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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: Tri County Regional Vocational Technical

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 01/31/2018.

**Mandatory One-Year Compliance Date:** **01/31/2019**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 13 | Progress Reports and content | Partially Implemented |
| SE 18A | IEP development and content | Partially Implemented |
| SE 20 | Least restrictive program selected | Partially Implemented |
| SE 32 | Parent advisory council for special education | Not Implemented |
| CR 3 | Access to a full range of education programs | Partially Implemented |
| CR 8 | Accessibility of extracurricular activities | 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 24 | Curriculum review | Partially Implemented |
| CR 25 | Institutional self-evaluation | Not Implemented |
| ELE 3 | Initial Identification of ELs and FELs | Partially Implemented |
| ELE 5 | Program Placement and Structure | Partially Implemented |
| ELE 6 | Program Exit and Readiness | Partially Implemented |
| ELE 10 | Parental Notification | Partially Implemented |
| ELE 13 | Follow-up Support | Not Implemented |
| ELE 14 | Licensure Requirements | Partially Implemented |
| ELE 17 | Program Evaluation | Not Implemented |
| ELE 18 | Records of ELs | Partially Implemented |

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| **Criterion & Topic:**  SE 13 Progress Reports and content | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that, in some records, progress report information was repeated verbatim over multiple marking periods or did not specifically report on the student's performance in relation to the IEP goals. Consequently, the progress reports did not provide information on the student's progress towards reaching the annual goals in the IEP. | | |
| **Description of Corrective Action:**  Tri-County agrees that in some records progress report information did not address student performance in relation to the IEP goals. In order to correct this, Tri-County intends to review the process by which progress reports are written at a department meeting on January 4, 2018. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education, Team Chair, Team Facilitator and Special Education Consultants | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  On January 4, 2018 the special education department met and were trained on how to write progress reports to include information on the student's progress towards reaching their IEP goals. The following agenda was discussed:  1.) DESE IEP Process Guide  a. PR1 pg. 20-21  b. IEP-A 1 & IEP-A 2 pg. 21  2.) Progress Reports in TieNet  a. Selecting the most recent IEP  b. Overview of how to add a new progress report box  c. What to do if a new IEP is unsigned  3.) How to write Progress Reports  a. How to determine progress towards goal  b. Language to describe student progress toward goal  4.) Questions & Answers | | |
| **Description of Internal Monitoring Procedures:**  Ongoing training on the writing progress reports at the end of each marking term.  Writing progress reports that include information on the student's progress toward reaching the annual IEP goal.  Ongoing internal review of progress report records. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 13 Progress Reports and content | **Corrective Action Plan Status:** Approved  **Status Date:** 04/03/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit a report summarizing an internal review of student records to determine that procedures addressed in staff trainings have been appropriately implemented. Identify the number of student records reviewed, the number of records in compliance, and for any records not in compliance, determine the root cause(s) of the non-compliance and the district's plan to remedy the non-compliance by June 28, 2018.  \*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, with their roles(s) and signature(s). | | |
| **Progress Report Due Date(s):**  06/28/2018 | | |

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| **Criterion & Topic:**  SE 18A IEP development and content | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that when a student is identified as being vulnerable to bullying as a result of the student's disability, the IEP does not always address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. | | |
| **Description of Corrective Action:**  Tri-County agrees that we have not been consistent in addressing the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. Tri-County intends to incorporate the Autism Considerations questionnaire into the additional information section of the student's IEP. An action plan that is developed from the Autism Considerations questionnaire may include interventions, consultation, evaluation/assessment, referral, IEP accommodations, and/or IEP goals/benchmarks. This action plan will be stated in the Cover Page of the IEP. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education, Team Chair, Team Facilitator and Special Education Consultants | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  IEPs that include statements that address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. | | |
| **Description of Internal Monitoring Procedures:**  Autism checklist has been incorporated into the Tri-County IEP Checklist.  Ongoing internal review of IEPs. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 18A IEP development and content | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 04/03/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district indicated that there is a need to more fully address the skills and proficiencies needed to avoid or respond to bullying for students identified as vulnerable, including those on the autism spectrum. | | |
| **Department Order of Corrective Action:**  Provide training to staff on identifying student's vulnerability, and how to determine the appropriate goals and/or accommodations to assist students. Also, address how to document the goals and accommodations that assist students with avoiding or responding to bullying in the IEP.  Conduct an internal review of records to ascertain that IEPs include accommodations and/or goals to address the skills and proficiencies needed to respond to bullying and harassment.  \*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, with their roles(s) and signature(s). | | |
| **Required Elements of Progress Report(s):**  Submit evidence of training staff on how to address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing within the IEP for students identified as vulnerable, including those on the autism spectrum by May 11, 2018.  Submit a report summarizing an internal review of records where students' needs indicate that the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing are addressed in the IEP by June 28, 2018.  Identify the number of student records reviewed, the number of records in compliance, and for any records not in compliance, determine the root cause(s) of the non-compliance and the district's plan to remedy the non-compliance. | | |
| **Progress Report Due Date(s):**  05/11/2018  06/28/2018 | | |

