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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: Grafton

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 09/04/2015.

**Mandatory One-Year Compliance Date:** **09/04/2016**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 9 | Timeline for determination of eligibility and provision of documentation to parent | Partially Implemented |
| SE 40 | Instructional grouping requirements for students aged five and older | Partially Implemented |
| SE 55 | Special education facilities and classrooms | Partially Implemented |
| CR 3 | Access to a full range of education programs | Partially Implemented |
| CR 7 | Information to be translated into languages other than English | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | 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 9 Timeline for determination of eligibility and provision of documentation to parent | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records and staff interviews indicated that the district does not always provide parents with either a written explanation of a finding of no eligibility or a proposed IEP and proposed placement within forty-five (45) school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation. | | |
| **Description of Corrective Action:**  At staff meetings throughout the 2015-16 school year, the Special Education Administrator will review with staff procedures and timelines for IEP documentation as per the DESE Special Education Regulations relative to IEP development when conducting Initial Evaluations, Re-evaluations, and Annual Reviews. Attendance sheets and agendas will be developed and maintained for these trainings. Further, Central Office staff will coordinate with the Special Education Administrator and Team Chairs regarding timelines, making regular audit checks each month to determine gaps in sending notice to parents finding of eligibility and / or IEP and proposed placement within 45 school working days after receipt of written consent to an initial evaluation or re-evaluation. Grafton Public Schools will document our successes and challenges regarding this criterion using IEP software (e.g.: SemsTracker) as well as internal spreadsheets (e.g.: Excel files).  Grafton will conduct an internal review of timelines for the past school year (2014-15) to identify any areas of concern (e.g.: building or grade levels with particular difficulty in maintaining timelines).  Revise and disseminate procedures for IEP documentation / timelines  Train appropriate staff responsible for paperwork submission (IEPs): review regulations and in-district procedures  Use of SemsTracker and internal tracking procedures | | |
| **Title/Role(s) of Responsible Persons:**  Special Education Administrator | | **Expected Date of Completion:**  04/01/2016 |
| **Evidence of Completion of the Corrective Action:**  Provide meeting agendas and participant sign-in sheets  Provide revised / reviewed procedures for timelines of IEPs / evaluations | | |
| **Description of Internal Monitoring Procedures:**  Excel spreadsheets and reports generated from SemsTracker.  Review of sample of student records from each grade level / building for compliance checks annually | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 9 Timeline for determination of eligibility and provision of documentation to parent | **Corrective Action Plan Status:** Approved  **Status Date:** 10/21/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 29, 2016, submit evidence of training of appropriate staff regarding provision to parents of either a written explanation of a finding of no eligibility or a proposed IEP and proposed placement within forty-five (45) school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation. Please include agendas, signed attendance sheets with name(s)/role(s), and training materials along with date of implementation.  By April 29, 2016, subsequent to all corrective actions, submit the results of an administrative review of student records to ensure that the district provides parents with either a written explanation of a finding of no eligibility or a proposed IEP and proposed placement within forty-five (45) school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation. Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause(s) for any continued noncompliance and a description of additional corrective actions taken by the district to address any identified noncompliance. \*Please note that when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names, grade level and age for the record review; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and their signature(s). | | |
| **Progress Report Due Date(s):**  01/29/2016  04/29/2016 | | |

