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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: Tyngsborough

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 02/21/2018.

**Mandatory One-Year Compliance Date:** **02/21/2019**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| CR 16 | Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | Partially Implemented |
| CR 17A | Use of physical restraint on any student enrolled in a publicly-funded education program | Partially Implemented |
| CR 24 | Curriculum review | Not Implemented |
| ELE 5 | Program Placement and Structure | Partially Implemented |
| ELE 7 | Parent Involvement | Partially Implemented |
| ELE 14 | Licensure Requirements | Partially Implemented |

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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:** A review of documentation and staff interviews indicated that the district does not send annual written notice 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 to encourage them to participate in those programs. |
| **Description of Corrective Action:** TPS has determined that the root cause for not meeting this criterion was the need for the district to send annual written notice 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 to encourage them to participate in those programs. The district has developed a system that provides students leaving THS without certificate of attainment/completion with resources and annual written notice will be sent to former students. Implementation of this system will begin in the 2018-2019 school year; because MCAS retakes have already passed for this current school year (17-18). The MCAS Coordinator and School counselors will be provided professional development training on implementing this new procedure and updating the MCAS-Competency Determination Drop-out list. |
| **Title/Role(s) of Responsible Persons:**Kate Trainor, Director of School Counseling Sarah Lewenczuk, Director of Student Services | **Expected Date of Completion:**12/01/2018 |
| **Evidence of Completion of the Corrective Action:**\*Resources for Students Leaving THS without a diploma or certificate of attainment/completion\*THS letter of written notice for former students who have not met competency determination.\*Review of records for accuracy and completion of MCAS-Competency Determination Drop-out List |
| **Description of Internal Monitoring Procedures:** To date the administrative team has created a drop out list for students that have not met competency. This list will continue to be updated accordingly and letters will be sent out in the fall. |
| 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:** 04/09/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By June 14, 2018, submit the annual written notice 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 to encourage them to participate in those programs. Include updated procedures. By December 3, 2018, submit the results of an internal review of all former students 16 or older who left the district during the 2017-2018 school year who have not yet earned their competency determination and who have not transferred to another school. Include the date the district sent the student a notice with information on the availability of publicly funded post-high school academic support programs and encouraging them to participate in available programs. |
| **Progress Report Due Date(s):** 06/14/201809/17/201812/03/2018 |

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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 documentation and staff interviews indicated that the district has not developed restraint prevention and behavior support policy and procedures consistent with regulations 603 CMR 46.00 that include: 1) methods for preventing student violence, self-injurious behavior and suicide;2) methods for engaging parents and youth in discussions about restraint prevention and use; 3) a description and explanation of the program's alternatives to physical restraint and method of physical restraint in emergency situations; 4) a statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted pursuant to 603 CMR 46.03(1)(b), seclusion, and the use of restraint inconsistent with 603 CMR 46.03; 5) a description of the program's training requirements, reporting requirements, and follow-up procedures; 6) a procedure for receiving and investigating complaints; 7) a procedure for conducting periodic review of data and documentation on the program's use of restraint; 8) a procedure for implementing the reporting requirements; 9) a procedure for making both oral and written notification to the parent; and 10) a procedure for the use of time-out. |
| **Description of Corrective Action:** The district has determined that the root cause for not meeting this criterion fully is the need to develop restraint prevention and a behavior support policy and procedures. The district in the process of review and updating our current policy and procedures included in 603 CMR 46.00. The Director of Student Services and the Assistant Superintendent of Schools will work with the school committee policy subcommittee to present a revised policy to the school committee for approval. The building principals will work with their administrative teams to conduct professional development consistent with regulations 603 CMR 46.00. Building administrators will conduct periodic reviews of physical restraint and a process for obtaining the principals signature after a restraint of 30min. |
| **Title/Role(s) of Responsible Persons:**Sarah Lewenczuk, Director of Student ServicesMark Branco, Assistant Superintendent Schools | **Expected Date of Completion:**12/01/2018 |
| **Evidence of Completion of the Corrective Action:**\*Updated procedure and policy\*Update Mandated training \*Professional development for the administrative |
| **Description of Internal Monitoring Procedures:** Annual review of procedures Policy pertaining to physical restraints of students will be reviewed in accordance with the school committees policy. |
| 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:** 04/09/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By June 8, submit written restraint prevention and behavior support policy and procedures consistent with regulations 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention.By September 17, 2018, submit evidence of staff training. Evidence of training should include agenda(s), materials presented, sign-in sheets indicating the title/role/school of staff, and the name/title of the presenter. |
| **Progress Report Due Date(s):** 06/14/201809/17/2018 |

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| **Criterion & Topic:** CR 24 Curriculum review | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** A review of documentation 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; and that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials. |
| **Description of Corrective Action:** The district has determined that the root cause for not ensuring individual teachers review of 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; and that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials was the need for an improved system for assigning and monitoring completion of this criterion. The Assistant Superintendent of Schools will work with the district curriculum council to develop and implement a standardized rubric for teachers to complete an annual review of all educational materials in relationship to the above criterion. |
| **Title/Role(s) of Responsible Persons:**Mark Branco, Assistant Superintendent of SchoolsSarah Lewenczuk,, Director of Student Services | **Expected Date of Completion:**06/30/2018 |
| **Evidence of Completion of the Corrective Action:**\*Standardized rubric will be developed\*Annual completion of rubric by individual teachers |
| **Description of Internal Monitoring Procedures:** \*The curriculum council will ensure under the facilitation of the Assistant Superintendent of Schools that the guiding rubric is completed each year as evidence of the fact that teachers have reviewed their instructional materials in relationship to the above criterion. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 24 Curriculum review | **Corrective Action Plan Status:** Approved **Status Date:** 04/09/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By June 14, 2018, 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 September 17, 2018, submit evidence of training provided to special education and general education 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 agenda(s), materials presented, sign-in sheets indicating the title/role/school of staff, and the name/title of the presenter. |
| **Progress Report Due Date(s):** 06/14/201809/17/2018 |

