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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: Millis

CPR Onsite Year: 2016-2017

Program Area: Special Education

All corrective action must be fully implemented and all noncompliance corrected as soon as possible and no later than one year from the issuance of the Coordinated Program Review Final Report dated 09/06/2017.

**Mandatory One-Year Compliance Date:** **09/06/2018**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| CR 3 | Access to a full range of education programs | Partially Implemented |
| CR 7B | Structured learning time | Partially Implemented |
| CR 7C | Early release of high school seniors | Partially Implemented |
| CR 8 | Accessibility of extracurricular activities | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | Partially Implemented |
| CR 10C | Student Discipline | Partially Implemented |
| CR 12A | Annual and continuous notification concerning nondiscrimination and coordinators | Partially Implemented |
| CR 17A | Use of physical restraint on any student enrolled in a publicly-funded education program | Partially Implemented |
| CR 18 | Responsibilities of the school principal | Partially Implemented |
| CR 25 | Institutional self-evaluation | Partially Implemented |
| ELE 11 | Equal Access to Academic Programs and Services | Partially Implemented |
| ELE 14 | Licensure Requirements | Partially Implemented |
| ELE 18 | Records of ELL students | Partially Implemented |

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

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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 indicated that the school committee policy entitled "Equal Education Opportunity" (1.16.2) does not include homelessness as a protected category. | | |
| **Description of Corrective Action:**  The School Committee policy regarding access to a full range of academic programs will be revised to include housing status and immigration status as protected categories. The revised policies will be introduced on or before November 21, 2017 School Committee meeting and be voted on by the December 19, 2017 School Committee meeting. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent of Schools, Director of Student Support Services | | **Expected Date of Completion:**  01/15/2018 |
| **Evidence of Completion of the Corrective Action:**  The revised policies will be submitted, along with the School Committee minutes approving the policy. The policy will be disseminated to all staff and posted to the website for the community. | | |
| **Description of Internal Monitoring Procedures:**  A monitoring checklist will be developed by the district leadership team to annual review changes in laws, policy, or procedures and to determine what or if any changes are needed in schools publications or webpages. The principals will discuss the revised policies at a regularly scheduled monthly staff meeting. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Approved  **Status Date:** 10/05/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By February 27, 2018, please submit a School Committee approved policy that ensures all students, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness, have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district. Additionally, submit evidence of dissemination of the policy to the school community. | | |
| **Progress Report Due Date(s):**    02/27/2018 | | |

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

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| **Criterion & Topic:**  CR 7B Structured learning time | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that at the high school level non-directed study periods (study halls) are included in the district's structured learning time. | | |
| **Description of Corrective Action:**  The high school principal will form a working group by November 1, 2017 to review and recommend to the Superintendent, the class offering and/or schedule changes needed to meet structured learning time requirements by April 1, 2017. | | |
| **Title/Role(s) of Responsible Persons:**  High School Principal | | **Expected Date of Completion:**  04/15/2018 |
| **Evidence of Completion of the Corrective Action:**  The district will submit a description of any changes in the schedule and class offering(s); and a completed Structured Learning Time worksheet. | | |
| **Description of Internal Monitoring Procedures:**  The administrative team, led by the Superintendent, will review annually, all schools' schedule changes before disseminating, to assure that all schools are compliant with structured learning time regulations. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 7B Structured learning time | **Corrective Action Plan Status:** Approved  **Status Date:** 10/05/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By April 30, 2018, submit policies and procedures that ensure the district's structured learning time meets regulation requirements and does not include time in non-directed study periods (study halls). Additionally, submit a description of any changes in the schedule and class offering(s); and a completed Structured Learning Time worksheet. | | |
| **Progress Report Due Date(s):**  04/30/2018 | | |

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

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| **Criterion & Topic:**  CR 7C Early release of high school seniors | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the early release of high school seniors is more than 12 school days before the regular scheduled closing date of the high school. | | |
| **Description of Corrective Action:**  The high school principal will set the release date for high school seniors no more that twelve days before the regular scheduled closing date of high school and publish an amended calendar by November 1, 2017, in compliance with the regulation noted above. Students, staff and families will be notified. In this revision, the final day for seniors will be set at May 29, 2018. The final day for grades 9-11 is set at June 13, 2018 | | |
| **Title/Role(s) of Responsible Persons:**  High School Principal | | **Expected Date of Completion:**  11/15/2017 |
| **Evidence of Completion of the Corrective Action:**  The district will submit the revised calendar indicating the last day for seniors and a copy of a notice to students, staff and families. | | |
| **Description of Internal Monitoring Procedures:**  The administrative team will review annually, all school calendars before forwarding to the school committee for approval; to assure that all calendars are compliant with structured learning time regulations, to include the early release of seniors | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 7C Early release of high school seniors | **Corrective Action Plan Status:** Approved  **Status Date:** 10/05/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By November 3, 2017, submit the revised calendar indicating the last day for seniors is not more than 12 days before the regular scheduled closing date of the high school. Additionally,include evidence of dissemination to students, staff and families. | | |
| **Progress Report Due Date(s):**  11/03/2017 | | |

