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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: Northborough

CPR Onsite Year: 2017-2018

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 08/22/2018.

**Mandatory One-Year Compliance Date:** **08/22/2019**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 55 | Special education facilities and classrooms | Partially Implemented |
| CR 17A | Use of physical restraint on any student enrolled in a publicly-funded education program | Partially Implemented |
| CR 24 | Curriculum review | Partially Implemented |
| ELE 6 | Program Exit and Readiness | Partially Implemented |
| ELE 14 | Licensure Requirements | Partially Implemented |

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

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| **Criterion & Topic:**  SE 55 Special education facilities and classrooms | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and observations indicated that special education facilities are not equal in all physical respects to the average standards of general education facilities. Specifically, at the Fannie E. Proctor School, speech and language and occupational therapy services are delivered concurrently in room 217, causing increased visual and auditory distractions. | | |
| **Description of Corrective Action:**  The Department of Elementary and Secondary Education found that special education facilities are not equal in all physical respects to the average standards of general education facilities. Specifically, Fannie E Proctor School, speech and language and occupational therapy services are delivered concurrently in room 217, causing increased visual and auditory distractions. In order to rectify this finding, the speech and language and occupational therapy services will be delivered in separate spaces. | | |
| **Title/Role(s) of Responsible Persons:**  Principal, Proctor School  Director of Student Support Services | | **Expected Date of Completion:**  06/15/2019 |
| **Evidence of Completion of the Corrective Action:**  The following evidence will be provided:  1. Floor plans  2. Revised schedules for speech and language and occupational therapy to include room numbers.  3. Onsite visit for verification | | |
| **Description of Internal Monitoring Procedures:**  The schedules of related services and locations will be reviewed at the end of each academic year in preparation for the start of the new school year to ensure that services are delivered in separate spaces. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Approved  **Status Date:** 10/04/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By November 30, 2019, provide floor plans and revised schedules indicating that related services are no longer delivered concurrently at the Fannie E. Proctor School.  By January 18, 2019, a representative of the Department will schedule and conduct an onsite visit at the Fannie E. Proctor School to review facilities and verify completion of corrective actions. | | |
| **Progress Report Due Date(s):**  11/30/2018  01/18/2019 | | |

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| **Criterion & Topic:**  CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that although the school has developed written restraint prevention and behavior support policies and procedures, these do not include: methods for preventing student violence, self-injurious behavior and suicide; methods for engaging parents and youth in discussions about restraint prevention and use; and a procedure for receiving and investigating complaints. | | |
| **Description of Corrective Action:**  The Northborough-Southborough Combined School Committee will review and revise its Physical Restraint Policy to include: methods for preventing student violence, self-injurious behavior and suicide; methods for engaging parents and youth in discussions about restraint prevention and use; and a procedure for receiving and investigating complaints. Once completed, the policy will be disseminated to teachers and posted on its policy website. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent | | **Expected Date of Completion:**  06/30/2019 |
| **Evidence of Completion of the Corrective Action:**  Approved Physical Restraint Policy | | |
| **Description of Internal Monitoring Procedures:**  Review meeting schedule, meeting minutes, and school committee meetings. | | |
| 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:** 10/04/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 18, 2019, submit updated restraint prevention and behavior support policy and procedures that incorporate all required components, including: methods for preventing student violence, self-injurious behavior and suicide; methods for engaging parents and youth in discussions about restraint prevention and use; and a procedure for receiving and investigating complaints.  By March 29, 2019, provide evidence of dissemination of the revised policy to the school community inclusive of staff, students and parents.  By March 29, 2019, provide evidence of training for all staff members on the revised policy. Evidence of training should include training materials, meeting agendas and signed attendance sheets. | | |
| **Progress Report Due Date(s):**  01/18/2019  03/29/2019 | | |

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| **Criterion & Topic:**  CR 24 Curriculum review | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the district does not ensure that individual teachers review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. | | |
| **Description of Corrective Action:**  The District will develop and implement a training module focused on ensure that individual teachers review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. After completing the module, teachers will be asked to review their educational materials. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent | | **Expected Date of Completion:**  06/30/2019 |
| **Evidence of Completion of the Corrective Action:**  Creation of training module  Training completion log and review of educational materials | | |
| **Description of Internal Monitoring Procedures:**  Completion logs of learning module will be reviewed  The training module will be review annually | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 24 Curriculum review | **Corrective Action Plan Status:** Approved  **Status Date:** 10/04/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 18, 2019, provide a copy of the procedures developed to ensure that individual teachers in the district review educational materials for consideration of simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation and that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials.  By March 29, 2019, submit evidence of training provided to all teachers to ensure they review all educational materials for consideration of simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. Evidence of training should include training materials, meeting agendas and signed attendance sheets. | | |
| **Progress Report Due Date(s):**  01/18/2019  03/29/2019 | | |