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| **Criterion & Topic:**  SE 20 Least restrictive program selected | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that if the student is removed from the general education classroom at any time, the IEP does not consistently state why the removal is considered critical to the student's program or the basis for the Team's conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. | | |
| **Description of Corrective Action:**  Students are not removed from the general education setting for academic or vocational classes during the school day. Tri-County students are removed from the general education classroom only for related services such as Speech Language, Occupational Therapy, Individual/Group Counseling or Basic Reading. Moving forward, Non-Participation statements will include detail that connects the program/service to the student goals. For example: John Doe requires reading services in order to achieve the target behavior as outlined in Goal #5. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education, Team Chair, Team Facilitator and Special Education Consultants | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  A department meeting is scheduled for March 6, 2018. At this meeting the department will be trained on the practice of writing a description of why it is critical that students are removed from class. The agenda for that meeting is as follows:  Agenda:  1.) Nonparticipation Justification Page  a. Current Practices  b. How to write a description  c. Connecting to the Goal and Disability | | |
| **Description of Internal Monitoring Procedures:**  Nonparticipation Justification Pages will be completed using newly updated practices  The Team Chair will proofread the Nonparticipation Justification Page to ensure it has been completed with updated practices  Internal record review of Nonparticipation Justification Pages | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 20 Least restrictive program selected | **Corrective Action Plan Status:** Approved  **Status Date:** 04/03/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By June 28, 2018, submit a report summarizing a review of student records for IEPs written since the implementation of the district's corrective actions for evidence that Non-participation Justification statements include a description of why it is critical that students are removed from class. Identify the number of student records reviewed, the number of records in compliance, and for any records not in compliance, determine the root cause(s) of the non-compliance and the district's plan to remedy the 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, with their roles(s) and signature(s). | | |
| **Progress Report Due Date(s):**  06/28/2018 | | |

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| **Criterion & Topic:**  SE 32 Parent advisory council for special education | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Interviews indicated that the school district does not currently have a functioning special education parent advisory council. Although efforts have been underway for an extended period of time, no formal group has been developed. | | |
| **Description of Corrective Action:**  In order to solicit members to SEPAC, Tri-County will have an informational table with staff and a parent representative at the Grade 9 Career Program Parents Night on January 10, 2018.  Tri-County has plans to develop a digital presence on our Tri-County website, and is exploring the possibility of establishing a separate social media account on Facebook and other social media platforms to provide more direct communication with parents. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  Tri-County faculty members attended the Federation For Children with Special Needs workshop, "Planning a Life" on February 8 and 9, 2018 - http://fcsn.org/linkcenter/pal  Tri-County will join MassPAC - http://fcsn.org/masspac/ and https://fcsn.org/masspac/sepac-basic-toolkit/  Tri-County SEPAC members will attend the MassPAC APPLE workshops in May 2018 - https://fcsn.org/apple/  Revitalized web presence.  Published SEPAC meeting dates, agendas and minutes. | | |
| **Description of Internal Monitoring Procedures:**  The Director of Special Education is responsible for initiating and monitoring this process. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Approved  **Status Date:** 04/03/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit the list of PAC meeting dates, officer list, by-laws and documentation evidencing the steps taken thus far to ensure PAC participation in the planning, development and evaluation of the district's special education programs. Documentation may include PAC and school committee meeting agendas and minutes. Submit by October 14, 2018. | | |
| **Progress Report Due Date(s):**  10/14/2018 | | |

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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 the district's Admission Policy, as found on the school's website, indicated that information regarding equal access to all education programs does not include gender identity or homelessness as protected categories. | | |
| **Description of Corrective Action:**  The updated non-discrimination policy will be included in the Districts Admissions Policy. The policy is currently being amended as part of the Chapter 74 review. | | |
| **Title/Role(s) of Responsible Persons:**  Michael Procaccini, Principal | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  NON-DISCRIMINATION POLICY: It is the policy of Tri-County Regional Vocational Technical High School not to discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness in its educational programs, full range of any occupational/vocational education program, extra&#8208;curricular and school based activities or employment policies as required by Title IX of 1972 Education Amendments and Chapter 622 The Acts of 1971. Our policy is also in full compliance with the laws of The United States and Commonwealth of Massachusetts and all applicable regulations thereto with regard to special education and education of the handicapped [Chapter 766, PL94&#8208;142 and section 504 of Rehabilitation Acts of 1973 and Chapter 74 Vocational Education in Massachusetts.] | | |
| **Description of Internal Monitoring Procedures:**  Will be reviewed annually. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Approved  **Status Date:** 04/03/2018  **Correction Status:** Corrected | |
| **Basis for Decision:**  The district has updated the Non-Discrimination Policy statement to include all protected categories. The new policy statement has been posted on the district website. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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| **Criterion & Topic:**  CR 8 Accessibility of extracurricular activities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the Non-discrimination Policy Statement in the Athletic Handbook does not include homelessness or disability as protected categories. | | |
| **Description of Corrective Action:**  The Non Discrimination policy has been updated and will be incorporated into the Athletic Handbook. | | |
| **Title/Role(s) of Responsible Persons:**  Michael Procaccini, Principal | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  NON-DISCRIMINATION POLICY: It is the policy of Tri-County Regional Vocational Technical High School not to discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness in its educational programs, full range of any occupational/vocational education program, extra&#8208;curricular and school based activities or employment policies as required by Title IX of 1972 Education Amendments and Chapter 622 The Acts of 1971. Our policy is also in full compliance with the laws of The United States and Commonwealth of Massachusetts and all applicable regulations thereto with regard to special education and education of the handicapped [Chapter 766, PL94&#8208;142 and section 504 of Rehabilitation Acts of 1973 and Chapter 74 Vocational Education in Massachusetts.] | | |
| **Description of Internal Monitoring Procedures:**  Will be reviewed annuually. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 8 Accessibility of extracurricular activities | **Corrective Action Plan Status:** Approved  **Status Date:** 04/03/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit evidence that the updated Non-Discrimination Policy statement has been included in the Athletic Handbook by June 28, 2018. | | |
| **Progress Report Due Date(s):**  06/28/2018 | | |