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| **Criterion & Topic:**  CR 8 Accessibility of extracurricular activities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of the district's policy regarding accessibility of extracurricular activities indicated that homelessness as a protected category is not included. | | |
| **Description of Corrective Action:**  The School Committee policy regarding accessibility of extracurricular activities will be revised to include housing and immigration status as protected categories. The revised policy will be introduced on or before the November 21, 2017 School Committee meeting and be voted on by the December 19, 2017 School Committee meeting. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent of Schools, Director of Student Support Services | | **Expected Date of Completion:**  01/15/2018 |
| **Evidence of Completion of the Corrective Action:**  The revised policy will be submitted, along with the School Committee minutes approving the policy. The policies will be disseminated to all staff and posted to the website for the community. | | |
| **Description of Internal Monitoring Procedures:**  A monitoring checklist will be developed by the district leadership team to annual review changes in laws, policy, or procedures and to determine what or if any changes are needed in schools publications or webpages. The principals will discuss the revised policies at a regularly scheduled monthly staff meeting. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 8 Accessibility of extracurricular activities | **Corrective Action Plan Status:** Approved  **Status Date:** 10/05/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By February 27, 2018, please submit a School Committee approved policy that ensures extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, sex, gender identity, color, religion, national origin, sexual orientation, disability, or homelessness. Additionally, submit evidence of dissemination of the policy to the school community. | | |
| **Progress Report Due Date(s):**  02/27/2018 | | |

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

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| **Criterion & Topic:**  CR 10A Student handbooks and codes of conduct | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that school handbooks do not articulate the district's responsibility to provide every student with an opportunity to make academic progress during the period of suspension whether in-school, out-of-school, or expulsion. Furthermore, the middle and high school handbooks indicate that no such obligation is required for students on 504 Accommodation Plans. Specifically, the section entitled "Discipline of Students Who Have 504 Plans" states that "if a student's behavior is determined not to be related to his/her disability, the district is not required to provide any education services during the period of long-term suspension or expulsion."  A review of documents also indicated that handbooks at the middle school and elementary school levels do not include gender identity as a protected category in their statements of non-tolerance for harassment or discrimination. | | |
| **Description of Corrective Action:**  The School Handbooks will be reviewed and revised to include the district's responsibility to provide every student with an opportunity to make academic progress during the period of suspension whether in-school, out of school, or expulsion, and the requirement for students on 504 Accommodation plans. Gender identity will be included as a protected category in the middle school and elementary school handbooks. The revised sections of the handbook will be shared with staff at a regularly scheduled staff meeting. | | |
| **Title/Role(s) of Responsible Persons:**  School Principals | | **Expected Date of Completion:**  03/15/2018 |
| **Evidence of Completion of the Corrective Action:**  The district will provide copies of the revised sections of the handbook and the staff meeting agenda. | | |
| **Description of Internal Monitoring Procedures:**  A monitoring checklist will be developed and used by the district leadership team to review changes in laws, policy, or procedures and to determine what or if any changes are needed in schools publications or webpages. The school handbooks will be reviewed annually and changes presented to the School Committee for approval in May. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved  **Status Date:** 10/05/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By March 15, 2018, submit copies of revised section of student handbooks that includes the district's responsibility to provide every student with an opportunity to make academic progress during the period of suspension whether in-school, out-of-school, or expulsion. Submit revised sections of middle school and elementary school handbooks that include gender identity as a protected category in their statements of non-tolerance for harassment or discrimination. Additionally, submit evidence of dissemination of these revisions to the school community. | | |
| **Progress Report Due Date(s):**  03/15/2018 | | |

