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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: Webster

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 08/28/2015.

**Mandatory One-Year Compliance Date:** **08/28/2016**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 2 | Required and optional assessments | Partially Implemented |
| SE 7 | Transfer of parental rights at age of majority and student participation and consent at the age of majority | Partially Implemented |
| SE 24 | Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE | Partially Implemented |
| SE 29 | Communications are in English and primary language of home | Partially Implemented |
| SE 54 | Professional development | 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 8 | Accessibility of extracurricular activities | Partially Implemented |
| CR 9 | Hiring and employment practices of prospective employers of students | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 12A | Annual and continuous notification concerning nondiscrimination and coordinators | Partially Implemented |
| CR 14 | Counseling and counseling materials free from bias and stereotypes | Partially Implemented |
| CR 15 | Non-discriminatory administration of scholarships, prizes and awards | 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 |

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| **Criterion & Topic:**  SE 2 Required and optional assessments | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Record review and staff interviews indicated that assessments by a teacher(s) with current knowledge regarding the student's specific abilities in relation to learning standards of the Massachusetts Curriculum Frameworks and the district's general education curriculum, as well as an assessment of the student's attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, and adults are not always being conducted at Park Avenue Elementary School and Bartlett High School. | | |
| **Description of Corrective Action:**  The Student Services Director will develop and conduct a training for all special education and general education professional staff on the requirements for the Educational Assessments and the general educator's role in completing these assessments as the general curriculum expert. For students undergoing an initial or reevaluation to determine eligibility, the general educators assigned to each student will complete the Educational Assessment B form and return it to the educational team chairperson 3-5 days prior to the team meeting so that it can be distributed to parents upon request within 48 hours of the meeting. Although only Park Avenue Elementary and Bartlett High School were identified as being inconsistent with this process, training will be completed district-wide. | | |
| **Title/Role(s) of Responsible Persons:**  Kathleen Baris, Director, Student Support Services  Educational Team Chairpersons | | **Expected Date of Completion:**  03/28/2016 |
| **Evidence of Completion of the Corrective Action:**  Faculty Meeting Trainings to be completed by December 1, 2015  Agenda for Training and supporting documents distributed and reviewed  Sign in sheets of attendees from each school indicating the date of training  Samples of completed Educational Assessment B forms from PAE and BHS demonstrating compliance with required assessments as well as time lines for completion. | | |
| **Description of Internal Monitoring Procedures:**  The ETLs and Director of Student Services will complete an audit of all initial and reevaluations for all schools between December 1, 2015 and March 1, 2016. Files showing evidence of incomplete assessments will be returned for review and resubmission. Retraining will be provided to staffs who are found to be not in compliance. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 2 Required and optional assessments | **Corrective Action Plan Status:** Approved  **Status Date:** 10/09/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 18, 2015, submit evidence of training for all appropriate special education and general education staff on the requirements for Educational Assessments and the general educator's role in completing Educational Assessments. This documentation will include the memoranda, signed attendance sheets with name and role of staff member, agendas with name and role of presenter, and training materials. Additionally, submit the date of the system's internal oversight and tracking system implementation, specifically addressing Educational Assessments will be completed for students at Park Avenue Elementary School and Bartlett High School.  By April 5, 2016, subsequent to the implementation of all corrective actions, submit the results of an administrative review of student records for Educational Assessments by a teacher(s) with current knowledge regarding the student's specific abilities in relation to learning standards of the Massachusetts Curriculum Frameworks and the district's general education curriculum, as well as an assessment of the student's attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, and adults. Indicate the number of records reviewed at both the Park Avenue Elementary School and Bartlett High School, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to address any identified noncompliance. \*Please note when conducting administrative monitoring the district must maintain the following documentation and make it available to the Department 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):**  12/18/2015  04/05/2016 | | |

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| **Criterion & Topic:**  SE 7 Transfer of parental rights at age of majority and student participation and consent at the age of majority | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Student records and staff interviews indicated that although the district has a process in place to obtain consent regarding the transfer of decision-making rights at the age of majority, the district practice is to inform the student and parent/guardian of the transfer of decision-making rights after age 17, as the student approaches his/her 18th birthday, rather than at least one-year prior to the student reaching age of majority. | | |
| **Description of Corrective Action:**  The District has reviewed the process of having the Age of Majority discussion with the student and parent and will adjust this process by having a discussion and explanation of Age of Majority at the annual review meeting held in the year in which the student will be turning 17 rather than at the meeting where the student is approaching the 18th birth date. | | |
| **Title/Role(s) of Responsible Persons:**  Kathleen Baris, Director, Student Support Services  Donna Hurton, Team Chairperson, BHS | | **Expected Date of Completion:**  01/28/2016 |
| **Evidence of Completion of the Corrective Action:**  The requirements for this criteria were discussed with all staff at the Special Education opening Staff meeting on 8/31/2015. For students turning 17 within the year of their current annual review, the team chairperson will lead a discussion of the Age of Majority at the team meeting and document this discussion in the N-1, additional information section of the IEP as well as document the discussion on the team meeting agenda and documentation checklist. | | |
| **Description of Internal Monitoring Procedures:**  PowerPoint slides from the 8/31/2015 Special Education staff meeting will be provided. The Team Chairperson and Student Services Director will audit files of all students 16 years of age who will be turning 17 during the review year for the time period of October 1, 2015 and December 31, 2015. Samples of evidence to include the N-1, Additional Information Section, Team Meeting Documentation Checklist and Team Meeting Agenda will be provided to demonstrate evidence of compliance. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 7 Transfer of parental rights at age of majority and student participation and consent at the age of majority | **Corrective Action Plan Status:** Approved  **Status Date:** 10/09/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Prior to training, please see: Administrative Advisory SPED 2011-1: Age of Majority@  http://www.doe.mass.edu/sped/advisories/11\_1.html  By December 18, 2015, submit evidence of training for appropriate staff involved on the requirement to inform the student and parent/guardian of the transfer of decision-making rights at least one-year prior to the student reaching Age of Majority. This documentation will include the memoranda, signed attendance sheets with name and role of staff member, agendas with name and role of presenter, and training materials. Also submit the name(s)/role(s) of person(s) responsible for the internal oversight and tracking system for birthdates to ensure AOM notification one year prior along with the date of the system's implementation. By April 5, 2016, conduct an administrative review of a sample of records after implementation of all corrective actions for applicable high school students for evidence of the notice to both parent and student at least one year prior to the Age of Majority (age 18). Indicate the number of applicable high school records reviewed, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to address any identified noncompliance. \*Please note when conducting administrative monitoring the district must maintain the following documentation and make it available to the Department 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):**  12/18/2015  04/05/2016 | | |