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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 the Bullying Intervention and Prevention Plan posted on the school's website has not been updated to extend protections to students who are bullied by a member of the school staff; furthermore, it does not make clear that a member of the school staff may be named the "aggressor" or "perpetrator" in a bullying report. Contact information for the reporting of bullying is out of date, identifying administrators no longer in the district. In the student handbook, the definition for aggressors has not been updated to include identification of staff as potential aggressors. | | |
| **Description of Corrective Action:**  The policy has been updated and will be incorporated into all applicable handbook publications and web pages. | | |
| **Title/Role(s) of Responsible Persons:**  Michael Procaccini, Principal | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  Harassment, Discrimination and Bullying  Tri-County Regional Vocational-Technical High School is committed to equal employment and educational opportunity for all employees, students and members of the school community, without regard to race, color, religion, sex, national origin, age, sexual orientation or handicap, in all aspects of employment and education. Tri-County Regional Vocational-Technical High School is also committed to maintain a school and work environment free of harassment, discrimination and bullying based on race, color, religion, sex, national origin, age, sexual orientation or disability. The school district expects all employees and members of the school community to conduct themselves in an appropriate and professional manner with concern for their fellow employees and the students.  Harassment, discrimination and bullying on the basis of race, color, religion, sex, national origin, age, sexual orientation or disability in any form will not be tolerated. Such harassment includes unsolicited remarks, gestures or physical contact, display or circulation of written materials or pictures derogatory to either gender or to racial, ethnic, religion, age, sexual orientation or handicapped individuals or groups. Any violation of this policy should be brought to the attention of the Assistant Principal or the Superintendent, or his/her designee, as soon as possible, who will conduct an investigation and take appropriate action. Any employee or member of the school community found to have engaged in harassment, discrimination and bullying shall be subject to sanctions, including but not limited to, warning, suspension or termination, subject to applicable procedural requirements.  Any allegation of harassment, discrimination and bullying shall be promptly addressed in a confidential manner so as to protect the privacy al all parties involved. All complaint proceedings will be held in confidence by all persons directly or indirectly involved. Information provided under these harassment/discrimination procedures will be treated as confidential. This means that such information will be shared with others on a need-to-know basis only. The district will not allow anyone to retaliate against any person because he/she complains of harassment/discrimination or assists in an investigation. Intimidation, coercion or any other attempt to interfere with an investigation of harassment/discrimination will not be tolerated. In addition, all reasonable steps will be taken to protect the parties during the investigation. | | |
| **Description of Internal Monitoring Procedures:**  Reviewed annually as part of Handbook review policy. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved  **Status Date:** 04/03/2018  **Correction Status:** Corrected | |
| **Basis for Decision:**  The school district updated the Bullying Prevention and Intervention Plan on the website and in the Student Handbook to be consistent with the amendments to the Massachusetts anti-bullying law, which became effective July 1, 2013. The plan extends protections to students who are bullied by a member of the school staff, and also contains relevant sections relating to the duties of faculty and staff and relevant provisions addressing the bullying of students by a school staff member. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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| **Criterion & Topic:**  CR 10C Student Discipline | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the district does not include, in the student handbook or on the website, a protocol for emergency removal as part of the student discipline policies and procedures. | | |
| **Description of Corrective Action:**  WE are currently in the process of reviewing Student Handbook changes with the School Council. | | |
| **Title/Role(s) of Responsible Persons:**  Michael Procaccini, Principal | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  Emergency Removal. If the principal/designee determines that the continued presence in  school of a student poses a danger to persons or property or materially and substantially  disrupts the order of the school, and there is no alternative available to alleviate the danger  or disruption, the principal may remove the student from school prior to a hearing for a  period not to exceed two school days in accordance with the following procedure:  a. the principal will notify the Superintendent of the removal and the reasons for it,  and will make immediate and reasonable efforts to notify the parents of the  emergency removal orally to be followed by written notice which shall contain and  provide information regarding the incident, the student’s rights to due process and  the date, time and place where a disciplinary hearing will be held.  b. the hearing shall be held before the expiration of the two school days of emergency  removal unless an extension of time is agreed to by the student, parent and the  principal; and  c. the principal shall take adequate measures to provide for the safety and  transportation of a student removed on an emergency basis. | | |
| **Description of Internal Monitoring Procedures:**  Will be reviewed annually. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10C Student Discipline | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 04/03/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district is currently reviewing the Emergency Removal Policy and protocol with the school committee prior to publication in the student handbook and on the website. | | |
| **Department Order of Corrective Action:**  Develop procedures for Emergency Removal of a student, pursuant to the requirements of 603 CMR 53.07, when the student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school. Include these procedures in the Student Handbook and on the website as part of the Discipline Policy and Code of Conduct. | | |
| **Required Elements of Progress Report(s):**  Submit evidence of the inclusion of the Emergency Removal policy and procedures in the Student Handbook by June 28, 2018. | | |
| **Progress Report Due Date(s):**  06/28/2018 | | |

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| **Criterion & Topic:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  See CR 3. | | |
| **Description of Corrective Action:**  TC will include the updated non-discrimination statement on our School Application and Program Selection material for the coming school year. | | |
| **Title/Role(s) of Responsible Persons:**  Michael Procaccini, Principal | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  NON-DISCRIMINATION POLICY: It is the policy of Tri-County Regional Vocational Technical High School not to discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness in its educational programs, full range of any occupational/vocational education program, extra&#8208;curricular and school based activities or employment policies as required by Title IX of 1972 Education Amendments and Chapter 622 The Acts of 1971. Our policy is also in full compliance with the laws of The United States and Commonwealth of Massachusetts and all applicable regulations thereto with regard to special education and education of the handicapped [Chapter 766, PL94&#8208;142 and section 504 of Rehabilitation Acts of 1973 and Chapter 74 Vocational Education in Massachusetts.] | | |
| **Description of Internal Monitoring Procedures:**  Will be reviewed annually. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved  **Status Date:** 04/03/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit the School Application and Program Selection material for the 2018-2019 school year with the updated non-discrimination statement by June 28, 2018. | | |
| **Progress Report Due Date(s):**  06/28/2018 | | |