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| **Criterion & Topic:**  CR 10B Bullying Intervention and Prevention | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that school handbooks do not contain all relevant sections of the Bullying Prevention and Intervention Plan, including: protections to students who are bullied by a member of the school staff; and duties of faculty and staff and relevant provisions addressing the bullying of students by a school staff member. | | |
| **Description of Corrective Action:**  School Handbooks will be reviewed and revised to contain all relevant sections of the Bullying Prevention and Intervention Plan. | | |
| **Title/Role(s) of Responsible Persons:**  School Principals | | **Expected Date of Completion:**  03/15/2018 |
| **Evidence of Completion of the Corrective Action:**  The district will provide copies of portions of the revised school handbooks containing all relevant sections of the plan. The revised sections of the handbook will be shared with staff at a regularly scheduled staff meeting. | | |
| **Description of Internal Monitoring Procedures:**  A monitoring checklist will be developed and used by the district leadership team to review changes in laws, policy, or procedures and to determine what or if any changes are needed in schools' publications or webpages. The school handbooks will be reviewed annually and changes presented to the School Committee for approval in May. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved  **Status Date:** 10/05/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By March 15, 2018, submit copies of the revised section of student handbooks that contain all relevant sections of the Bullying Prevention and Intervention Plan, including: protections to students who are bullied by a member of the school staff; and duties of faculty and staff and relevant provisions addressing the bullying of students by a school staff member. Additionally, submit evidence of dissemination of these revisions to the school community. | | |
| **Progress Report Due Date(s):**  03/15/2018 | | |

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| **Criterion & Topic:**  CR 10C Student Discipline | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the notice of suspension and hearing does not contain all the required elements, including: the basis for the charge; the potential consequences; the right of the student and the parent to interpreter services; and the right to appeal to the superintendent. | | |
| **Description of Corrective Action:**  The notice of suspension and hearing will be reviewed and revised according to requirements of M.G.L.c. 71, section 37H ¾, M.G.L.c. 76, section 21, and 603 CMR 53.00 to include all the required elements, including: the basis for the charge; the potential consequences; the right of the student and the parent to interpreter services; and the right to appeal to the superintendent. | | |
| **Title/Role(s) of Responsible Persons:**  School Principals | | **Expected Date of Completion:**  03/15/2018 |
| **Evidence of Completion of the Corrective Action:**  A revised district notice of suspension and hearing letter that contains the required elements will be submitted. | | |
| **Description of Internal Monitoring Procedures:**  A monitoring checklist will be developed by the district leadership team to review changes in laws, policy, or procedures and to determine what or if any changes are needed in schools publications or webpages. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10C Student Discipline | **Corrective Action Plan Status:** Approved  **Status Date:** 10/05/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By March 15, 2018, submit copies of revised notices of suspension and hearing that contain all required elements, including: the basis for the charge; the potential consequences; the right of the student and the parent to interpreter services; and the right to appeal to the superintendent. Additionally, submit evidence that these notices have been disseminated to appropriate staff responsible for implementation. | | |
| **Progress Report Due Date(s):**  03/15/2018 | | |

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| **Criterion & Topic:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of the district's website indicated that a nondiscrimination statement which identifies the protected categories of race, color, national origin, sex, gender identity, disability, religion, and sexual orientation is not included. Materials that do include a statement of nondiscrimination, such as the High School Program of Studies and club brochures, are missing the protected category of gender identity. | | |
| **Description of Corrective Action:**  The district website will be revised to include a non-discrimination statement which identifies the protected categories of race, color, national origin, sex, gender identity, disability, religion, sexual orientation, housing status and immigration status. Materials such as the High School program of studies and club brochures will be revised to include gender identity, housing and immigration status. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Digital Learning, Technology & Innovation, High School Principal | | **Expected Date of Completion:**  03/15/2018 |
| **Evidence of Completion of the Corrective Action:**  The district website will be revised to include a non-discrimination statement which identifies the protected categories of race, color, national origin, sex, gender identity, disability, religion, sexual orientation, housing status and immigration status. Materials such as the High School Program of Studies and club brochures will be revised to include gender identity, housing and immigration status. | | |
| **Description of Internal Monitoring Procedures:**  The district will provide a screenshot of the website with the statement, and a copy of revised high school program of studies and copies of revised club brochures. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved  **Status Date:** 10/05/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By March 15, 2018, submit evidence that written materials and other media used to publicize a school include a notice that the school does not discriminate on the basis of race, color, national origin, sex, gender identity, disability, religion, or sexual orientation. Evidence to include; district website nondiscrimination statements, the High School Program of Studies, and club brochures. | | |
| **Progress Report Due Date(s):**  03/15/2018 | | |