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

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| **Criterion & Topic:**  SE 40 Instructional grouping requirements for students aged five and older | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Observation, document review and staff interviews indicated that the Academic Support Class 7 at Grafton Middle School exceeds 12 students taught by a certified special educator assisted by one aide. For three of the six days in the cycle, there are 15 students in the classroom with one assigned aide. | | |
| **Description of Corrective Action:**  Grafton Public Schools shall insure that the 2015-16 scheduling of Academic Support classes at Grafton Middle School, and all schools will support the regulations cited in SE Criterion #40 by reviewing the following:  Review of Special Education Academic Support classes at both 7th and 8th grade at Grafton Middle School.  Identify number of SE students enrolled in each section of Academic Support classes  Review 603 CMR 28.06(c) with relevant staff at Grafton Middle School, and, district-wide  Insure appropriate staffing measures for classes with SE students enrolled for Instructional Grouping requirements | | |
| **Title/Role(s) of Responsible Persons:**  Special Education Administrator; Grafton Middle School Principal | | **Expected Date of Completion:**  01/31/2016 |
| **Evidence of Completion of the Corrective Action:**  Uploaded course rosters / enrollment for each section of Academic Support classes, along with listed educators and aide support, as needed.  Uploaded meeting agendas and staff sign-in sheets along with supporting documentation regarding the regulatory requirements for 603 CMR 28.06(c) and other related Instructional Grouping Requirements | | |
| **Description of Internal Monitoring Procedures:**  A review of scheduling concerns via meetings between the Special Education Administrator and Building Principals each school year (end of year) to determine student rosters / enrollment in partial inclusion and substantially separate classes will delineate the need for appropriately staffed courses / classes across the Grafton Public School District. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 40 Instructional grouping requirements for students aged five and older | **Corrective Action Plan Status:** Approved  **Status Date:** 10/21/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 29, 2016, submit a completed "Instructional Grouping & Age Span" worksheet as evidence that Academic Support Class 7 at Grafton Middle School meets instructional grouping requirements. This worksheet and instructions for completion may be found in the WBMS Document Library under Public School Templates or @ https://gateway.edu.state.ma.us/webmonitor/docLib.doe?menuItemId=187. | | |
| **Progress Report Due Date(s):**  01/29/2016 | | |

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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:**  Observations and staff interviews indicated that at South Grafton Elementary School, physical therapy services are delivered in the hallway in the foyer adjacent to the gymnasium sectioned off by yellow tape. Students must walk around the tape while services are being delivered in order to navigate the building, leading to visual and auditory distractions and stigmatization for those students receiving services. Additionally, at Millbury Street School, there is concurrent instruction in Room 18 among the English Language Education teacher, a Special Education teacher and the Reading Specialist. These three teachers are delivering simultaneous instruction at tables in a classroom with no dividers or separation of any kind, leading to visual and auditory distractions. | | |
| **Description of Corrective Action:**  Instructional schedules for the 2015-16 school year were created to avoid instructional overlap of groups in the same instructional space / environment. | | |
| **Title/Role(s) of Responsible Persons:**  Special Education Administrator; Building Principals | | **Expected Date of Completion:**  04/01/2016 |
| **Evidence of Completion of the Corrective Action:**  Building map along with instructional schedules for ELL, SE, and Reading Specialists at Millbury Street Elementary School.  Building map of service provision of South Grafton Elementary School regarding physical therapy services. | | |
| **Description of Internal Monitoring Procedures:**  Special Education Administrator, Civil Rights Coordinator, and English Language Learner Coordinator will coordinate in the Spring of each school year to insure that instructional space does not have concurrent instruction across disciplines. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Approved  **Status Date:** 10/21/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 29, 2016, submit letters of assurance from the Superintendent and Principal(s) that physical therapy services at South Grafton Elementary School are no longer delivered in the hallway, and are now provided in instructional space with limited visual and auditory distractions and minimal stigmatization; and c instruction of English as a Second Language (ESL), Special Education, and Reading no longer occur concurrently at the Millbury Street School Room 18. Also submit building maps with cited classrooms identified for these schools, along with instructional schedules for ESL instruction, Special Education, and Reading Specialists at the Millbury Street School.  By April 29, 2016, a representative of the Department will schedule and conduct an onsite visit at the South Grafton Elementary School and Millbury Street School to review facilities and verify completion of corrective actions. | | |
| **Progress Report Due Date(s):**  01/29/2016  04/29/2016 | | |