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| **Criterion & Topic:**  SE 24 Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of student records demonstrated that the district's Notice of Proposed School District Action (N1) forms do not consistently address the federally required content, such as a description of the action proposed or refused by the school, an explanation of why the school proposed or refused to take the action, a description of any other options that the school considered and the reasons why those options were rejected, a description of each evaluation procedure, test, record, report, or other factors the school used as a basis for the proposed or refused action. | | |
| **Description of Corrective Action:**  The Director will design and implement a training for the educational Team Chairperson and any staff who complete the N-1 letters to parents regarding the Criteria under SE 24 requirements to respond to all six questions on the Notice of Proposed Action (N-1). | | |
| **Title/Role(s) of Responsible Persons:**  Kathleen Baris, Director of Student Support Services  Donna Hurton and Dan Zimmer, Team Chairpersons | | **Expected Date of Completion:**  03/28/2016 |
| **Evidence of Completion of the Corrective Action:**  PowerPoint slides for Special Education opening day meeting showing a review of the elements not in compliance. Training will be developed and provided by October 15, 2015 for staff responsible for completion of N-1 letters. Training agenda, handouts, attendance sheets of participants and sample N-1 letters. | | |
| **Description of Internal Monitoring Procedures:**  The Director will conduct and internal audit by reviewing a random sample of 5 N-1s per month for a six month period to assure completion of the N-1 as required. For any N-1 that does not meet the criteria, a review and retraining for the staff will take place. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 24 Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE | **Corrective Action Plan Status:** Approved  **Status Date:** 10/09/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please review the Department's example of an appropriately developed Notice of Proposed School District Action (N1) form available at http://www.doe.mass.edu/sped/advisories/01\_4sample.pdf prior to the district's corrective actions.  By December 18, 2015, submit training to the Team Chairpersons and appropriate staff who complete the N1 letters, related to the proper completion of the Notice of Proposed School District Action Form (N1), including summarizing the district's proposed action; the reason why the district is proposing to take action; any rejected options the team considered; the evaluation procedures, test, record or report used as the basis for the proposed action; other factors relevant to the school district's decision; and recommended next steps. Evidence of training will include training agenda, attendance sheet with name(s)/role(s), copies of the materials presented and name/role of presenter.  By April 5, 2016, submit the results of an administrative review of student records for Notice of the Proposal to Act or Refusal to Act (N1) form. This sample must be drawn from a cross-section of records for students with Team meetings that occurred after all corrective actions have been implemented. 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 when conducting administrative monitoring the district must maintain the following documentation and make it available to the Department 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):**  12/18/2015  04/05/2016 | | |

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| **Criterion & Topic:**  SE 29 Communications are in English and primary language of home | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documents and staff interviews indicated that while the district has a formal process to ensure that special education documents are translated when the family's primary language is other than English for the dominant second languages of the district, currently Spanish and Polish, there is no process in place for the translation of special education communications for low incidence languages, when needed. | | |
| **Description of Corrective Action:**  The District will develop a process and procedure for the translation of all documents requiring translation, including special education documents, along with a guide for staff on the internal process for requesting translation of materials. This will include translation for low incidence languages. The District will provide training to all staff and administrators regarding the procedures for translation, resources available and who to contact, as well as list of all documents requiring translation. The district will create a resource file of all available agencies and entities that are available with the languages available for translation. | | |
| **Title/Role(s) of Responsible Persons:**  Kathleen Baris, Director, Student Support Services | | **Expected Date of Completion:**  03/28/2016 |
| **Evidence of Completion of the Corrective Action:**  Written description of the internal procedure; List of documents requiring translation; Sign in sheets and agenda for trainings in each building to show evidence of training to all staff; Samples of translated documents as they become available. | | |
| **Description of Internal Monitoring Procedures:**  A procedure will be developed by 11/28/2015; staff training will take place by 1/28/2016; The special education administrator will collect samples of translations for low incident populations between 11/28/2015 and 3/28/2016 and submit these as evidence of the new process in action as well as on-going monitoring Through the end of the school year. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 29 Communications are in English and primary language of home | **Corrective Action Plan Status:** Approved  **Status Date:** 10/09/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 18, 2015, the district will provide a narrative description of its newly revised process and procedure for ensuring translation of all required special education documents including low incidence languages as indicated by the Home Language Survey and providing/documenting oral translations for those unable to read a written language. Additionally, provide a description of the district's internal oversight and tracking system identifying the person(s) responsible for the oversight of translations, both oral and/or written.  By February 5, 2016, provide evidence of staff training (including principals) on the process and procedures ensuring the translation of special education documents, including communications for low incidence languages. Evidence will include but not be limited to memorandums, email correspondence, training agenda, attendance sheets and copies of the materials presented.  By April 5, 2016, subsequent to staff training, submit the results of an administrative review of a sample of student records from all levels/buildings for documentation of special education communications for parents whose primary language is not English with attention to low incidence languages as indicated on their Home Language Survey. Indicate the number of records reviewed and note language, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to address any identified noncompliance. \*Please note when conducting administrative monitoring the district must maintain the following documentation and make it available to the 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):**  12/18/2015  02/05/2016  04/05/2016 | | |