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| **Criterion & Topic:**  CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the district's physical restraint policy does not include methods for preventing student violence, self-injurious behavior and suicide. | | |
| **Description of Corrective Action:**  Under the direction of the Director of Student Services, members of the psychology and counseling staff will be convened to document/develop methods for preventing student violence, self-injurious behavior and suicide. The School Committee policy regarding physical restraint will be revised to include methods for preventing student violence, self-injurious behavior and suicide. The revised policy will be introduced on or before January 16, 2018 and voted on at a School Committee meeting on or before March 13, 2018. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent of Schools, Director of Student Support Services | | **Expected Date of Completion:**  03/15/2018 |
| **Evidence of Completion of the Corrective Action:**  The revised policies with be submitted, along with the School Committee Minutes approving the policy. The policies will be disseminated to all staff and posted to the website for the community. | | |
| **Description of Internal Monitoring Procedures:**  The principals will discuss the revised policy at a regularly scheduled monthly staff meeting. The revised policy will be part of the district's annual mandated training sessions. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program | **Corrective Action Plan Status:** Approved  **Status Date:** 10/05/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By March 15, 2018, please submit the district's revised physical restraint policy, approved by the School Committee, that contains all required elements including methods for preventing student violence, self-injurious behavior and suicide. Additionally, submit evidence of dissemination of the policy to the school community. | | |
| **Progress Report Due Date(s):**  03/15/2018 | | |

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| **Criterion & Topic:**  CR 18 Responsibilities of the school principal | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that while sections of the District Curriculum Accommodation Plan (DCAP) relating to the elementary schools contain all required elements, the sections relating to the middle and high school levels do not. Specifically, the DCAP does not provide appropriate services and support within the general education program that include direct and systematic instruction in reading and the provision of services to address the needs of children whose behavior may interfere with learning. The accommodations found in the DCAP at the middle and high school levels are directed specifically to students with disabilities and contain no provisions for support within the general education program. | | |
| **Description of Corrective Action:**  The principals work with pertinent staff to revise the DCAP to include available services and support within the general education program that include direct and and systematic instruction in reading and the provision of service to students whose behavior may interfere with learning and include those services and supports outlined in the schools tiered systems of supports. | | |
| **Title/Role(s) of Responsible Persons:**  Middle School Principal, High School Principal | | **Expected Date of Completion:**  05/01/2018 |
| **Evidence of Completion of the Corrective Action:**  The revised middle and high school DCAPs will be submitted. | | |
| **Description of Internal Monitoring Procedures:**  The principals will discuss the revised DCAP at a regularly scheduled monthly staff meeting and post it on the school's webpage. Principals will review and if needed, revise the document annually. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 18 Responsibilities of the school principal | **Corrective Action Plan Status:** Approved  **Status Date:** 10/05/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By April 30, 2018, submit the district's revised curriculum accommodation plan (DCAP) for the middle and high school that addresses all students, and contains appropriate services and support within the general education program that include direct and systematic instruction in reading and the provision of services to address the needs of children whose behavior may interfere with learning. Additionally, provide evidence of training of appropriate staff on the revised accommodation plan. Evidence to include: training materials, signed attendance sheets, meeting agendas, names and roles of persons providing the training. | | |
| **Progress Report Due Date(s):**  04/30/2018 | | |

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| **Criterion & Topic:**  CR 25 Institutional self-evaluation | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated the district does not evaluate all aspects of its  K-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. | | |
| **Description of Corrective Action:**  The district will develop procedures and tools for the purpose conducting an 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 or immigration status, have equal access to all programs, including athletics and other extracurricular activities. These tools will then be employed by the administrative leadership team by April. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent of Schools, Director of Student Support Services | | **Expected Date of Completion:**  04/15/2018 |
| **Evidence of Completion of the Corrective Action:**  The district will submit the self-evaluation tool and the results of its initial use, to include any needed remedies. | | |
| **Description of Internal Monitoring Procedures:**  The self-evaluation tool will be utilized annually to assure accessibility for all protected classes. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 10/05/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By February 27, 2018, provide a description the district's newly developed procedures and samples of the 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 30, 2018, submit the results of the district's institutional self-evaluation utilizing these newly developed procedures. Include recommendations, if necessary, for any improvements needed based upon evaluation results. | | |
| **Progress Report Due Date(s):**  02/27/2018  04/30/2018 | | |