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| **Criterion & Topic:**  CR 24 Curriculum review | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and 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:**  Becasue Tri-County is in a NEASC study year we have dedicated professional development and teacher meeting time to reviewing curriculum for NEASC. This work is being done in with our new Non-Discrimination policy as a guide. Going forward this process will be used in evaluating new curriculum and instructional materials as they are added by a committee of department heads, facilitators, and teachers. | | |
| **Title/Role(s) of Responsible Persons:**  Michael Procaccini, Principal | | **Expected Date of Completion:**  09/01/2018 |
| **Evidence of Completion of the Corrective Action:**  NON-DISCRIMINATION POLICY: It is the policy of Tri-County Regional Vocational Technical High School not to discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness in its educational programs, full range of any occupational/vocational education program, extra&#8208;curricular and school based activities or employment policies as required by Title IX of 1972 Education Amendments and Chapter 622 The Acts of 1971. Our policy is also in full compliance with the laws of The United States and Commonwealth of Massachusetts and all applicable regulations thereto with regard to special education and education of the handicapped [Chapter 766, PL94&#8208;142 and section 504 of Rehabilitation Acts of 1973 and Chapter 74 Vocational Education in Massachusetts.] | | |
| **Description of Internal Monitoring Procedures:**  Will be reviewed annuallly. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 24 Curriculum review | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 04/03/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The school district indicates that staff are involved in processes to review curriculum in relation to the new nondiscrimination policy. However, the description of the process does not fully address the evaluation of supplemental materials and structured guidance to be provided to staff when planning to introduce instructional materials that have not been reviewed by the committee. | | |
| **Department Order of Corrective Action:**  Review the Toolkit for CR 24 & CR 25. Determine if additional guidelines need to be developed and shared with staff to assist in the review and presentation of materials used as supplemental materials in the classroom. | | |
| **Required Elements of Progress Report(s):**  By October 14, 2018, submit the results of the review of district procedures and the guidance provided to teachers to 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 plan appropriate activities and discussions that provide balance and context for any stereotypes depicted in such materials. | | |
| **Progress Report Due Date(s):**  10/14/2018 | | |

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| **Criterion & Topic:**  CR 25 Institutional self-evaluation | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  A review of documents and interviews indicated that the district does not have a process for conducting an annual civil rights institutional self-evaluation. | | |
| **Description of Corrective Action:**  The district has begun a review of all district written material, web pages, policies, and curriculum with regard to the non-discrimination policy. The policy is in effect for the NEASC self study currently underway. The Student and Athletic handbook are currently being reviewed by the School Council and will move to the Policy Subcommittee of the School Committee in May. The handbook review are revised annually in the spring of each year. | | |
| **Title/Role(s) of Responsible Persons:**  Michael Procaccini, Principal | | **Expected Date of Completion:**  09/01/2018 |
| **Evidence of Completion of the Corrective Action:**  NON-DISCRIMINATION POLICY: It is the policy of Tri-County Regional Vocational Technical High School not to discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness in its educational programs, full range of any occupational/vocational education program, extra&#8208;curricular and school based activities or employment policies as required by Title IX of 1972 Education Amendments and Chapter 622 The Acts of 1971. Our policy is also in full compliance with the laws of The United States and Commonwealth of Massachusetts and all applicable regulations thereto with regard to special education and education of the handicapped [Chapter 766, PL94&#8208;142 and section 504 of Rehabilitation Acts of 1973 and Chapter 74 Vocational Education in Massachusetts.] | | |
| **Description of Internal Monitoring Procedures:**  Will be reviewed annually | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 04/03/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The school district indicates that a review of documents, policies, and procedures is currently being undertaken with a focus on the nondiscrimination policy. However, this criterion also focuses on the question of access and how the school district ensures that all programs, extracurricular activities, and athletics are accessible to all students. To ensure that all members of the community believe that equal access is available, it behooves the organization to survey all members to gain a fuller understanding of how students are participating across programs. | | |
| **Department Order of Corrective Action:**  Develop survey tools to be distributed to students, parents, school staff to provide information on access to all programs, extracurriculars, and athletics as part of the institutional self-evaluation, including methods of distribution and timelines for responses. See Cr 24 &CR 25 toolkit.  Develop a report reflecting the analysis of data from the surveys. Include a description of trends, conclusions, and next steps to address any areas of concern.  Indicate any changes that will be made as a result of the responses and evaluation including timelines. | | |
| **Required Elements of Progress Report(s):**  Submit samples of survey tools to be distributed to students, parents, and school staff by June 28, 2018.  Submit a report of the analysis of data, including the review of documents, policies, and procedures by October 14, 2018. | | |
| **Progress Report Due Date(s):**  06/28/2018  10/14/2018 | | |