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| **Criterion & Topic:**  CR 3 Access to a full range of education programs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents regarding access to a full range of education programs indicated that "gender identity" and "homelessness" were not included as protected categories. | | |
| **Description of Corrective Action:**  "Gender identity" and "homelessness" will be included as protected categories in discrimination statements on website and in staff/student handbooks. New statements will be disseminated to staff via a memorandum and to students via the principals' weekly updates. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent | | **Expected Date of Completion:**  03/30/2016 |
| **Evidence of Completion of the Corrective Action:**  Discrimination statements on website and in handbooks will include "gender identity" and "homelessness" as protected identities.  Copies of the new statement will be provided via memorandum to staff and each principal's weekly updates | | |
| **Description of Internal Monitoring Procedures:**  The assistant superintendent will meet with principals regarding the new language to ensure understanding and distribution to students/parents. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Approved  **Status Date:** 10/21/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By April 29, 2016, provide to ESE the agenda and relevant minutes of School Committee meetings, as well as a copy of the updated School Committee Policy for the addition of "gender identity" and "homelessness" as a protected category regarding student access to a full range of educational programs along with evidence of dissemination to the school community on the updated nondiscrimination statement with the added categories of "gender identity" and "homelessness". | | |
| **Progress Report Due Date(s):**  04/29/2016 | | |

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

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| **Criterion & Topic:**  CR 7 Information to be translated into languages other than English | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews demonstrated that student report cards at the middle school and high school levels, which are only available online, are not translated into the primary language of the parents, as indicated by the Home Language Survey. | | |
| **Description of Corrective Action:**  The following addendum will be added to the middle school report card and the high school PowerSchool reporting page:"Translations are available upon request." | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent | | **Expected Date of Completion:**  01/30/2016 |
| **Evidence of Completion of the Corrective Action:**  Copy of the middle school report card  Screenshot of the PowerSchool reporting page | | |
| **Description of Internal Monitoring Procedures:**  The assistant superintendent will work with the data coordinator on modifying the middle school report card and the high school reporting page to ensure the addendum is included. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 7 Information to be translated into languages other than English | **Corrective Action Plan Status:** Disapproved  **Status Date:** 10/21/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district must provide translation of middle and high school report cards to all parents who indicated communications should be provided in their primary language on the Home Language Survey. Additionally, the district must have an oversight and tracking system, naming person(s) responsible, e.g. principals, to determine which parents have identified the need for translations on the Home Language Survey, at the middle and high schools, for report cards. | | |
| **Department Order of Corrective Action:**  Develop procedures to ensure that online report cards at the middle school and high school levels are translated into the major languages of parents with limited English skills, as indicated on the Home Language Survey. Submit evidence of dissemination of these procedures to the middle school and high school principals. Also submit a narrative description of the district's oversight and tracking system to determine which parents have identified the need for translations on the Home Language Survey at the middle and high schools. | | |
| **Required Elements of Progress Report(s):**    By January 29, 2016, please submit evidence of newly developed procedures to ensure that online report cards at the middle school and high school levels are translated into the major languages of parents with limited English skills, and a system of oral interpretation to assist parents with limited English skills, as indicated on the Home Language Survey. Submit evidence of dissemination of these procedures to middle and high school principals and their designated staff. Also submit a narrative description of the district's oversight and tracking system to determine which parents have identified the need for translations on the Home Language Survey at the middle and high schools.    By April 29, 2016, submit samples of translated report cards and tracking log(s) for translations from the middle school and high school. | | |
| **Progress Report Due Date(s):**  01/29/2016  04/29/2016 | | |

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

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| **Criterion & Topic:**  CR 10B Bullying Intervention and Prevention | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that employee handbooks do not contain relevant sections of the amended Bullying Intervention and Prevention Plan relating to the duties of faculty and staff and relevant provisions addressing the bullying of students by a school staff member. | | |
| **Description of Corrective Action:**  The following sections of the amended Bullying Intervention and Prevention Plan will be added to employee handbooks:  - the duties of faculty/staff  - provisions addressing the bullying of students by a staff member | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent | | **Expected Date of Completion:**  01/30/2016 |
| **Evidence of Completion of the Corrective Action:**  Copy of the employee handbook | | |
| **Description of Internal Monitoring Procedures:**  The assistant superintendent will review the amended Bullying Intervention and Prevention Plan as well as the current employee handbook. She will incorporate the pertinent sections as they relate to the duties of staff and the provisions for addressing the bullying of students. She will then disseminate to staff via a memorandum. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved  **Status Date:** 10/21/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By April 29, 2016, provide to ESE the agenda and relevant minutes of School Committee meetings, as well as a copy of the updated School Committee Policy for the addition of the amended Bullying Intervention and Prevention Plan relating to the duties of faculty and staff and relevant provisions addressing the bullying of students by a school staff member. Submit evidence of updated employee handbook (inserts until re-printing) of relevant sections of the amended Bullying Intervention and Prevention Plan related to the duties of faculty and staff and relevant provisions addressing the bullying of students by a school staff member. | | |
| **Progress Report Due Date(s):**  04/29/2016 | | |