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| **Criterion & Topic:** ELE 5 Program Placement and Structure | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documentation and staff interviews indicated that the Model Curriculum Units (MCUs) provided by the Massachusetts Department of Elementary and Secondary Education have been utilized by ESL teachers, but the district does not have an ESL curriculum that guides ESL instruction and supports English language acquisition of English learners (ELs) at all grade and proficiency levels. The district should note that the ESL MCUs are examples to develop an ESL curriculum and are based on sound, research-based processes; however, they are not offered as a complete ESL curriculum that is integral to an effective ELE program in which ELs of all grade and proficiency levels become English proficient at a rapid pace. |
| **Description of Corrective Action:** The district has utilized the DESE Model Curriculum Units (MCUs) as guiding exemplars and references for the development and implementation of an ESL curriculum. However the district has determined that the following steps must be taken in order to meet this criterion fully and provide Els with an appropriate curriculum that guides their instruction and supports their acquisition of the English Language. This will include the assistant superintendent working with the ELE Coordinator and ELE faculty to review the DESE Model Curriculum Units (MCUs), best practice exemplars from other districts as well as other research based materials in an effort to develop a comprehensive ESL curriculum. |
| **Title/Role(s) of Responsible Persons:**Brittany Ferrick, ELE Coordinator Mark Branco, Assistant Superintendent of Schools | **Expected Date of Completion:**06/30/2018 |
| **Evidence of Completion of the Corrective Action:**\*Completed curriculum maps, units, lessons and assessments |
| **Description of Internal Monitoring Procedures:** The assistant superintendent will work with the ELE coordinator to facilitate and monitor the process used by the ELE faculty. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 5 Program Placement and Structure | **Corrective Action Plan Status:** Approved **Status Date:** 04/09/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Please provide the Department with information about the process of developing ESL/ELD curriculum as well as the timeline that shows executive milestones of the project, estimated completion, and implementation timeframe. Please note that the plan should reflect the content to be taught and address the instructional needs of the EL population at all levels. |
| **Progress Report Due Date(s):** 06/14/2018 |

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| **Criterion & Topic:** ELE 7 Parent Involvement | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records and staff interviews indicated that the district does not always provide language assistance to parents whose preferred language is not English and, therefore, does not always meet the obligation to communicate effectively with parents to include them in matters pertaining to their children's education. |
| **Description of Corrective Action:** The district has determined that the root cause of not providing language assistance to parents as well as not always communicating effectively with ELE parents is the direct result of the district not implementing consistent systemic practices. The assistant superintendent will work with ELE coordinator, ELE faculty and building based administration to develop and implement consistent procedures related to the concern. |
| **Title/Role(s) of Responsible Persons:**Brittany Ferrick, ELE CoordinatorMark Branco, Assistant Superintendent | **Expected Date of Completion:**06/30/2018 |
| **Evidence of Completion of the Corrective Action:**Documentation of procedures |
| **Description of Internal Monitoring Procedures:** Annual review of practices facilitated by the assistant superintendent and completed by the building based administration and ELE faculty. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 7 Parent Involvement | **Corrective Action Plan Status:** Approved **Status Date:** 04/09/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Please submit the following: 1-The district's written key procedures and processes to follow in securing a translator or an interpreter 2- Processes the school district uses to identify limited English proficient parents 3- A description of steps the school district takes to provide effective language assistance to parents whose preferred language is not English 4- Evidence of translated documents |
| **Progress Report Due Date(s):** 06/14/2018 |

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| **Criterion & Topic:** ELE 14 Licensure Requirements | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documentation, staff interviews and a review of ELAR indicated that not all district ESL teachers who provide students with ESL instruction hold an ESL license or a current waiver issued by the Massachusetts Department of Elementary and Secondary Education.Staff interviews and the relevant SEI endorsement data also indicated that most core academic teachers assigned to provide sheltered English instruction to English learners hold the SEI Teacher Endorsement, but some do not. Similarly, most principals, assistant principals, and supervisors/directors assigned to supervise or evaluate core academic teachers who provide sheltered English instruction to English learners hold the SEI Teacher Endorsement or the SEI Administrator Endorsement, but some do not. |
| **Description of Corrective Action:** The district has determined that the root cause for not meeting this criterion fully was the districts inability to hire a full complement of licensed/highly qualified ESL teachers. Additionally the district has not effectively insured that all teachers assigned EL's hold an SEI Teacher Endorsement/SEI Administrator Endorsement. The district is now reviewing it's hiring practices as well as it's systems for tracking licensure and endorsement. |
| **Title/Role(s) of Responsible Persons:**Brittany Ferrick, ELE CoordinatorMark Branco, Assistant Superintendent | **Expected Date of Completion:**06/30/2018 |
| **Evidence of Completion of the Corrective Action:**\*Licensed or Highly Qualified Teachers\*SEI Teacher Endorsement \*SEI Administrator Endorsement |
| **Description of Internal Monitoring Procedures:** The assistant superintendent will regularly review the licensure and endorsement tracking document and expect school principals to do the same. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 14 Licensure Requirements | **Corrective Action Plan Status:** Approved **Status Date:** 04/09/2018 **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- 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.5- Provide 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 Fall 2018. 6- 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 Fall 2018. |
| **Progress Report Due Date(s):** 06/14/2018 |