by School Committee every year on or before September 1st. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved  **Status Date:** 10/13/2017  **Correction Status:** Corrected | |
| **Basis for Decision:**  The district has submitted a revised and school committee adopted Bullying Prevention and Intervention Plan, which specifies that a member of the school staff may be named as the "aggressor or Perpetrator" and also defines that only a student can be a potential "target" of bullying. The district has also provided a plan for the Development Committee to review the Bullying Prevention and Intervention Plan annually to ensure compliance. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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| **Criterion & Topic:**  CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the district does not provide training regarding restraint prevention and behavior support policy and procedures within one month for new employees hired after the school year begins. | | |
| **Description of Corrective Action:**  Training is provided to all staff at the opening day orientation. Training includes the DESE Powerpoint Presentation on the General Overview of Physical Restraint Requirements for Public Education Programs, a review of the East Bridgewater Public Schools Restraint Policy, and an overview of the program (Safety Care) the district uses for de-escalation. The same training will be provided to all new staff members that are hired after the start of the year. It will be a requirement upon signing a contract at the Superintendent's Office to meet with the Assistant Superintendent for one hour in order to review the mandated trainings, including restraint prevention and behavior support. | | |
| **Title/Role(s) of Responsible Persons:**  Gina Williams, Assistant Superintendent | | **Expected Date of Completion:**  08/31/2017 |
| **Evidence of Completion of the Corrective Action:**  Evidence of the completed corrective action will result in all staff members providing signature to indicate that they have received the mandated trainings and understand their responsibilities in following the policies and procedures. | | |
| **Description of Internal Monitoring Procedures:**  Internal monitoring by the Assistant Superintendent will occur on a monthly basis throughout the school year. By October 1st all staff member files will be reviewed to ensure that they have received the necessary training and have signed off indicating that it has been received. Internal Monitoring by the Assistant Superintendent will occur by the 15th of each month to ensure that any newly hired employee has received and signed off on all the needed mandated trainings. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program | **Corrective Action Plan Status:** Approved  **Status Date:** 10/13/2017  **Correction Status:** Corrected | |
| **Basis for Decision:**  The district has provided an internal monitoring plan for all employees hired after the school year begins. This plan will be monitored by the Assistant Superintendent and in particular will ensure all staff hired after the school year will be given training on the restraint prevention and behavior policy, within the first month of being hired. The district has also provide evidence of this plan in action, by giving the power points used in the training, as well as signatures of all who were hired after the school year and trained within the first month. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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| **Criterion & Topic:**  CR 18A School district employment practices | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the district's equal opportunity statement and professional staff recruiting statement do not include gender identity as a protected category. Furthermore, the district's job postings do not include sex as a protected category. | | |
| **Description of Corrective Action:**  The school district's equal opportunity statement and professional staff recruiting statement now include gender identity as a protected class. The district's job postings include sex as a protected class. | | |
| **Title/Role(s) of Responsible Persons:**  Gina Williams, Assistant Superintendent | | **Expected Date of Completion:**  08/31/2017 |
| **Evidence of Completion of the Corrective Action:**  The district's equal opportunity statement which is on all letterhead, includes gender identity as a protected class. The professional staff recruiting statement includes gender identity as a protected category. The statement also appears on all job postings and includes sex as a protected category. | | |
| **Description of Internal Monitoring Procedures:**  The district's equal opportunity statement will be listed on all letterhead and recruiting documents and will include gender identity and sex as protected categories. The Assistant Superintendent will oversee the facilitation of all school buildings reviewing their documents 2 times per year to ensure that the equal opportunity statement is correctly stated to include gender identity and sex as protected categories. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 18A School district employment practices | **Corrective Action Plan Status:** Approved  **Status Date:** 10/13/2017  **Correction Status:** Corrected | |
| **Basis for Decision:**  The district has submitted the new and approved district equal opportunity statement and professional staff recruiting statement, which both include gender identity as a protected class. The district job postings now include sex as a protected class. The district has provided evidence of these changes. The district has also developed a plan that the Assistant Superintendent will review these policies/statements twice a year. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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| **Criterion & Topic:**  ELE 5 Program Placement and Structure | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of the Castañeda Three-Pronged Test completed by the district and student data showing how much ESL instruction English learners (ELs) receive indicated that ELs do not receive as much ESL instruction as the district determined is necessary for ELs to make adequate progress.  District documentation and staff interviews also indicated that the district uses National Geographic Reach and Edge materials for ESL instruction. While purchased materials can be used as resources, they cannot replace an ESL curriculum that is integral to an effective ELE program in which ELs become English proficient at a rapid pace.  After an evaluation of the information submitted with the documentation and a review of the district's 2016 EL Student Target Numbers, the Department concluded that the district is not implementing its chosen ELE program with fidelity, and its ELE program requires appropriate program adjustments to improve the outcomes of its ELE service delivery. | | |