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| **Criterion & Topic:**  SE 54 Professional development | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documents and staff interviews indicated that before locally hired transportation providers begin transporting any special education student receiving special transportation, the district does not ensure that in-service training is conducted for all locally hired and contracted transportation providers on the student's needs, written information regarding the nature of any needs or problems that may cause difficulties, and information on appropriate emergency measures. | | |
| **Description of Corrective Action:**  The District will develop a process for assuring that all locally hired and contracted transportation providers are trained on specific student needs, provide written information regarding the nature of any student needs/problems, ad information on appropriate emergency procedures. The district will ensure that all current transportation providers are provided with the training/necessary written information for all students and will establish an annual training process with current providers. | | |
| **Title/Role(s) of Responsible Persons:**  Kathleen Baris, Director of Student Support Services | | **Expected Date of Completion:**  03/28/2016 |
| **Evidence of Completion of the Corrective Action:**  The district will review all current students being transported by special education transportation. The District will establish a local process and procedure for training transportation providers as well as establish an internal process for students recommended for Special Education transportation that provides written detail of the student's needs with any special considerations. Agendas and sign-in sheets from all transportation providers that they have been provided with the training and necessary information at the on-set of transporting specific students. | | |
| **Description of Internal Monitoring Procedures:**  IEPs monitored for specialized transportation; copies of specific written information regarding an individual student's relevant needs. Copies of agendas and sign-in sheets from trainings as well as sample written notification to transportation personnel on specific student needs. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 54 Professional development | **Corrective Action Plan Status:** Approved  **Status Date:** 10/09/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit a description of the district's internal oversight and tracking system with planned periodic reviews, along with the name/role of the designated person to ensure locally hired transportation providers, prior to beginning transportation of any special education students, receive required training. Also provide evidence of this training to transportation providers on special education student needs, written information regarding the nature of any needs or problems that may cause difficulties, and information on appropriate emergency measures. Provide training materials/attendance sheet with name(s) and signature(s) of all transportation providers hired or contracted. Please submit to ESE by December 18, 2015. | | |
| **Progress Report Due Date(s):**  12/18/2015 | | |

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| **Criterion & Topic:**  CR 3 Access to a full range of education programs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documents revealed that "homelessness" as a protected category is not included in statements regarding access to a full range of educational programs. The Bartlett Junior Senior High School student handbook is also missing "gender identity" as a protected category within its nondiscrimination policy. | | |
| **Description of Corrective Action:**  The district has an approved school committee policy that ensures equal access to a full range of educational programs for all students regardless of race, color, sex, gender identity, religion, national orientation, or disability, but does not address the protected category of "homelessness". In addition the student handbooks are not consistent in identifying "gender identity" as a protected category in nondiscrimination policy. | | |
| **Title/Role(s) of Responsible Persons:**  Barbara Malkas, Ed.D. Superintendent of Webster Public Schools | | **Expected Date of Completion:**  11/01/2015 |
| **Evidence of Completion of the Corrective Action:**  The revised policy and student handbook nondiscrimination policy statements will be uploaded to the district and school website and to the DESE security portal after revisions are reviewed by school committee. | | |
| **Description of Internal Monitoring Procedures:**  Annual review of the nondiscrimination policy and student handbooks and training for all staff. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Approved  **Status Date:** 10/09/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 18, 2015, provide the proposed date with agenda when the School Committee will review this district policy to add "homelessness" as a protected category in statements regarding access to a full range of educational programs and "gender identity" within the Bartlett Junior Senior High School student handbook. By April 5, 2016, subsequent to approved School Committee updated policies, please provide evidence of applicable revised documents and applicable Bartlett Junior Senior High School handbook pages along with district dissemination of the updated non-discrimination policies. | | |
| **Progress Report Due Date(s):**  12/18/2015  04/05/2016 | | |

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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 indicated that the district has translated many of its important school documents into Spanish and Polish, the major languages spoken by parents whose primary language is other than English; however, staff interviews revealed that the district has not developed a system for translating report cards in Spanish and Polish, or established a system of oral interpretation to assist parents/guardians who speak low-incidence languages. See also SE 29. | | |
| **Description of Corrective Action:**  The District will develop a process and procedure for the translation of all documents requiring translation, including special education documents, along with a guide for staff on the internal process for requesting translation of materials. This will include translation for low incidence languages. The District will provide training to all staff and administrators regarding the procedures for translation, resources available and who to contact, as well as list of all documents requiring translation. The district will create a resource file of all available agencies and entities that are available with the languages available for translation. | | |
| **Title/Role(s) of Responsible Persons:**  Barbara Malkas, Ed.D.  Superintendent of Webster Public Schools | | **Expected Date of Completion:**  03/28/2016 |
| **Evidence of Completion of the Corrective Action:**  Written description of the internal procedure; List of documents requiring translation; Sign in sheets and agenda for trainings in each building to show evidence of training to all staff; Samples of translated documents as they become available. | | |
| **Description of Internal Monitoring Procedures:**  A procedure will be developed by 11/28/2015; staff training will take place by 1/28/2016; The special education administrator will collect samples of translations for low incident populations between 11/28/2015 and 3/28/2016 and submit these as evidence of the new process in action as well as on-going monitoring Through the end of the school year. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 7 Information to be translated into languages other than English | **Corrective Action Plan Status:** Approved  **Status Date:** 10/09/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 18, 2015, the district will provide a narrative description of its new process and procedures for translating report cards in Spanish and Polish, and a system of oral interpretation to assist parents/guardians who speak low-incidence languages. Additionally, provide a description of the district's internal oversight and tracking system identifying the person(s) responsible for the oversight on the need for translations. See also SE 29.  By February 5, 2016, provide evidence of staff training (including principals) on the process and procedures ensuring the translation of report cards, and on the system of oral interpretation to assist parents/guardians who speak low-incidence languages. Evidence will include but not be limited to memorandums, email correspondence, training agenda, attendance sheets and copies of the materials presented. See also SE 29.  By April 5, 2016, subsequent to staff training, submit the results of an administrative record review of provision of required translated documents and/or oral interpretation. This review can include special education, ELE, and/or documents and report cards from student cumulative files to ensure translations/interpretation. Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to address any identified noncompliance. See also SE 29. \*Please note when conducting administrative monitoring the district must maintain the following documentation and make it available to the Department 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):**  12/18/2015  02/05/2016  04/05/2016 | | |

