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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: Wayland

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 09/26/2018.

**Mandatory One-Year Compliance Date:** **09/26/2019**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| CR 23 | Comparability of facilities | Partially Implemented |
| CR 24 | Curriculum review | Not Implemented |
| ELE 3 | Initial Identification of ELs and FELs | Partially Implemented |
| ELE 10 | Parental Notification | Not Implemented |
| ELE 14 | Licensure Requirements | Partially Implemented |

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| **Criterion & Topic:**  CR 23 Comparability of facilities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Observations of facilities at Claypit Hill School indicated that separate facilities for limited-English-proficient students are not comparable to those offered other students in the district. Specifically, services for limited-English-proficient students are provided simultaneously in a small, open-concept classroom. When observed, there were five adults and seven students receiving ELE, reading, and/or math coach services, resulting in increased auditory and visual distractions. | | |
| **Description of Corrective Action:**  All students with limited English proficiency who require pull-out instruction now work in a private, self-contained, distraction-free setting at the Claypit Hill School. | | |
| **Title/Role(s) of Responsible Persons:**  EL Coordinator | | **Expected Date of Completion:**  10/16/2018 |
| **Evidence of Completion of the Corrective Action:**  The classroom space was reviewed on 10/16/18 by DESE staff | | |
| **Description of Internal Monitoring Procedures:**  The EL coordinator will continue to work with all principals to ensure that appropriate EL spaces are identified and used in each building. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 23 Comparability of facilities | **Corrective Action Plan Status:** Approved  **Status Date:** 11/06/2018  **Correction Status:** Corrected | |
| **Basis for Decision:**  On October 16, 2018, a representative from the Department of Elementary and Secondary Education visited Claypit Hill School and confirmed the new space utilized for limited-English-proficient students is comparable to those offered other students in the district. Limited-English-proficient students now have a dedicated classroom equal in all physical respects to the general education facilities with few visual or auditory distractions. No further progress report is required for this criterion. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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| **Criterion & Topic:**  CR 24 Curriculum review | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  A review of documents indicated that the district does not ensure that individual teachers review all educational materials for stereotypes based on race, color, sex, gender identity, religion, national origin and sexual orientation, and that they provide balance and context for any such stereotypes through appropriate activities, discussions, or supplementary materials. | | |
| **Description of Corrective Action:**  Using the DESE Toolkit, the district has developed common criteria for all teachers to use when selecting educational materials, and common guidance for teachers to consider when making decisions on how to provide balance and context for existing stereotypes identified in selected materials (included as an attachment).  These criteria and guidance will be provided in face-to-face meetings with all district curriculum coordinators, including the K-5 ELA/SS coordinator, the K-5 Math/Science coordinator, and all middle school and high school curriculum coordinators. Curriculum coordinators will then be responsible for sharing these criteria and guidance with all of their department members.  For the 2019-20 school year, and following years, principals will be asked to incorporate guidelines into faculty manuals, and the Assistant Superintendent will provide annual reminders to all curriculum coordinators about the criteria and guidelines. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent  K-12 Curriculum Coordinators | | **Expected Date of Completion:**  03/15/2019 |
| **Evidence of Completion of the Corrective Action:**  -Copy of new criteria and guidelines | | |
| **Description of Internal Monitoring Procedures:**  The Assistant Superintendent will meet annually with all curriculum coordinators to review criteria and guidelines, and will review faculty manuals annually. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 24 Curriculum review | **Corrective Action Plan Status:** Approved  **Status Date:** 11/06/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 18 , 2019, submit a detailed description of the district's internal oversight and tracking system with periodic reviews designed to ensure that individual teachers review all educational materials for stereotypes based on protected categories, and that they provide balance and context for any such stereotypes through appropriate activities, discussions, or supplementary materials. Please include the name and role of the person or people designated to implement the system.  By March 1, 2019, provide evidence of training to all teachers on the newly developed procedures. Evidence should include an agenda, signed attendance sheets, and training materials.  By May 1, 2019, provide evidence the procedures have been incorporated into faculty manuals. Evidence should include a copy of the contents page and relevant section(s) of the faculty manual.  Please note that the attachment referred to in the District's description of corrective action was uploaded into the Additional Documents section of WBMS. | | |
| **Progress Report Due Date(s):**  01/18/2019  03/01/2019  05/01/2019 | | |