| **Description of Corrective Action:**  In accordance with the Massachusetts Department of Elementary and Secondary Education requirement that English Learners receive an appropriate amount of ESL instruction, English learners will receive the following amounts of instruction:    WIDA Levels 1, 2, and 3 - At least two to three periods (a period is not less than 45 minutes) per day of direct ESL instruction, delivered by a licensed ESL teacher.    WIDA Levels 3, 4, and 5 - One to two periods (a period is not less than 45 minutes) per day of direct ESL instruction, delivered by a licensed ESL teacher.  While the district uses the National Geographic Reach, Inside, and Edge supplemental materials, curriculum is being developed and will continue to be written in cooperation with neighboring districts in the Southeastern region of the state. | | |
| **Title/Role(s) of Responsible Persons:**  Kim Parsloe, ESL Coordinator | | **Expected Date of Completion:**  08/28/2018 |
| **Evidence of Completion of the Corrective Action:**  The ESL service delivery schedule will be created by the ESL Coordinator and reflect above requirements. The schedule will be reviewed by the Assistant Superintendent at a minimum of three times per year to ensure compliance.  The East Bridgewater ESL Coordinator attended the ESL MCU FacT workshop and has begun the ongoing curriculum writing process in collaboration with neighboring districts. | | |
| **Description of Internal Monitoring Procedures:**  In September of each school year, using the uploaded table, the ESL Teacher and Director will determine Targeted ESL Instruction to ensure appropriate EL student instruction time (based on the above guidelines) with the licensed ESL Teacher.  The ESL Teacher will meet with the curriculum coordinator in December and May each year to review progress. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 5 Program Placement and Structure | **Corrective Action Plan Status:** Approved  **Status Date:** 10/12/2017  **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.  3- Please complete the EL Roster document available in WBMS Document Library.  4- Use the "Root Cause analysis, Corrective Action Plans and Progress Reports" document available in the Document Library to clarify why the district did not meet English Learner Student Learning Target numbers and what the district's corrective action will be to improve ELE program outcomes. Please be specific with all the adjustments or changes that will be required in order to provide better learning opportunities to ELs so that they can acquire English at a rapid pace as Chapter 71 A requires.  2- Revise the Castañeda test submitted for the self assessment to ensure that your answers to the questions on the test reflect the changes that the district will implement in order to improve ELE program outcomes. | | |
| **Progress Report Due Date(s):**  03/22/2018 | | |

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| **Criterion & Topic:**  ELE 17 Program Evaluation | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the district does not have a comprehensive process to evaluate the effectiveness of its ELE programming in developing students' English language skills and increasing their ability to participate meaningfully in the district's educational program. Please see HYPERLINK "http://www.doe.mass.edu/ell/ProgramEvaluation.pdf" http://www.doe.mass.edu/ell/ProgramEvaluation.pdf . | | |
| **Description of Corrective Action:**  In accordance with the Massachusetts Department of Elementary and Secondary Education requirement that districts evaluate the effectiveness of their ELE program through a comprehensive Program Evaluation, we have adopted the following process.  Using the District ELE Program Evaluation template provided by the Department of Elementary and Secondary Education, the district will conduct annual evaluations of its ELE Program to ensure the development of students? English language skills and their increased ability to meaningfully participate in the East Bridgewater educational program. | | |
| **Title/Role(s) of Responsible Persons:**  Kim Parsloe, ESL Coordinator | | **Expected Date of Completion:**  08/28/2018 |
| **Evidence of Completion of the Corrective Action:**  By October 1, 2017, the district will form a Program Evaluation Team as documented in the DESE template to analyze data collected with three goals in mind.  The number and percent of students making progress in English proficiency as measured by WIDA ACCESS testing.  The number and percent of students achieving fluency in English, also measured by WIDA ACCESS testing.  Reducing the achievement gap for English Learners on content assessments (MCAS/PARCC).  Data will be collected from a variety of resources including but not limited to:  Progress Reports  Report Cards  FEL Monitor Reports  Statewide assessments including WIDA ACCESS and MCAS/PARCC  The data will inform the district of strengths as well as weaknesses in the ELE Program, and targets will be set in order to ensure we are meeting the three goals listed above.  The results of this analysis will help to inform our practice. Appropriate program adjustments will be made to ensure English Learners? success in East Bridgewater. | | |
| **Description of Internal Monitoring Procedures:**  By October 1st of each school year the Program Evaluation Team will review data. Appropriate ELE Program adjustments will be made by October 15th. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 17 Program Evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 10/12/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  1. Please complete the program evaluation tool that is available at http://www.doe.mass.edu/ell/ProgramEvaluation.pdf The district must complete all of the components of the attached form in order to evaluate the effectiveness of its ELE program in developing students' English language skills and increasing their ability to participate meaningfully in the district's educational program.  2. Please provide information regarding the strengths and areas of improvement the district identified as a result of its ELE program evaluation.  3. Please provide a plan of action to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation to improve the effectiveness of the program at promoting and supporting the rapid acquisition of English language proficiency by ELs as is required in  M.G.L. c. 71A. | | |
| **Progress Report Due Date(s):**  03/22/2018 | | |