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| **Criterion & Topic:**  CR 8 Accessibility of extracurricular activities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documents indicated that the district policies for co-curricular and extracurricular activities did not include "sexual orientation," "gender identity," "disability," or "homelessness" as protected categories. | | |
| **Description of Corrective Action:**  Revision of the district policies, handbooks, and website to include "sexual orientation", "gender identity", "disability", and "homelessness" as protected categories. | | |
| **Title/Role(s) of Responsible Persons:**  Barbara Malkas, Ed.D.  Superintendent of Webster Public Schools | | **Expected Date of Completion:**  11/01/2015 |
| **Evidence of Completion of the Corrective Action:**  Revised policies and student handbooks will be uploaded to the district website and DESE security portal upon approval by the school committee. | | |
| **Description of Internal Monitoring Procedures:**  Annual review of district policies and student handbooks prior to school committee approval and training for all staff. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 8 Accessibility of extracurricular activities | **Corrective Action Plan Status:** Approved  **Status Date:** 10/09/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 18, 2015, provide the proposed date with agenda when the School Committee will review this district policy to add "sexual orientation," "gender identity," "disability," and "homelessness" as protected categories in non-discrimination statements within district policies, handbooks, and website.  By April 5, 2016, subsequent to approved School Committee updated policy, please provide evidence of samples of revised documents and dissemination to the school community on the updated non-discrimination policy with the included protected categories of "sexual orientation," "gender identity," "disability," and "homelessness." | | |
| **Progress Report Due Date(s):**  12/18/2015  04/05/2016 | | |

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| **Criterion & Topic:**  CR 9 Hiring and employment practices of prospective employers of students | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documents indicated that written materials do not include "gender identity" as a protected category within the nondiscrimination statement on Employer Assurances Agreement forms. | | |
| **Description of Corrective Action:**  The nondiscrimination statement on the Employer Assurances Agreement does insure that the district is an equal opportunity employer that does not discriminate against any applicant because of race, color, religion, sex, national origin, age, marital status, veteran status, disability, sexual orientation, or any other legally protected group, but does not include "gender identity" as a specified protected category. | | |
| **Title/Role(s) of Responsible Persons:**  Barbara Malkas, Ed.D.  Superintendent of Webster Public Schools | | **Expected Date of Completion:**  11/01/2015 |
| **Evidence of Completion of the Corrective Action:**  Revision of the Webster Public Schools Employer Assurances Agreement will be made to the employer handbook and uploaded to the district website and the DESE security portal upon approval by school committee. | | |
| **Description of Internal Monitoring Procedures:**  Annual review of the handbook prior to school committee approval and training for staff. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 9 Hiring and employment practices of prospective employers of students | **Corrective Action Plan Status:** Approved  **Status Date:** 10/09/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 18, 2015, provide the proposed date with agenda when the School Committee will review this district policy to add "gender identity" as a protected category within the nondiscrimination statement on Employer Assurances Agreement forms.  By April 5, 2016, subsequent to approved School Committee updated policy, please provide evidence of samples of revised documents and district dissemination of the updated non-discrimination statement within the Employer Assurances Agreement forms. | | |
| **Progress Report Due Date(s):**  12/18/2015  04/05/2016 | | |

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| **Criterion & Topic:**  CR 10A Student handbooks and codes of conduct | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documents indicated that although the high school student handbook and code of conduct contain procedures for the discipline of students with disabilities and students with Section 504 Accommodation Plans, they do not reference M.G.L. c. 76, s. 5. Additionally, document review demonstrated that the high school handbook's non-tolerance for harassment does not include "color" or "gender identity" as protected categories and the nondiscrimination policy does not include "gender identity" as a protected category. | | |
| **Description of Corrective Action:**  The high school handbook does not reference MGL c. 76, s.5 regarding students with disabilities and students with Section 504 Accommodation Plans. In addition, the handbook non-tolerance for harassment indicates some protected categories but not "color" or "gender Identity". The nondiscrimination policy does not include "gender identity" as a protected category in the student handbooks. | | |
| **Title/Role(s) of Responsible Persons:**  Barbara Malkas, Ed.D.  Superintendent of Webster Public Schools | | **Expected Date of Completion:**  11/01/2015 |
| **Evidence of Completion of the Corrective Action:**  The student handbooks will be reviewed for the inclusion of protected categories specifically mentioning MGL c. 76, s.5, regarding students with disabilities or Section 504 Accommodation Plans, inclusion of "color' and "gender identity" is the non-tolerance for harassment section, and inclusion of "gender identity" in the nondiscrimination policy statement. These revisions will be presented to school committee for approval and then posted to school and district websites. | | |
| **Description of Internal Monitoring Procedures:**  All student handbooks will be reviewed annually prior to school committee approval and annual staff, parent and student training will be provided. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved  **Status Date:** 10/09/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 18, 2015, provide the proposed date with agenda when the School Committee will review this district policy adding reference M.G.L. c. 76, s. 5 to the high school handbook and code of conduct, as well as the provision of "color" and "gender identity" as protected categories within the handbook's non-tolerance for harassment policy, and the addition of "gender identity" as a protected category within the nondiscrimination policy.  By April 5, 2016, subsequent to approved School Committee updated policy, please provide evidence of revised documents including applicable pages of student handbooks and dissemination to the school community of these updates. | | |
| **Progress Report Due Date(s):**  12/18/2015  04/05/2016 | | |

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

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| **Criterion & Topic:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documents indicated that the employee handbook's statement of nondiscrimination does not include "gender identity" as a protected category. | | |
| **Description of Corrective Action:**  The nondiscrimination statement of the Employee Handbook does insure that the district is an equal opportunity employer that does not discriminate against any applicant because of race, color, religion, sex, national origin, age, marital status, veteran status, disability, sexual orientation, or any other legally protected group, but does not include "gender identity" as a specified protected category. | | |
| **Title/Role(s) of Responsible Persons:**  Barbara Malkas, Ed.D.  Superintendent of Webster Public Schools | | **Expected Date of Completion:**  11/01/2015 |
| **Evidence of Completion of the Corrective Action:**  Revision of the Employee Handbook will be uploaded to the district website and the DESE security portal upon approval by the school committee. | | |
| **Description of Internal Monitoring Procedures:**  Annual review of the employee Handbook prior to school committee approval and training for all staff. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved  **Status Date:** 10/09/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 18, 2015, provide the proposed date with agenda when the School Committee will review the nondiscrimination statement within the employee handbook to include "gender identity" as a protected category within its non-discrimination statement.  By April 5, 2016, subsequent to School Committee approval, submit to ESE evidence of updated employee handbook applicable pages demonstrating that the district has revised and added "gender identity" as a protected category in its non-discrimination statement along with dissemination to employees. | | |
| **Progress Report Due Date(s):**  12/18/2015  04/05/2016 | | |