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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:**  See SE 55. | | |
| **Description of Corrective Action:**  Instructional schedules for the 2015-16 school year were created to avoid instructional overlap of groups in the same instructional space / environment. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent | | **Expected Date of Completion:**  01/31/2016 |
| **Evidence of Completion of the Corrective Action:**  Building map along with instructional schedules for ELL, SE, and Reading Specialists at Millbury Street Elementary School.  Building map of service provision of South Grafton Elementary School regarding physical therapy services. | | |
| **Description of Internal Monitoring Procedures:**  Special Education Administrator, Civil Rights Coordinator, and English Language Learner Coordinator will coordinate in the Spring of each school year to insure that instructional space does not have concurrent instruction across disciplines. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 23 Comparability of facilities | **Corrective Action Plan Status:** Approved  **Status Date:** 10/21/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  See SE 55. | | |
| **Progress Report Due Date(s):**  01/29/2016  04/29/2016 | | |

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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 staff 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:**  The district will conduct an annual institutional self assessment to ensure that all students have access to our K-12 academic, athletic, and extracurricular activities. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent | | **Expected Date of Completion:**  06/30/2016 |
| **Evidence of Completion of the Corrective Action:**  Each school's Student Advisory Council (SAC) will respond to the District Self-Assessment survey. Responses will be uploaded with a synopsis of findings and any needed corrective actions. | | |
| **Description of Internal Monitoring Procedures:**  Each school's SAC will complete the District Self-Assessment survey during the May SAC meeting. Survey responses will be shared with principals and the assistant superintendent. The principals and the assistant superintendent will synopsize findings and plan for any corrective actions. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 10/21/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The department acknowledges the participation of the Student Advisory Council as an important piece of an institutional self-evaluation. The annual Institutional self-evaluation must assess equal access to all k-12 programs, including athletics and other extracurricular activities. Input from the Student Advisory Council alone does not provide information regarding access to all k-12 programs. | | |
| **Department Order of Corrective Action:**  The district must developed procedures for an annual institutional self-evaluation ensuring that all students have equal access to all programs. The assessment must monitor all aspects of its k-12 programs annually such that the district can make any changes in programs as indicated by the evaluation. This may include data collected from faculty from all program areas, e.g. department heads, coaches, faculty leaders, administrators, and guidance. | | |
| **Required Elements of Progress Report(s):**  By January 29, 2016, provide a description the district's newly developed procedures, planned meeting dates and instruments such as surveys, templates or tools used for the purpose of institutional self-evaluation 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 April 29, 2016 submit the results of the district's institutional self-evaluation utilizing these newly developed procedures and include recommendations for any improvements needed based upon evaluation results. Evidence may include meeting minutes, data analysis, memoranda, and reports, along with documentation of changes made to programming based on the self-evaluation. | | |
| **Progress Report Due Date(s):**  01/29/2016  04/29/2016 | | |

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

District: Grafton Public Schools

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Kristen M. Gasper

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: October 22, 2016**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic: ELE 4** **Waiver Procedures** | | | **Rating: Partially Implemented** |
| **Department CPR Finding:** *See ELE 10.* | | | |
| **Narrative Description of Corrective Action:** The Grafton Public Schools requires that all English Language Education teachers follow the protocol for notifying families upon initial identification as ELL and annually thereafter as outlined in the guidelines provided by the DESE. The process to file a waiver is included in the parent information. | | | |
| **Title/Role of Person(s) Responsible for Implementation:**  Director of English Language Learners  English Language Education teachers | | **Expected Date of Completion for Each Corrective Action Activity:** June 30, 2016 | |
| **Evidence of Completion of the Corrective Action:**  ELL record review | | | |
| **Description of Internal Monitoring Procedures:**   * The Director of English Language Learners will review English Language Education teachers of required parent notification as an agenda item for monthly meetings. * The Director of English Language Learners will conduct a record review to insure that all ELL records contain the required paperwork. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion: ELE 4** **Waiver Procedures** | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** Not Applicable | | | |
| **Department Order of Corrective Action:** *See ELE 10.* | | | |
| **Required Elements of Progress Report(s):** *See ELE 10.* | | | |
| **Progress Report Due Date(s): February 15, 2016 May 16, 2016** | | | |