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

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| **Criterion & Topic:**  ELE 3 Initial Identification of ELs and FELs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the district's initial identification procedures have not been revised and still refer to the English proficiency tests MEPA and MELA-O that have been replaced by ACCESS for ELLs in 2013. The district's current initial identification procedures are not in compliance with 603 CMR 14.02(1) that requires districts to establish procedures in accordance with the Department's guidelines. | | |
| **Description of Corrective Action:**  Although Tri-County has been administering the ACCESS for ELLs testing 2015-2016 school year, official school policy documents were not updated to reflect this change in initial identification procedures. A new ELE policy manual has been drafted which reflects the change, and once approved will be uploaded to the school website and available for distribution. | | |
| **Title/Role(s) of Responsible Persons:**  ELE coordinator/ESL Teacher | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  A new ELE policy manual has been drafted which reflects current ELE identification procedures including the use of the online WIDA Screener as well as WIDA ACCESS 2.0 test administration, and once approved will be uploaded to the school website and available for distribution. The language in the newly drafted ELE Policy Manual states:  Section III: Initial Identification  Tri-County Regional Vocational School District will identify EL students by requiring all newly enrolled students to complete a home language survey with follow up through the office of the English Learner Education (ELE) Coordinator.  Tri-County Regional Vocational School District will identify EL students by reviewing SIMS data for EL identified students who have been identified as having English as a second language but who have not been given the WIDA ACCESS 2.0 for ELLs Test.  Tri-County Regional Vocational School District will identify EL students by administering the WIDA Screener assessment to all students who have been identified as having English as a second language and whose results from a previous WIDA ACCESS 2.0 for ELLs Test are not available or non-existent.  Tri-County Regional Vocational School District will identify EL students by encouraging teachers to refer any student who appears to struggle with the English language to the ELE Coordinator.  Tri-County Regional Vocational School District will identify EL students by reviewing transcripts of incoming students for EL services with identification of any students enrolled in EL classes with follow up from guidance and the office of the ELE Coordinator.  Tri-County Regional Vocational School District will identify EL students through admissions notes from the Director of Guidance regarding any parent who appears to have difficulty understanding English. Tri-County Regional Vocational School District will identify EL students by sending home annual mailings to parents of students identified as potentially being in need of services regarding translation services or information regarding the ELE services. | | |
| **Description of Internal Monitoring Procedures:**  Once approved and published, the district ELE Policy Manual will be reviewed annually by the ELE coordinator to ensure that official school documentation reflects current district policy and procedure. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 3 Initial Identification of ELs and FELs | **Corrective Action Plan Status:** Approved  **Status Date:** 04/06/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please submit the district's revised ELE Policy Manual. | | |
| **Progress Report Due Date(s):**  06/28/2018 | | |

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

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| **Criterion & Topic:**  ELE 5 Program Placement and Structure | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  The documentation submitted by the district does not include "Castañeda's Three-Pronged Test" that should provide an analytical framework to analyze a district's/school's program for English learners (ELs). Other documentation submitted indicated that ELs are not provided ESL instruction, and there is no ESL curriculum that can guide English language development. The Department concludes that the district does not have an ELE program with a sound educational approach to meet the academic and language needs of its EL population by providing them with English language development that will promote and support the rapid acquisition of English language by these students as is required in G.L. c. 71A. | | |
| **Description of Corrective Action:**  Tri-County agrees that we have not had a current ESL Curriculum that is verifiable by documentation including Castaneda's Three-Pronged Test," although ELs are provided push-in and pull-out ESL instruction. | | |
| **Title/Role(s) of Responsible Persons:**  Principal, ELE coordinator/ESL teacher | | **Expected Date of Completion:**  01/31/2019 |
| **Evidence of Completion of the Corrective Action:**  With support from DESE and utilizing the "Next Generation ESP Project: Curriculum Resource Guide," tri-County will develop an ELE program with a sound educational approach to meet the academic and language needs of its EL population by providing them with English language development that will promote and support the rapid acquisition of English language by these students as is required in G.L. c. 71A.  Current policy reflects placement of SEI programming and is detailed in the new ELE Policy Manual as follows:  Sheltered English Immersion (SEI)  SEI is designed to make content instruction, delivered in English, more comprehensible for LEP students. SEI is differentiated instruction that includes approaches, strategies, and methodology that makes the content understandable and promotes academic English language development. Sheltered English Immersion takes place in the content area classrooms and is delivered by licensed teachers who have received the DESE Sheltered English Immersion Endorsement. Every effort is made to place EL and FEL students with content area teachers who have earned the SEI Endorsement.  Policy for the upcoming school year will adhere to the following guidelines:  Section V: Program Placement and Structure  Tri-County Regional Vocational School District will provide English as a Second Language (ESL) instruction for up to two periods per day for 5 days in a 10 day academic/vocational cycle for each grade level depending on a student's assessed proficiency level. This instruction may include push-in, pull-out, and/or structured scheduled ESL class. Groupings will be consistent with DESE recommendations.  Junior or Senior students who qualify for and secure employment through cooperative education (Co-Op) will still receive recommended language development on campus during academic or vocational cycles; students will work with the Vocational Coordinators, ESL instructor, and the ELL Coordinator to schedule this coursework prior to beginning their Co-op job.  A certified ESL instructor teaches this course. Instruction is based on the WIDA Standards for English Language Development, and all students enrolled in an ESL course are provided with content instruction that is based on the Massachusetts Curriculum Frameworks. Instruction is provided using continuous assessment of the student's English proficiency to provide appropriate educational programs.  The guidelines used to plan instructional programs for LEP students address both English Language Development (ELD) and Sheltered English Immersion (SEI) content instruction. English Language Development (ELD) or English as a Second Language (ESL) instruction addresses listening, speaking, reading, and writing standards as contained in the Massachusetts English Language Proficiency Benchmarks and Outcomes. ESL instruction is designed specifically for LEP students. The ESL curriculum is based on the Massachusetts English Language Proficiency Benchmarks and Outcomes. Tri-County Regional Vocational School District promotes and supports the rapid acquisition of English language proficiency by LEP students; all LEP students receive ESL instruction in the amount most appropriate for their assessed proficiency level. ESL instruction is direct instruction in English to promote English language development. | | |
| **Description of Internal Monitoring Procedures:**  The coordinator of ELE services will report to the Principal on curriculum development and annually once in place. A team comprised of the principal, coordinator of ELE services and ESL teacher will utilize "Castaneda's Three-Prong Test" to verify that we have developed a sound program for ELD. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 5 Program Placement and Structure | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 04/06/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district should note that English Language Proficiency Benchmarks and Outcomes were replaced by WIDA Standards. Please revise the language and please do not hesitate to contact Sibel Hughes at (781) 338 3569 for assistance. | | |
| **Department Order of Corrective Action:**  Please see below. | | |
| **Required Elements of Progress Report(s):**  1- Please complete the Castañeda test available in the WBMS Document Library 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 provide training to all staff members involved in the education of ELs to ensure that they are knowledgeable about the program goals described in Castañeda Test submitted by the district and the district's commitment to provide sheltered content instruction and ESL instruction to ELs at all proficiency levels. Submit the training materials, agendas and sign-in sheets by the due date of the progress report.  3- Provide the district's plan of actions to implement SEI strategies in SEI classrooms and designing lesson plans with language objectives in mind.  4-Provide a detailed plan on how the district administration will ensure that SEI strategies are implemented and language objectives are taught in SEI classrooms.  5-Please provide detailed information regarding the ESL curriculum that will be used for ESL instruction. | | |
| **Progress Report Due Date(s):**  06/28/2018 | | |