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

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| **Criterion & Topic:**  CR 14 Counseling and counseling materials free from bias and stereotypes | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documents indicated that the guidance program policy does not include "gender identity," "disability," or "homelessness" as protected categories. | | |
| **Description of Corrective Action:**  Guidance Program policies (JLD and JLD-E) will be revised and approved by school committee. Guidance Program Policy (JLD) will include the following: "Race, color, sex, national origin, sexual orientation, gender identity, disability, homelessness, or religion shall not be considered a limiting factor in the provision of guidance services." Policy JLD-E indicates that "race, color, sex, national origin, sexual orientation, and religion shall not be considered limiting factors in career determination", but does not include "gender identity", "disability", or "homelessness" as protected categories. | | |
| **Title/Role(s) of Responsible Persons:**  Barbara Malkas, Ed.D.  Superintendent of Schools | | **Expected Date of Completion:**  11/01/2015 |
| **Evidence of Completion of the Corrective Action:**  Revision of the policies and student handbooks will be uploaded to the district/school website and DESE security portal. | | |
| **Description of Internal Monitoring Procedures:**  Annual review of the policies and student handbooks prior to school committee approval and training for all staff. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 14 Counseling and counseling materials free from bias and stereotypes | **Corrective Action Plan Status:** Approved  **Status Date:** 10/09/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 18, 2015, provide the proposed date with agenda when the School Committee will review this district Guidance Program policy.  By April 5, 2016, subsequent the School Committee approval of the revised Guidance Program policy, provide evidence including documents that the district has revised and added "gender identity," "disability," and "homelessness" as protected categories with evidence of dissemination to the school community. | | |
| **Progress Report Due Date(s):**  12/18/2015  04/05/2016 | | |

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

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| **Criterion & Topic:**  CR 15 Non-discriminatory administration of scholarships, prizes and awards | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documents indicated that the policy on scholarships, prizes, and awards does not include "gender identity" as a protected category. | | |
| **Description of Corrective Action:**  The Webster Public Schools policy on Scholarships, Prizes, and Awards (JM) does ensure that scholarships are free from restrictions based upon race, color, sex, religion, national origin, sexual orientation, or disability, but does not include "gender identity" as protected category. | | |
| **Title/Role(s) of Responsible Persons:**  Barbara Malkas, Ed.D.  Superintendent of Webster Public Schools | | **Expected Date of Completion:**  11/01/2015 |
| **Evidence of Completion of the Corrective Action:**  Revision of the policy to include "gender identity" as a protected class will be uploaded to the district/school website and DESE security portal upon approval by the school committee. | | |
| **Description of Internal Monitoring Procedures:**  Annual review of district policies, handbooks, and information on the school website and training for all staff. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 15 Non-discriminatory administration of scholarships, prizes and awards | **Corrective Action Plan Status:** Approved  **Status Date:** 10/09/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 18, 2015, provide the proposed date with agenda when the School Committee will review this district policy on scholarships, prizes, and awards to include "gender identity" as a protected category.  By April 5, 2016, subsequent to School Committee approval of the revised scholarships, prizes, and awards policy, provide evidence including documents that the district has revised and added "gender identity" as a protected category. Also include dissemination evidence to the school community. | | |
| **Progress Report Due Date(s):**  12/18/2015  04/05/2016 | | |

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

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| **Criterion & Topic:**  CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and staff interviews indicated that the district meets with students age sixteen and over and their parents/guardians when the student is considering dropping out of school; however, the district does not send an annual written notice for a minimum of two years to former students who have not yet earned their competency determination and who have not transferred to another school to inform them of the availability of publicly funded post-high school academic support programs and encourage them to participate in those programs. | | |
| **Description of Corrective Action:**  The district has a draft letter as an annual written notice for a minimum of two years to former students who have not earned a competency determination and who have not transferred to another school to inform them of the availability of publicly funded post-high school academic support programs and encourage them to participate in these programs, but there has not been a consistent process and timeline for insuring that these letters are sent to the appropriate students annually. | | |
| **Title/Role(s) of Responsible Persons:**  Barbara Malkas, Ed.D.  Superintendent of Webster Public Schools | | **Expected Date of Completion:**  02/01/2016 |
| **Evidence of Completion of the Corrective Action:**  The district will develop a process and timeline for sending annual written notice for a minimum of two years to former students who have not earned a competency determination and who have not transferred to another school to inform them of the availability of publicly funded post-high school academic support programs and encourage them to participate in these programs. This process will be published to the guidance program school webpage. | | |
| **Description of Internal Monitoring Procedures:**  The superintendent will receive an annual update on the notification process and a list of all students who were sent the notification. | | |
| 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:** 10/09/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Prior to the development of the district's corrective action, please review information for School Districts about Required Notices Regarding Students who Leave High School without Graduating at http://www.doe.mass.edu/news/news.aspx?id=3051 along with amendments to M.G.L. c. 76, ss. 5, 18 (as amended by 2012, 222, Sec. 8 effective July 1, 2014; St. 1965, c. 741).  By December 18, 2015, submit a copy of the letter to be sent to former students who have not yet earned their competency determination and who have not transferred to another school. Additionally, submit a narrative of the district's internal oversight and tracking system ensuring the district does send an annual written notice for a minimum of two years to former students who have not yet earned their competency determination and who have not transferred to another school to inform them of the availability of publicly funded post-high school academic support programs and encourage them to participate in those programs. Also submit evidence of dissemination to appropriate staff of this new district process which may include emails/trainings.  By April 5, 2016, submit evidence of a sample of student letters that have been mailed to former students who have not yet earned their competency determination and who have not transferred to another school informing them of the availability of publicly funded post-high school academic support programs and encourage them to participate in those programs. | | |
| **Progress Report Due Date(s):**  12/18/2015  04/05/2016 | | |

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

District: Webster Public Schools

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Kathleen Baris, Director, Student Support Services