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| **Criterion & Topic:**  ELE 3 Initial Identification of ELs and FELs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Interviews and a review of district documentation indicated that the district has not established English language proficiency screening procedures to determine each potential English learner (EL) preschool student's English language proficiency level. The district's current initial identification procedures and practices are not in compliance with 603 CMR 14.02(1), which requires districts to establish procedures in accordance with the Department's guidelines. | | |
| **Description of Corrective Action:**  The Children's Way Preschool in Wayland functions as a hybrid model; it is a private preschool for typically developing children and serves as a public, integrated Pre-K program for children with special needs. Neurotypical students pay tuition to attend The Children’s Way and are not considered public school students.  In order to meet the Department's guidelines we sent out Home Language Surveys to the parents of all Children's Way students in October of 2018, and we will now use the Pre-LAS to screen those public school students whose surveys indicate that they speak a language other than English at home by November of 2018. Additionally, we will spend the 2018 - 2019 school year identifying evidence-based practices for English Learners that can be implemented as soon as possible, and developing a long-term plan to meet the needs of all of our identified English Learners at The Children's Way Preschool. | | |
| **Title/Role(s) of Responsible Persons:**  EL Coordinator and Assistant Superintendent | | **Expected Date of Completion:**  12/15/2018 |
| **Evidence of Completion of the Corrective Action:**  -Documentation of home language surveys and corresponding list of students to screen  -Screening results for preschool students | | |
| **Description of Internal Monitoring Procedures:**  The EL Coordinator will collect and review the home language survey results annually, and oversee the screening process to ensure compliance and consistency. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 3 Initial Identification of ELs and FELs | **Corrective Action Plan Status:** Approved  **Status Date:** 11/06/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By March 1, 2019, please submit a roster of students screened and those identified as EL. | | |
| **Progress Report Due Date(s):**  03/01/2019 | | |

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| **Criterion & Topic:**  ELE 10 Parental Notification | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  A review of parent surveys, student records and other documentation set forth that although some parents indicated on the Home Language Survey that their preferred language was a language other than English, the district did not provide the Parent Notification Letter in the preferred language listed in the Home Language Survey, as requested. | | |
| **Description of Corrective Action:**  We have developed a shared electronic file on which we keep track of all students whose families indicated that they require translation and interpretation. This file, which has been uploaded, is managed and maintained by the EL coordinator, who sends out all parent notification letters. It was also shared with the ELE staff and the building principals. | | |
| **Title/Role(s) of Responsible Persons:**  EL Coordinator | | **Expected Date of Completion:**  10/15/2018 |
| **Evidence of Completion of the Corrective Action:**  -Electronic tracking file (uploaded, title is "List of parents for translation/interpretation")  -Sample parent notification letters in preferred languages | | |
| **Description of Internal Monitoring Procedures:**  The EL Coordinator will review all returned home language surveys and maintain a shared, centralized list of parents who have identified a preferred language other than English. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 10 Parental Notification | **Corrective Action Plan Status:** Approved  **Status Date:** 11/06/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 18, 2019, please submit a list of languages for parents requesting translation and a parent notification letter in those parents' languages. | | |
| **Progress Report Due Date(s):**  01/18/2019 | | |

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| **Criterion & Topic:**  ELE 14 Licensure Requirements | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documents indicated that not all teachers providing ESL instruction to ELs are ESL licensed, and 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:**  We are aware of this issue and have directed building principals to let all teachers who are not SEI endorsed know that their timely endorsement is a professional expectation in the district. The middle school and high school principals have the list of teachers who are not SEI endorsed, and have worked to develop schedules that minimize the possibility of assigning any English Learners to those educators. As of October 15, there were 0 EL students assigned to non-SEI endorsed teachers at the middle school, and 4 EL students assigned to non-SEI endorsed teachers at the high school. For the 2019-20 school year, the middle and high school will prioritize the assignment of EL students to SEI-endorsed teachers during the schedule building process.  At the elementary level, multiple teachers received their SEI endorsement during the summer of 2018, and there is now only one teacher assigned EL students who is not currently SEI-endorsed, and that teacher has enrolled in a RETELL course. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent and EL Coordinator | | **Expected Date of Completion:**  09/01/2019 |
| **Evidence of Completion of the Corrective Action:**  -Student schedules  -Student assignment reports | | |
| **Description of Internal Monitoring Procedures:**  The Assistant Superintendent and EL Coordinator will work with principals in the spring and summer as they build their master schedules to ensure that EL students are only placed with SEI-endorsed staff. In addition, the Assistant Superintendent and EL Coordinator will identify on an annual basis all staff members who are not SEI-endorsed and follow up with them individually to develop plans to attain endorsement. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 14 Licensure Requirements | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 11/06/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district submitted a corrective action plan to remedy the non-compliance with SEI endorsement requirements, but did not propose a corrective action to ensure that all teachers providing ESL instruction are licensed in ESL. | | |
| **Department Order of Corrective Action:**  Please see below. | | |
| **Required Elements of Progress Report(s):**  By January 18, 2019, please submit the following:  - 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,  -the district's plan to ensure that ELs are assigned only to core academic teachers who hold the SEI endorsement,  -evidence of training provided to district administrators to ensure compliance with procedure and placement of students (the training materials, sign-in sheets and agendas),  - waiver information for the teacher(s) who doesn't hold an ESL license,  -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, 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 2019.  By May 1, 2019, please submit the following:  -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, and  -the license information of the current ESL teacher(s). | | |
| **Progress Report Due Date(s):**  01/18/2019  05/01/2019 | | |