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

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| **Criterion & Topic:**  ELE 6 Program Exit and Readiness | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents submitted indicated that the district's reclassification procedures have not been revised and still refer to the English proficiency tests MEPA and MELA-O that have been replaced by ACCESS for ELLs in 2013. The district's current reclassification procedures are not in compliance with 603 CMR 14.02 that requires districts to establish exit criteria in accordance with the Department's guidelines. | | |
| **Description of Corrective Action:**  Although Tri-County has been following recent guidance on reclassification since the 2015-2016 school year, official school documents did not reflect current policy. | | |
| **Title/Role(s) of Responsible Persons:**  ELE coordinator/ESL Teacher | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  A new ELE Policy Manual has been drafted which reflects current practice at Tri-County. The manual states:  Section VI: Program Exit & Readiness  Tri-County Regional Vocational School District will not re-designate a student from English Learner (EL) to Former English Learner (FEL) until the student is determined to be English proficient and does not require the use of adapted or simplified English materials. This will be done according to the following process:  · The student performs at Level 5 on the WIDA ACCESS 2.0 for ELLs Test or at a level otherwise acceptable by DESE reclassification guidance in a given assessment year  · Input is gathered from teachers using WIDA CAN DO Progress Report and suggests student can perform at grade-level without language supports  · The student has passing grades in all classes unless the failures are related to non-ELL issues  · The student's progress and data is presented to a review team (the ELL Coordinator, ELL Teacher, Guidance Counselor, an academic teacher, and a vocational teacher)  · A Tri-County Regional Vocational School District English Language Reclassification Form will be completed  · Once a student is reclassified as a FEL student their progress will be monitored by the ESL instructor for four additional years or until graduation using the Monitoring Academic Progress of FEL Students form  · Parents will be notified using the Parent Notification for Exited LEP to FLEP Students form  Once a student exits the ELE program, Tri-County Regional Vocational School District will conduct and document a follow-up review of the student within the first month after the exit date. Periodic monitoring is conducted and documented with every progress report and report card cycle throughout the school year for a period of four years.  If a reclassified student fails to make academic progress, as measured by grades and assessments, during the first year after being classified as FEL, and if the school-based team determines that this failure is due to lack of English proficiency, then the student will be re-designated as an EL for purposes of the subsequent SIMS data collection. Only after at least six months of additional data gathering and observation will a FEL student be considered for re-designation.  If after four years an FEL student continues to be successful and performing at grade level, then the student will no longer be classified as FEL and will no longer be on monitoring status. | | |
| **Description of Internal Monitoring Procedures:**  The ELE coordinator will ensure that exit criteria is consistent with DESE recommendations and that all documentation of exit criteria is updated in district policy materials. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 6 Program Exit and Readiness | **Corrective Action Plan Status:** Approved  **Status Date:** 04/06/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  1-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-Please use FEL Roster available in the Document Library to provide information for all the ELs in your district who have been reclassified in the last school year. | | |
| **Progress Report Due Date(s):**  06/28/2018 | | |

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

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| **Criterion & Topic:**  ELE 10 Parental Notification | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the parent notification form that is sent to EL parents upon students' initial identification as ELs, and annually thereafter, does not include all required information. | | |
| **Description of Corrective Action:**  Tri-County agrees that we were not implementing communication which included all of the required information and has drafted a corrective action plan. | | |
| **Title/Role(s) of Responsible Persons:**  ELE services coordinator/ESL Teacher | | **Expected Date of Completion:**  09/30/2018 |
| **Evidence of Completion of the Corrective Action:**  Tri-County has downloaded and begun implementing the Parental Notification document provided on the DESE website during the 2017-2018 school year.  The following guidelines appear in the newly drafted ELE Manual in regard to this criterion:  Section X: Parental Notification  During each school year a notice will be mailed to the parents/guardians of all LEP students found to need services as a result of the WIDA Screener or WIDA ACCESS 2.0 assessments in a language they can understand, which will communicate: the reasons for identification of the student as LEP, the student's level of English proficiency, and the results of the assessment(s) the parent's/guardian's right to apply for a waiver or to decline enrollment in the ELE program  Parents/guardians of LEP students will receive report cards and progress reports in the same manner and frequency as other students in a language that is understandable to them. | | |
| **Description of Internal Monitoring Procedures:**  ELE coordinator will ensure that the DESE provided Parent Notification Form is utilized moving forward and that a copy of the annual form is maintained in each EL student's EL files. Ongoing training will be provided to any new staff on these procedures. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 10 Parental Notification | **Corrective Action Plan Status:** Approved  **Status Date:** 04/06/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  1- Submit samples of the progress reports the district sent to parents or legal guardians to inform them of their child's progress in English language acquisition. | | |
| **Progress Report Due Date(s):**  10/14/2018 | | |