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 1 Annual English Language Proficiency Assessment** | | | **Rating: Not Implemented** |
| **Department CPR Finding:**  *A review of ACCESS participation rates as shown in the state database revealed that the district did only assess the English proficiency of 94 % of the ELL students in the district.* | | | |
| **Narrative Description of Corrective Action:** The District will establish a process to ensure that 100% of the ELL students who are enrolled in the district at the time of the ACCESS Testing Administration participate in the ACCESS administration to determine their level of English proficiency. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Kathleen Baris, Director, Student Support Services; Building Principals; ELL Site Coordinators/Teachers | | **Expected Date of Completion for Each Corrective Action Activity:** March 1, 2016 | |
| **Evidence of Completion of the Corrective Action:** Roster of all ELL students enrolled as of January 7, 2016. Attendance of all ELLs during the testing period; validate administration of testing for each eligible ELL student. | | | |
| **Description of Internal Monitoring Procedures:** Review roster at monthly ELL staff meeting(s) to ensure that a test is ordered for each eligible student; verification of test administration and documentation of any absences during the testing period. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion: ELE 1** | **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 submit a roster of the ELLs who have been administered ACCESS for ELLs in 2016. Please specify if they have been tested in four domains. Provided that there are students who have not been tested with ACCESS for ELLs and in all four domains, determine the root cause of the non-compliance and provide the district’s plan to remedy it. | | | |
| **Progress Report Due Date(s): June 3, 2016** | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic: ELE 2 State Accountability Assessment** | | | **Rating: Not Implemented** |
| **Department CPR Finding:**  *MCAS participation rates as shown in the state database indicates that only 81% of the ELLs in the district participated in the MCAS English Language Arts test.* | | | |
| **Narrative Description of Corrective Action:** The District will establish a process to ensure that 100% of the ELL students who are enrolled in the district and at the appropriate grade level for participation in MCAS at the time of the MCAS administration will participate in the MCAS ELA test administration. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Kathleen Baris, Director, Student Support Services; Building Principals; ELL Teaching Staff | | **Expected Date of Completion for Each Corrective Action Activity:** June 25, 2016 | |
| **Evidence of Completion of the Corrective Action:** Roster of ELL eligible students with verification of attendance during testing periods. Cross reference roster with students who are administered the MCAS ELA test in grades 4, 5, 6, 7, 8 and 10. | | | |
| **Description of Internal Monitoring Procedures:** Monthly review of spread sheet with all ELL eligible students who are grade eligible to take the MCAS ELA test with verification of participation in MCAS ELA. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 2 | **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 submit a roster of the ELLs who are required to take MCAS tests in 2016. Please specify if they have been administered all the content tests their grade level requires. Provided that there are students who have not been tested in all content areas, determine the root cause of the non-compliance and provide the district’s plan to remedy it. | | | |
| **Progress Report Due Date(s): June 3, 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:**  *A review of documents, records, and staff interviews indicated that, although the district has adopted waiver policies and procedures, parents are not always informed of their right to apply for a waiver.* | | | |
| **Narrative Description of Corrective Action:** The district will adopt procedures assure that parents of each ELL eligible student are notified of their right to apply for a waiver. Notification will be placed in each student record in English and in the home language of the student. Notification will be reviewed and documented on the file record review form. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Kathleen Baris, Director, Student Support Services; ELL Teachers | | **Expected Date of Completion for Each Corrective Action Activity:** June 23, 2016 | |
| **Evidence of Completion of the Corrective Action:** Sample record review forms. Sample letters in English and Home Language to demonstrate parent notification of waiver process. Record review checklist from each building showing monitoring that all forms are completed. | | | |
| **Description of Internal Monitoring Procedures:** Checklist will be completed for each school showing that appropriate notification has been submitted. This will be reviewed by March 1, 2016 and followed up in September 2016 for continued compliance going forward. | | | |
| 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:** The district needs to also conduct training on the revised procedures and new parent notice letter. | | | |
| **Department Order of Corrective Action:** Provide training of the waiver procedures to all appropriate staff working with ELL students and review new parent notice form. | | | |
| **Required Elements of Progress Report(s):** Before beginning any corrective action, please review guidance on waivers found within the document titled “Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners” at <http://www.doe.mass.edu/ell/guidance_laws.html> with sample parent form(s) on pp. 27-34.  **Required Elements of Progress Report(s):** By **March 3, 2016** provide evidence of the revised initial and annual parent notification forms ensuring the District is consistently providing parents/guardians of ELL students with information on their right to apply for a waiver. Additionally, provide evidence of staff training to appropriate staff on the revised initial and annual parent notification forms ensuring that they understand the waiver procedures and the need to inform parents of their right to apply for a waiver. Evidence will include a training agenda, signed attendance sheets and copies of the materials presented. *See also ELE 10.*  By **June 3, 2016,** submit the results of an administrative review of a representative sample of ELL student records across grade level buildings (elementary, middle, high) for evidence that parents were informed of their right to apply for a waiver. Include the number of records reviewed, the number found to be in compliance, the root cause(s) for any identified noncompliance and the district’s remedy to address any continuing 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 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): March 3, 2016 June 3, 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 district documentation and ACCESS for ELLs scores indicated that the district does not provide sufficient ESL instruction appropriate to the student’s level of English proficiency to promote and support the rapid acquisition of English language proficiency by these students as is required in G.L. c. 71A.* | | | |
| **Narrative Description of Corrective Action:** The District will review each student eligible for ELL services and verify their level of English Proficiency utilizing the ACCESS test scores. Recommendation of level of direct instruction will be noted on the student roster. Students will receive instruction according to the recommended level of support based on their level of English Proficiency. The District will establish this level of instruction and schedules to complete this at the onset of the school year. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Kathleen Baris, Director, Student Support Services; ELL Teachers; Building Principals | | **Expected Date of Completion for Each Corrective Action Activity:** 11/1/2016 | |
| **Evidence of Completion of the Corrective Action:** In-service with ELL teachers to review recommended service levels using the *“Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners”, August 2015*, Access Scores with corresponding level of service noted on the student roster; Copy of ELL teacher’s schedules; Student schedules noting instructional periods for ELL. Sign in sheets and agendas will be provided for each staff meeting. | | | |
| **Description of Internal Monitoring Procedures:** Review of student instructional levels at monthly ELL staff meetings. | | | |
| 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:** The proposed corrective action is only partially approved given the lack of detail. | | | |