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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:** *A review of the documentation submitted by the district indicated that there are inconsistencies in the level of ESL instruction provided to ELLs regardless of the students’ proficiency levels. For instance, some of the students at proficiency levels 1 and 2 receive as few as 30 minutes of daily ESL instruction while some other Level 1 and Level 2 students receive 120 minutes and some Level 5 students are provided 180 minutes of ESL instruction per day. Therefore, the ESL instruction and language support that ELLs receive are not always consistent with their needs and the district* *does not provide all ELLs at the same proficiency levels with equal access to ESL services and the same learning opportunities.* | | | |
| **Narrative Description of Corrective Action:**  The Grafton Public Schools requires that all direct ESL services are aligned with the guidelines provided by the DESE. The number of minutes recommended by DESE will guide all direct services provided by the district (shown below):   * Students at proficiency levels 1 and 2 receive 90 minutes of direct service per day. * Students at proficiency level 3 receive at least 45 minutes of direct service per day. * Students at proficiency levels 4 and 5 receive 45 minutes of direct service per day. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Director of English Language Learners | | **Expected Date of Completion for Each Corrective Action Activity:** All service delivery schedules were corrected at the start of the school year 2015. | |
| **Evidence of Completion of the Corrective Action:**   * Schedule of services submitted by all ESL staff. * Correlation of minimum hours of services in each school based on English proficiency level | | | |
| **Description of Internal Monitoring Procedures:**  The Director of English Language Learners will collect and review caseloads and schedules as well as conduct classroom visits on a monthly basis to ensure services are being delivered. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 5 | **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): May 16, 2016** | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic: ELE 8** **Declining Entry to a Program** | | | **Rating: Partially Implemented** |
| **Department CPR Finding:** *See ELE 10.* | | | |
| **Narrative Description of Corrective Action:** The Grafton Public Schools requires that all English Language Education teachers follow the protocol for notifying families upon initial identification as ELL and annually thereafter as outlined in the guidelines provided by the DESE. | | | |
| **Title/Role of Person(s) Responsible for Implementation:**  Director of English Language Learners  English Language Education teachers | | **Expected Date of Completion for Each Corrective Action Activity:** June 30, 2016 | |
| **Evidence of Completion of the Corrective Action:**  ELL record review | | | |
| **Description of Internal Monitoring Procedures:**   * The Director of English Language Learners will review English Language Education teachers of required support for families as an agenda item for monthly meetings. * The Director of English Language Learners will conduct a record review to insure that all ELL records contain the required paperwork. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion: ELE 8** **Declining Entry to a Program** | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** Not Applicable | | | |
| **Department Order of Corrective Action:** Not Applicable | | | |
| **Required Elements of Progress Report(s):** *See ELE 10.* | | | |
| **Progress Report Due Date(s): February 15, 2016 May 16, 2016** | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic: ELE 10 Parent Notification** | | | **Rating: Partially Implemented** |
| **Department CPR Finding:** *A review of documents and staff interviews indicated that upon identification of a student as ELL, and annually thereafter, the district does not consistently send any notice of parental notification regarding their student.* | | | |
| **Narrative Description of Corrective Action:** The Grafton Public Schools requires that all English Language Education teachers follow the protocol for notifying families upon initial identification as ELL and annually thereafter as outlined in the guidelines provided by the DESE. | | | |
| **Title/Role of Person(s) Responsible for Implementation:**  Director of English Language Learners  English Language Education teachers | | **Expected Date of Completion for Each Corrective Action Activity:** June 30, 2016 | |
| **Evidence of Completion of the Corrective Action:**   * ELL record review * Parent reports | | | |
| **Description of Internal Monitoring Procedures:**   * The Director of English Language Learners will review English Language Education teachers of required parent notification as an agenda item for monthly meetings. * The Director of English Language Learners will conduct a record review to insure that all ELL records contain the required paperwork. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion: ELE 10 Parent Notification** | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** Not Applicable | | | |
| **Department Order of Corrective Action:**  The district will provide evidence that it has reviewed, with appropriate staff, the requirement that upon identification of a student as ELL, and annually thereafter, a notice is mailed to the parents or guardians written in the primary/home language as well as in English, that informs parents of the reasons for identification of the student as an ELL including:   1. the child’s level of English proficiency; 2. program placement and/or the method of instruction used in the program; 3. how the program will meet the educational strengths and needs of the student; 4. how the program will specifically help the child learn English; 5. the specific exit requirements; 6. the parents’ right to apply for a waiver (see ELE 4), or to decline to enroll their child in the program (see ELE 8); and 7. if the student has additional education needs that require Special Education Services, how the Title III program will meet the objectives of the Individualized Education Plan (IEP)   **Implementation Guidance:**  For more information regarding parental notification requirements and sample notices, visit (pg. 27) <http://www.doe.mass.edu/ell/guidance/>. | | | |
| **Required Elements of Progress Report(s):**  By **February 15, 2016,** Submit sample parental notice letter(s) and name/role of person responsible for mailing.  By **May 16, 2016,** submit the results of an administrative record review of a representative sample of student records from all levels for evidence that upon identification of a student as ELL, and annually thereafter, the district sends a notice of parental notification regarding their student. Indicate the number of records reviewed, the number found compliant, an explanation of the root cause for any continued non-compliance and a description of additional corrective actions taken by the district to address any identified non-compliance.  \* **Please note that when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade level for the record review; b) Date of the review; c) Name of the person(s) who conducted the review, their role(s), and their signature(s).** | | | |
| **Progress Report Due Date(s): February 15, 2016 May 16, 2016** | | | |