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

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| **Criterion & Topic:**  ELE 13 Follow-up Support | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Interviews and a review of documents indicated that the district does not actively monitor the progress of the students who have exited the ELE program and provide support to those students, if needed. Furthermore, the document the district submitted as "Monitor Policy" indicated that the district's commitment to monitoring former English learners (FELs) is limited to the students who were reclassified during their time at Tri-County, when the law requires students who were reclassified to be monitored for four years, regardless of the school or district where the reclassification decision was made. | | |
| **Description of Corrective Action:**  Tri-County agrees that prior to the 2017-2018 school year, there was not a process in place for accurately identifying students who enrolled in the district after having been reclassified as FEL while enrolled in another school district; however the district has begun to implement monitoring as part of our corrective action. | | |
| **Title/Role(s) of Responsible Persons:**  Principal/ELE coordinator/ESL Teacher | | **Expected Date of Completion:**  09/30/2018 |
| **Evidence of Completion of the Corrective Action:**  Tri-County has drafted a new procedure for identifying and properly classifying students who enroll in the district after having been reclassified at a previous school district. Once properly identified, the FEL students will be monitored by the ESL teacher and ELE coordinator for a period of four years. The newly drafted ELE Policy Manual outlines the new policy and procedure as follows:  Section XIII: Follow-Up Support  Tri-County Regional Vocational School District will actively monitor students who have exited the ELE program for four years and provide language support to those students if needed. The four year monitoring period will commence from the date the student was reclassified, whether such reclassification occurred while at Tri-County or at a previous school.  The ESL teacher will utilize the WIDA CAN DO Progress Report and the Monitoring Academic Progress of FEL Students to monitor and assess progress. This may be done through a variety of methods including, but not limited to, communication with the content teachers, in-class observations, and meetings with parents/guardians about the student's academic performance and English language development.  After evaluating the available student data, if the school-based team determines there is sufficient evidence of a student's English language proficiency and the ability to perform ordinary classroom work in English without significant instructional support, the team will remove the student's EL classification and change the student’s language proficiency status in the next SIMS district report. The district will remove the student's coding as LEP on the SIMS report to the Department of Elementary of Secondary Education. Typically, this decision will be made before the start of the following school year, in time for the October SIMS data collection; notify the parent/guardian of the change in the students classification; update all school/district records; and design and implement a process for routinely monitoring the students' academic progress for two years.  The district will design a monitoring process that is based on the student's specific and unique learning needs. Such monitoring processes may include: regular, structured meetings between the ESL teacher and the students' sheltered content instruction teachers to discuss the student's academic progress and progress in developing English language proficiency; regular analysis of student work using the WIDA CAN DO Descriptors Progress Report;  regular observations of student participation and performance; and / or conversations with parents about the student?s academic performance and English language development.  If a former EL student fails to make progress after being reclassified as an FEL student, the ELL Coordinator will consult with a team including the guidance counselor, academic and vocational, and the student's special education consultant if the EL student receives special education services. This team will determine whether the student's failure to make progress is due to linguistic proficiency and, if so, the student will be reclassified as an English Learner and re-coded as such in the SIMS data collection database. | | |
| **Description of Internal Monitoring Procedures:**  The ELE coordinator will report to the principal to ensure that district policy is in compliance foe FEL monitoring. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 13 Follow-up Support | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 04/06/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district should note that students who were reclassified as FELs have already demonstrated English proficiency skills and they do not need a WIDA CAN DO Progress Report and EL classification of these students should have already been removed. Please revise the text above before it is published in the ELE Policy Manual. Please do not hesitate to contact Sibel Hughes at (781) 338 3569 for technical assistance. | | |
| **Department Order of Corrective Action:**  Please see below. | | |
| **Required Elements of Progress Report(s):**  1- Please submit the revised ELE Policy Manual document.  2- Submit any evidence showing that the district started to monitor students who have been reclassified as FELs.  3- Provide training to all ELE staff to ensure that they are all knowledgeable about the process and submit the training materials, sign-in sheets and agendas by the progress report due date. | | |
| **Progress Report Due Date(s):**  06/28/2018 | | |