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| **Criterion & Topic:**  ELE 6 Program Exit and Readiness | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of the documentation indicated that the district reclassified a student as a Former English Learner (FEL) before the student met the minimum exit criteria determined by the Department. The district's current reclassification practices are not in compliance with 603 CMR 14.02 that requires districts to establish exit criteria in accordance with the Department guidelines. | | |
| **Description of Corrective Action:**  The district reclassified a student before the student met the minimum exit criteria determined by the Department. In order to rectify this, the district will revise the English Language Reclassification document to state that no English Learner can be reclassified if a student has not met the minimum reclassification criteria. The newly revised document will be shared at an ELD staff meeting. | | |
| **Title/Role(s) of Responsible Persons:**  Director of English Language Education | | **Expected Date of Completion:**  12/12/2018 |
| **Evidence of Completion of the Corrective Action:**  The evidence of completion will be the following:  1. The revision of the Northborough-Southborough English Language Reclassification document.  2. The agenda and sign-in sheet of an ELD staff meeting that includes the revised Northborough-Southborough English Language Reclassification document.  3. The list of reclassified English Learners in September 2018 uploaded to the Department. | | |
| **Description of Internal Monitoring Procedures:**  The Director of English Language Education will oversee the reclassification decisions made for all English Learners to ensure that no English Learner is reclassified if a student has not met the minimum reclassification criteria. The English Language Reclassification document will be reviewed with the ELD staff every year at an ELD department meeting. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 6 Program Exit and Readiness | **Corrective Action Plan Status:** Approved  **Status Date:** 10/04/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  1-By March 29, 2019 submit the district's revised reclassification policies and procedures.  2- Provide training to all staff members involved in the reclassification process to ensure that they are all knowledgeable about the changes and submit the training materials, sign-in sheets and agendas.  3-By July 5, 2019 complete the FEL Roster available in the Document Library to provide information for all the ELs in your district who have been reclassified in the SY 2018-19. | | |
| **Progress Report Due Date(s):**  03/29/2019  07/05/2019 | | |

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| **Criterion & Topic:**  ELE 14 Licensure Requirements | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Staff interviews and the relevant SEI endorsement data indicated that most core academic teachers assigned to provide sheltered English instruction to English learners hold the SEI Teacher Endorsement, but some do not. | | |
| **Description of Corrective Action:**  The District has placed most English Learners (ELs), but not all ELs, with core academic teachers who hold the SEI Endorsement. In order to ensure that all ELs are placed with SEI Endorsed Teachers, the district with take the following steps:  1. Identify and notify non-endorsed core academic teachers of their professional obligation to receive the SEI endorsement within the school calendar year if an EL is placed in their classroom.  2. Communicate to Administrators the Department's regulations regarding placement of ELs.  3. Provide opportunities for core-academic teachers to meet their obligations to get the SEI endorsement.  4. At the conclusion of each year, follow up with each non-endorsed core academic teacher to ensure they have followed up with their obligation of becoming SEI endorsed. | | |
| **Title/Role(s) of Responsible Persons:**  Principals, ELE Director, and Assistant Superintendent | | **Expected Date of Completion:**  06/30/2019 |
| **Evidence of Completion of the Corrective Action:**  1. List of non-endorsed core academic teachers.  2. Notify non-endorsed core academic teachers of their professional obligation to receive the SEI endorsement within the school calendar year if an EL is placed in their classroom.  3. Review list of non-endorsed core academic teachers to confirm that they have obtained the SEI endorsement.  4. Copy of communications to Administrators regarding Department's regulations of placement of ELs. | | |
| **Description of Internal Monitoring Procedures:**  Every year the placement of ELs will be reviewed to ensure that ELs are placed with SEI endorsed core academic teachers. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 14 Licensure Requirements | **Corrective Action Plan Status:** Approved  **Status Date:** 10/04/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  1- Provide information on the support the district will provide to help the unendorsed educator(s) earn their endorsement and a timeline that shows the educators' efforts towards earning their SEI endorsement.  2- Please submit the district's plan to ensure that ELs are assigned only to core academic teachers who hold the SEI endorsement.  3- Please provide training to district administrators to ensure compliance with procedure and placement of students. Submit the training materials, sign-in sheets and agendas by the progress report due date.  4- Please submit the completed SEI endorsement form available in the Document Library to provide information regarding the SEI endorsement status of the core academic teachers of ELs in the district. | | |
| **Progress Report Due Date(s):**  01/18/2019 | | |