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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:** *Observations revealed that at Millbury Street School, there is concurrent instruction in Room 18 among the English Language Education teacher, a Special Education teacher and the Reading Specialist. These three teachers are delivering simultaneous instruction to students at tables in a classroom with no dividers or separation of any kind.* | | | |
| **Narrative Description of Corrective Action:** The Director of English Language Learners met with each building principal to review room assignments to insure a space is dedicated to the English Language Education teacher while delivering services. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Director of English Language Learners and Building Administrators | | **Expected Date of Completion for Each Corrective Action Activity:**  All English Language Education teachers have a dedicated space to deliver ESL services as of the start of the school year in September 2015. | |
| **Evidence of Completion of the Corrective Action:**   * Schedule of when services occur in each building with the location listed | | | |
| **Description of Internal Monitoring Procedures:** The Director of English Language Learners will collect and review schedules and room assignments as well as conduct classroom visits on a monthly basis to ensure services are being delivered in a dedicated space. | | | |
| 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:** Not Applicable | | | |
| **Department Order of Corrective Action:** Not Applicable | | | |
| **Required Elements of Progress Report(s):**  By **February 15, 2016,** please submit schedules of when ELE instruction occurs in the Millbury Street School. Include locations of services and, if the space is shared by other service providers, the schedules of other providers sharing the instructional space demonstrating there is no longer concurrent instruction.  By **May 16, 2016,** a scheduled onsite visit by the a representative of the Department will verify concurrent instruction no longer occurs at the Millbury Street School and that ELL students are provided instruction in facilities comparable to those provided to the overall student population. | | | |
| **Progress Report Due Date(s): February 15, 2016 May 16, 2016** | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic: ELE 17** **Program Evaluation** | | | **Rating: Not Implemented** |
| **Department CPR Finding:** *Documentation submitted by the district does not include any evidence showing that the district conducts periodic evaluations of the effectiveness of the district’s ELE program in developing students’ English language skills and increasing their ability to participate meaningfully in the educational program.* | | | |
| **Narrative Description of Corrective Action:** Grafton Public Schools will conduct an ELE program review annually to determine the program’s effectiveness in developing students’ English language skills and increasing their ability to participate meaningfully in the educational program. Components of the review will include:   * The English Language Educators will meet monthly to discuss best instructional strategies to improve English proficiency. * The English Language Educators will review summative data (Reading A-Z, Dibels, MCAS, ACCESS, etc.) to determine impact of practices on student performance. * The English Language Educators and Director of English Language Learners will make necessary changes to the ELE program based on the data analysis. | | | |
| **Title/Role of Person(s) Responsible for Implementation:**  Director of English Language Learners  English Language Educators | | **Expected Date of Completion for Each Corrective Action Activity:** June 30, 2015 | |
| **Evidence of Completion of the Corrective Action:**   * Meeting agenda and minutes * Data summary and action steps * Summary of change in program | | | |
| **Description of Internal Monitoring Procedures:** The Director of English Language Learners will insure the process is completed through a review of agenda items, action plans, and student performance. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 17 | **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):**   1. Please provide a copy of the most recent evaluation conducted by the district to identify the strengths and areas of improvement in developing ELLs’ English language skills and increasing their ability to participate meaningfully in the district’s educational program.. 2. Please submit the description of program adjustments or changes made in response to the most recent ELE program evaluation.   **Implementation Guidance:**  For more information regarding program evaluations, please refer to the Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners (pg. 61), <http://www.doe.mass.edu/ell/guidance/guidance.pdf> | | | |
| **Progress Report Due Date(s): June 29, 2016** | | | |