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| **Criterion & Topic:**  ELE 11 Equal Access to Academic Programs and Services | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records and staff interviews indicated that English language learners do not always receive credit towards graduation for direct English language instruction (ESL). Additionally, for some general education courses at the high school level, English language learners are graded on a pass/fail basis, while their English-speaking peers receive letter grades for the same class. | | |
| **Description of Corrective Action:**  The director and principal will convene a workgroup of pertinent staff members to review the current credit and grading system for ELLs and make a protocol/practice outline consistent with non-ELL student credit and grading system. The workgroup will specifically address English language instruction. The results will be submitted to the Superintendent. | | |
| **Title/Role(s) of Responsible Persons:**  High School Principal, Director of Curriculum | | **Expected Date of Completion:**  03/15/2018 |
| **Evidence of Completion of the Corrective Action:**  The district will submit the protocol/practice outline approved by the Superintendent.and any revised course descriptions or grading guidelines. | | |
| **Description of Internal Monitoring Procedures:**  The principals will discuss the revised protocol/practice outline at a regularly scheduled monthly staff meeting. A monitoring checklist will be developed by the district leadership team to review changes in laws, policy, or procedures relative to ELE to determine what or if any changes are needed in schools practices and publications. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 11 Equal Access to Academic Programs and Services | **Corrective Action Plan Status:** Approved  **Status Date:** 10/05/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By February 27, 2018, submit procedures that ensure that English language learners receive credit towards graduation for direct English language instruction (ESL) and receive credit for work done using the same standards as their English speaking peers. Additionally, provide evidence that these procedures have been disseminated to appropriate staff, inclusive of ESL and SEI instructors serving students with limited English proficiency.  By March 15, 2018, for any high school level English language learners in the district, submit samples of reports cards. | | |
| **Progress Report Due Date(s):**  02/27/2018  03/15/2018 | | |

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| **Criterion & Topic:**  ELE 14 Licensure Requirements | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that one ESL teacher does not hold an ESL license or a current waiver issued by the Massachusetts Department of Elementary and Secondary Education appropriate for the grade level the teacher is assigned to teach. | | |
| **Description of Corrective Action:**  Director of Curriculum will report the status of professional staff licensure to include ESL teacher(s) to the Superintendent for necessary actions to include the application of waiver to DESE. The ELL Director will hire only MA DESE certified ESL teachers and in cases where this is not possible, will collaborate with the Superintendent to seek a waiver. | | |
| **Title/Role(s) of Responsible Persons:**  Director of ELL/Director Curriculum, Professional Development and Assessment | | **Expected Date of Completion:**  03/15/2018 |
| **Evidence of Completion of the Corrective Action:**  The district will submit a copy of the ESL teacher(s) license or approved waiver. | | |
| **Description of Internal Monitoring Procedures:**  Director of Curriculum will report the status of professional staff licensure to the Superintendent annually for actions to include the application of needed waivers to DESE. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 14 Licensure Requirements | **Corrective Action Plan Status:** Approved  **Status Date:** 10/05/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By November 3, 2017, provide information on the support the district will provide to help the uncertified educator(s) earn the appropriate licensure and a timeline that shows the educator(s)'s efforts towards earning his/her ESL license.  By February 27, 2018, provide a report of the program director's monitoring of the educator's progress toward certification throughout 2017-2018 school year until licensure is secured, and a copy of any job posting and application information that may remain on file in the event the currently uncertified educator(s) fails to acquire proper certification by Summer 2018. | | |
| **Progress Report Due Date(s):**  11/03/2017  02/27/2018 | | |

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

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| **Criterion & Topic:**  ELE 18 Records of ELL students | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that the records of students designated as former English learners (FELs) do not always contain evidence of follow-up monitoring. | | |
| **Description of Corrective Action:**  The ELL Director will collaborate with the ESL teachers to develop a process for regular ESL student record review to assure all records are complete and contain evidence of the follow-up monitoring for FELs and apply it to all records by February 15, 2018. | | |
| **Title/Role(s) of Responsible Persons:**  ELL Director | | **Expected Date of Completion:**  03/15/2018 |
| **Evidence of Completion of the Corrective Action:**  The district will submit a copy of the ESL record review process and the results of its use. | | |
| **Description of Internal Monitoring Procedures:**  The ELL Director will collaborate with the ESL teachers to apply process for ESL student record review annually to assure all records are complete. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 18 Records of ELL students | **Corrective Action Plan Status:** Approved  **Status Date:** 10/05/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By February 27, 2018, submit procedures that ensure the records of English language learner's contain all the required content,including follow-up monitoring, if applicable. Provide evidence that these procedures have been disseminated to appropriate staff.  By March 15, 2018, subsequent to all corrective action, submit the results of an administrative review of student records from all levels to ensure that student records contain all the required content, including evidence of follow-up monitoring, if applicable. 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 any additional corrective actions taken to address any identified non-compliance.  \*Please note 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 levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  02/27/2018  03/15/2018 | | |