| **Department Order of Corrective Action:**   1. Please complete the *Castañeda* test by the progress report due date. Please ensure that your answers to the questions on the test reflect the changes that the district will implement in order to comply with federal and state laws and regulations. 2. Please explain how the district will monitor the progress and completion of the program goals identified in the *Castañeda* test. Please include the names of the responsible staff who will be involved in the process. 3. Please provide a reasonable timeline on how the district will come into compliance by providing all ELLs appropriate services they are entitled to by law and addressing the areas of improvement the district will identify as a result of the program evaluation prong 3 of the test requires. Please note that 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. 4. Please complete district information in the attached spreadsheet labeled *ELL List* by school for each ELL student in the district. 5. Provide a copy of the 2014-15 ESL teacher schedules for all grade levels district wide. All schedules should include the following for each block of time:  * Names of the ELL students * Grade level for each student; * English proficiency level for each student | | | |
| **Required Elements of Progress Report(s): Please see above.** | | | |
| **Progress Report Due Date(s): March 3, 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:**  *Review of documents, student records, and staff interviews indicated that, although the district has adopted opt-out policies and procedures, parents are not always informed of their right to opt-out of ELE services.* | | | |
| **Narrative Description of Corrective Action:** The district will adopt procedures to assure that parents of each ELL eligible student are notified of their right to decline entry into the ELL program. Notification will be placed in each student record in English and in the home language of the student. Notification will be reviewed and documented on the file record review form. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Kathleen Baris, Director, Student Support Services; ELL Teachers | | **Expected Date of Completion for Each Corrective Action Activity:** | |
| **Evidence of Completion of the Corrective Action:** Copy of the District’s form letter for Opting Out. Samples of Opt-out letter in the home language of the student; student roster noting students whose parents have opted out of the ELL program. | | | |
| **Description of Internal Monitoring Procedures:** Checklist will be completed for each school showing that appropriate notification has been submitted. This will be reviewed by March 1, 2016 and followed up in September 2016 for continued compliance going forward. | | | |
| 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:** Provide training of the opt-out procedures including informing parents of their right to opt-out to all appropriate staff working with ELL students and review new parent notice form. | | | |
| **Department Order of Corrective Action:** Revise procedures, including the parent notification form, to ensure that the district informs parents or guardians of ELL students of their right to opt-out of ELE services. Additionally, provide training of the opt-out procedures to all appropriate staff working with ELL students. | | | |
| **Required Elements of Progress Report(s):** Before beginning any corrective action, please review guidance on opting-out found within the document titled “Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners” at <http://www.doe.mass.edu/ell/guidance_laws.html> with sample parent form on p.28 with opt-out information.  By **March 3, 2016** provide evidence of the revised initial and annual parent notification forms ensuring the District is consistently providing parents/guardians of ELL students with information on their right to opt-out of ELE services. Additionally, provide evidence of staff training to appropriate staff on the revised initial and annual parent notification forms ensuring that they understand the waiver procedures and the need to inform parents of their right to apply for a waiver. Evidence will include a training agenda, signed attendance sheets and copies of the materials presented. *See also ELE 10.*  By **June 3, 2016,** submit the results of an administrative review of a representative sample of ELL student records across grade level buildings (elementary, middle, high), for evidence that parents were informed of their right to opt-out of ELE services. Include the number of records reviewed, the number found to be in compliance, the root cause(s) for any identified noncompliance and the district’s remedy to address any continuing 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 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): March 3, 2016 June 3, 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:**  *Review of documents and student records indicated that the parent notification letter does not always inform parents of the following required elements:*   * *The child’s level of English proficiency;* * *The specific exit requirements;* * *The parents’ right to apply for a waiver, or to decline to enroll their child in the program; and* * *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).*   *Additionally, a review of student records and staff interviews indicated that when parents have indicated their preference for receiving information in a language other than English on the Home Language Survey, the district does not always provide parent notices, progress reports or report cards translated into the families’ primary language.* | | | |
| **Narrative Description of Corrective Action:** The District will develop procedures toinform parents of the following required elements:   * The child’s level of English proficiency; * The specific exit requirements; * The parents’ right to apply for a waiver, or to decline to enroll their child in the program; and * 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).   The district will create procedures to ensure that, when parents have indicated their preference for receiving information in a language other than English on the Home Language Survey, the provide parent notices, progress reports or report cards translated into the families’ primary language. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Kathleen Baris, Director, Student Support Services; ELL Teachers | | **Expected Date of Completion for Each Corrective Action Activity:** 10/1/2016 | |
| **Evidence of Completion of the Corrective Action:** List of available resources; written procedure, sample progress reports and notices in the native language of the parent. Training to all staff on process of translation of materials (agendas and sign in sheets will be completed). | | | |
| **Description of Internal Monitoring Procedures:** Monthly ELL staff meetings to review requests for translated materials and completion of the request. Monthly meeting agendas and sign in sheets. | | | |
| 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:** Although the district will develop procedures to inform parents of all the required elements within the Parent Notification Form along with the provision of translated parent notices, progress reports and report cards, as needed, they did not indicate a revised parent notification form or a system of internal monitoring procedures ensuring that parents are informed of all required elements, or staff training on the district’s revised parent notification form. | | | |
| **Department Order of Corrective Action:** Revise procedures to inform parents or guardians of ELL students annual notification of their ELL placement. Update the Parent Notification form to include: the child’s level of English proficiency; specific exit requirements; parents’ right to apply for a waiver, or to decline to enroll their child in the program; and 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). Provide training to all appropriate staff on the procedures to access and obtain oral/written translation of documents which include the parent notification form, report cards, and progress reports in a language understandable to the parent/guardian and maintaining evidence in student file. See also ELE 18. | | | |