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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 and staff interviews indicated the ELL records do not consistently include: annual assessment results including ACCESS and MCAS; information about the student’s previous school experiences; copies of parent notification letters; progress reports, in the native language, when necessary; and documentation of parent’s consent to opt-out, when applicable, with no log of access to protect confidentiality.* | | | |
| **Narrative Description of Corrective Action:** The Grafton Public Schools requires that all ELL records contain the necessary paperwork as outlined in the guidelines provided by the DESE. Each ELL file now contains a checklist with required paperwork to remind the English Language Education teacher what is required in the file. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Director of English Language Learners | | **Expected Date of Completion for Each Corrective Action Activity:** June 2016 | |
| **Evidence of Completion of the Corrective Action:** ELL record review | | | |
| **Description of Internal Monitoring Procedures:**   * The Director of English Language Learners will remind English Language Education teachers of required paperwork as an agenda item for monthly meetings. * The Director of English Language Learners will conduct a record review to insure that all ELL records contain the required paperwork. | | | |
| 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:**  Conduct staff training on the required elements of ELL student files. These items include:   1. home language survey; 2. results of identification and proficiency tests and evaluations, including MEPA and MELA-O until SY 2011/2012 3. ACCESS for ELLs test from SY 2012/2013; 4. MCAS, PARCC or other tests chosen by the Board of Education and the district; 5. information about students’ previous school experiences; 6. copies of parent notification letters, 7. progress reports, in the native language, if necessary; 8. report cards, in the native language, if necessary; 9. evidence of follow-up monitoring, if applicable; 10. documentation of a parent’s consent to “opt-out” of ELL education, if applicable;   waiver documentation, if applicable.   1. waiver documentation, if applicable; 2. individualized learning plan (optional)   **Implementation Guidance:**  For more information regarding required elements of ELL student files, visit (pg.47) <http://www.doe.mass.edu/ell/guidance/guidance.pdf>. | | | |
| **Required Elements of Progress Report(s):**  By **February 15, 2016**, submit evidence of staff training on the required elements of ELL student files. Evidence may include agenda, a sample of the checklist created by the district, training materials, and sign-in sheets with name(s)/role(s) of attendees of the training.  By **May 16, 2016**, submit the results of an administrative record review of a sample of ELL student records across all levels after the implementation of all corrective actions to ensure that these files contain the required documents. Include student school/grade level/ ELL level; and the number of records reviewed; the number of records in compliance; for any records not in compliance, determine the root cause(s) of the non-compliance and the district’s plan to remedy any identified non-compliance.  **\*Please note that when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade level for the record review; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature.** | | | |
| **Progress Report Due Date(s): February 15, 2016 May 16, 2016** | | | |