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

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| **Criterion & Topic:**  ELE 14 Licensure Requirements | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and the relevant sheltered English immersion (SEI) endorsement data indicated that most core academic teachers assigned to provide sheltered English instruction to ELs hold the SEI Teacher Endorsement, but some do not. | | |
| **Description of Corrective Action:**  Tri-County agrees that some of its core academic teachers have not yet earned the Sheltered English Immersion endorsement . | | |
| **Title/Role(s) of Responsible Persons:**  Academic Coordinator; Director of Special Education | | **Expected Date of Completion:**  01/31/2019 |
| **Evidence of Completion of the Corrective Action:**  Tri-County's Academic Coordinator and Special Education Director are making every effort to encourage their respective faculty to complete coursework to earn the SEI endorsement. An updated listing will be reviewed at the start and end of each school year determine which teachers continue to need the endorsement so their respective administrator can make them aware of opportunities. The newly drafted ELE Policy Manual outlines district policy toward corrective action:  Section XIV: Licensure Requirements  Tri-County Regional Vocational School District has one licensed ESL teacher working in the role of coordinating English Learner Education services, including administration of the WIDA Screener and WIDA ACCESS 2.0 testing. This licensed ESL teacher also provides direct ESL instruction to EL students through push-in and pull-out services as well as consulting with EL students' general education and vocational teachers.  Tri-County Regional Vocational School District makes every effort to place EL students in classes with core academic teachers who have earned the Sheltered English Immersion (SEI) endorsement. Teachers who have not yet earned the endorsement are notified of upcoming classes for both the full endorsement course or the required 15 PDPs for license renewal. Additionally, the coordinator of ELE provides assistance and appropriate materials to support SEI coursework or study materials for teachers wishing to earn the endorsement through alternative means.  Tri-County Regional Vocational School District has taken measures to ensure that any administrator who supervises or evaluates teachers of ELs has obtained the SEI Administrator endorsement or will do so within twelve months of assuming such position.  The Academic Coordinator and Director of Special Education oversee licensure of their respective faculty as it relates to earning the SEI endorsement. | | |
| **Description of Internal Monitoring Procedures:**  The Office of the Superintendent will continue to maintain an updated listing of core academic teachers with and without the Sheltered English Immersion endorsement and offer ongoing support to faculty needing to earn the SEI endorsement. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 14 Licensure Requirements | **Corrective Action Plan Status:** Approved  **Status Date:** 04/06/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  1- By June 28, 2018, 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- By June 28, 2018, please submit the district's plan to ensure that ELs are assigned only to core academic teachers who hold the SEI endorsement.  3- By June 28, 2018, 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- By September 14, 2018, 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):**  06/28/2018  10/14/2018 | | |

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

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| **Criterion & Topic:**  ELE 17 Program Evaluation | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  The school district does not have a comprehensive process to evaluate the effectiveness of its ELE programming in developing students' English language skills and increasing their ability to participate meaningfully in the district's educational program. | | |
| **Description of Corrective Action:**  Tri-County agrees that there is not a comprehensive process in place to evaluate the effectiveness of our ELE programming at this time. | | |
| **Title/Role(s) of Responsible Persons:**  Principal, ELE Coordinator, ESL Teacher | | **Expected Date of Completion:**  01/31/2019 |
| **Evidence of Completion of the Corrective Action:**  With the support of DESE and an internal review team, Tri-County will first establish an ELE program as referenced in Criterion ELE 5. Once a program has been established, guidance on comprehensive review of such program will take place as follows:  Section XVII: Program Evaluation  Tri-County Regional Vocational School District assesses the progress of its EL students through the annual administration of the WIDA ACCESS 2.0, local and district determined assessments, observation, progress reports, MCAS data, and other relevant assessments.  Tri-County will undertake an internal evaluation of services provided toward EL students English language development annually to assess the effectiveness of our offerings. When such evaluation and data suggest that the EL program is not effective in promoting student growth in English language development, Tri-County Regional School District take steps to make program adjustments relative to the findings of the program evaluation. | | |
| **Description of Internal Monitoring Procedures:**  The principal will be responsible for ensuring that a team including the principal, ELE coordinator and ESL teacher monitor the effectiveness of the program by analyzing EL student growth utilizing all assessments referenced. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 17 Program Evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 04/06/2018  **Correction Status:** Corrected | |
| **Basis for Decision:**  Considering that the district does not have an ELE program and is working towards developing one, the Department is changing the correction status for this criterion to "Corrected". The district is expected to implement its ELE program for a reasonable time and then to evaluate the outcomes in order to improve the efficiency of the program in promoting student growth in English language development. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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

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| **Criterion & Topic:**  ELE 18 Records of ELs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the district does not consistently keep all required documentation in students' EL records. | | |
| **Description of Corrective Action:**  Tri-County agrees that EL student folders have not been consistently maintained to keep all required documentation. | | |
| **Title/Role(s) of Responsible Persons:**  ELE coordinator/ESL Teacher | | **Expected Date of Completion:**  01/31/2019 |
| **Evidence of Completion of the Corrective Action:**  During the 2017-2018 school year, in an effort to be compliant with this criterion, all DESE recommended forms have been downloaded and adapted with Tri-County identifiers and school year information. Beginning with the 2018-2019 school year, a licensed ESL teacher will maintain all required documentation. As per the newly drafted ELE Policy Manual:  Section XVII: Records of EL Students  Tri-County Regional Vocational School District maintains records of all English Learners in the Student Services Office. Each student's labeled and color coded EL folder is stored within their cumulative folder in the office of their school counselor, where they are maintained by the ELE coordinator who has access to at all times. Records contained within the students EL folder include:  Program folder checklist  Student schedule  Initial home language survey  Documentation of waivers or opt-out requests  Documentation of opt-out student progress monitoring  Individual EL Learning Plan  Results of annual WIDA ACCESS 2.0 testing  MCAS results  Annual parent notification of ELE placement  Progress reports and ELD report cards  Previous school EL records  Copies of parent/guardian correspondence regarding ELE  Copies of translated documents and other relevant materials | | |
| **Description of Internal Monitoring Procedures:**  The ELE coordinator will review all EL students' EL files quarterly to ensure that all required documentation has been maintained. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 18 Records of ELs | **Corrective Action Plan Status:** Approved  **Status Date:** 04/06/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  1- Please provide information regarding the training opportunities provided to the staff involved in record keeping process to keep them informed about the revised policy and procedures. Please include meeting dates, minutes and sign-in sheets.  2- Conduct an internal audit of EL records using the ELE Folder Checklist available on DESE website and submit a narrative with findings of the audit and corrective actions if there is any. | | |
| **Progress Report Due Date(s):**  06/28/2018 | | |