| **Required Elements of Progress Report(s):** Before beginning any corrective action, please review the ESE approved Parent Notification form at <http://www.doe.mass.edu/ell/resources.html>.  By **March 3, 2016** submit the revised initial and annual parent notification form and evidence of revised procedures ensuring the District consistently sends an annual written notice to parents informing them of the child’s level of English proficiency; specific exit requirements; parents’ right to apply for a waiver, or to decline to enroll their child in the program; and 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). Additionally, submit evidence of training to all appropriate staff on the revised parent notification form and updated process on the translation of materials, which will include a training agenda, signed attendance sheets, and copies of the materials presented. Include name(s)/role(s) of person(s) responsible for oversight and tracking to ensure timely progress report and report card distribution with translations as indicated by the Home Language Survey.  By **June 3, 2016**, subsequent to all corrective actions, submit the results of an administrative record review of a representative sample of student records from each school level, for evidence that parental notifications include all required elements. Additionally, the review must include evidence that parents/guardians of ELL students are provided with notices, report cards, and progress in a language parents understand. Indicate the number of records reviewed, the number found compliant, and 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): March 3, 2016 June 3, 2016** | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic: ELE 11 Equal Access to Academic Programs and Services** | | | **Rating: Partially Implemented** |
| **Department CPR Finding:**  *Review of student records and documents indicated that information in notices such as activities, responsibilities, and academic standards provided to all students is not always provided to ELL students in a language and mode of communication that they understand.* | | | |
| **Narrative Description of Corrective Action:** The District will develop processes and procedures to insure that information in notices regarding activities, responsibilities, and academic standards are provided to students in a language and mode of communication they can understand. Evidence of such notices will be placed in each student record in English and in the home language of the student. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Kathleen Baris, Director, Student Support Services; ELL Teachers; Building Principals | | **Expected Date of Completion for Each Corrective Action Activity:** June 23, 2016 | |
| **Evidence of Completion of the Corrective Action:** Notification/training to staff of available resources for translation; List of available translation resources; sample of materials translated into the student’s home language. | | | |
| **Description of Internal Monitoring Procedures:** Discuss requests/completion at monthly ELL staff meetings and log of requests for translation on-going. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion: ELE 11 Equal Access to Academic Programs and Services** | **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 **March 3, 2016**, the district will provide a narrative description of its new process and procedures for translating information in notices such as activities, responsibilities, and academic standards provided to all students is always provided to ELL students in a language and mode of communication they understand. Additionally, submit evidence of staff training (including principals) on the process and procedures ensuring information in notices such as activities, responsibilities, and academic standards provided to all students is always provided to ELL students in a language and mode of communication they understand. Evidence will include memorandums, email correspondence, training agenda, attendance sheets and copies of the materials presented.  By **June 3, 2016**, subsequent to staff training, submit the results of an administrative review of a representative sample of ELL student records across grade level buildings (elementary, middle, high), for evidence that information in notices such as activities, responsibilities, and academic standards provided to all students is always provided to ELL students in a language and mode of communication they understand. Indicate the number of records reviewed, the number found compliant, and 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): March 3, 2016 June 3, 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:** The District will establish a team to conduct a program evaluation of the ELL program. The team will develop a protocol to conduct the evaluation. The District will complete a program evaluation of the ELL program by May 1, 2016 and establish a procedure to ensure an annual review of the ELL program. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Kathleen Baris, Director, Student Support Services; ELL Teachers | | **Expected Date of Completion for Each Corrective Action Activity:** June 23, 2016 | |
| **Evidence of Completion of the Corrective Action:** Program Evaluation Protocol; Team Sign in sheet for each meeting held to review program evaluation data and development; final copy of ELL Program Evaluation. | | | |
| **Description of Internal Monitoring Procedures:** The ELL Director will monitor the establishment of the Program Evaluation team, maintain meeting notes on progress of assessment and attend all program evaluation meetings. | | | |
| 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):**   * Please complete the program evaluation tool that is available at <http://www.doe.mass.edu/ell/ProgramEvaluation.pdf> considering a variety of data to evaluate the effectiveness of the district’s ELE program in developing students’ English language skills and increasing their ability to participate meaningfully in the district’s educational program. * Please provide information regarding the strengths and areas of improvement the district identified as a result of its ELE program evaluation. * 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 ELLs as is required in G.L. c. 71A. | | | |
| **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:**  *Review of records indicated that ELL student records do not consistently contain all of the required documentation. All records do not include the following elements:*   * *The results of identification and proficiency tests and evaluations;* * *Copies of parent notification letters; and* * *Progress reports and report cards in the native language, if necessary.* | | | |
| **Narrative Description of Corrective Action:** The district will conduct a review of all ELL files to assure that the following elements are available in the student record: 1. results of identification and proficiency tests and evaluations; 2. copies of parent notification letters; 3. progress reports and report cards in the native language, if necessary. The district will review procedures at the onset of the school year with ELL staff and conduct an audit of files to be assured that documentation of these requirements are available in each file. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Kathleen Baris, Director, Student Support Services; ELL Teachers | | **Expected Date of Completion for Each Corrective Action Activity:** 10/1/2016 | |
| **Evidence of Completion of the Corrective Action:** Record review forms verifying materials are present in the audited record. | | | |
| **Description of Internal Monitoring Procedures:** Review of all current files by March 1, 2016 and a follow up review of all files by 10/1/2016 to verify that carryover of the corrective action remains in place. | | | |
| 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:** Not Applicable | | | |
| **Department Order of Corrective Action:** Not Applicable | | | |
| **Required Elements of Progress Report(s):** Before beginning any corrective action, please review guidance on the Program Folder Checklist at  “Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners” at <http://www.doe.mass.edu/ell/guidance_laws.html> p.47.  By **March 3, 2016**, provide updated district procedures to ensure required documentation is kept within ELE records. Additionally, submit evidence of training to all appropriate staff on the updated procedure on the required elements of the student’s ELE program folder, specifically including the results of identification and proficiency tests and evaluations; copies of parent notification letters; and progress reports and report cards in the native language, if necessary. Evidence will include a training agenda, signed attendance sheets with name(s)/role(s) and copies of the materials presented along with person (s) responsible or oversight and tracking to ensure ELE record content completeness.  By **June 3, 2016**, subsequent to all corrective actions, submit the results of an administrative record review of a representative sample of student records from each school level, for evidence that the following documents are consistently found in files: the results of identification and proficiency tests and evaluations; copies of parent notification letters; and progress reports and report cards in the native language, if necessary. Indicate the number of records reviewed, the number found compliant, and 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): March 3, 2016 June 3, 2016** | | | |