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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: Brookline

CPR Onsite Year: 2013-2014

Program Area: Special Education

All corrective action must be fully implemented and all noncompliance corrected as soon as possible and no later than one year from the issuance of the Coordinated Program Review Final Report dated 09/06/2014.

**Mandatory One-Year Compliance Date:** **09/06/2015**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 35 | Assistive technology: specialized materials and equipment | Partially Implemented |
| SE 36 | IEP implementation, accountability and financial responsibility | Partially Implemented |
| SE 56 | Special education programs and services are evaluated | Partially Implemented |
| CR 7 | Information to be translated into languages other than English | Partially Implemented |
| CR 9 | Hiring and employment practices of prospective employers of students | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| 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 25 | Institutional self-evaluation | Partially Implemented |

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

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| **Criterion & Topic:** SE 35 Assistive technology: specialized materials and equipment | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Observations of classrooms, staff interviews and parent surveys confirmed that the district, with the exception of the Heath School, does not consistently provide the specialized equipment and assistive technology specified in students' IEPs. Specifically, students cannot access reading programs that require the use of a computer because many of the desktop computers in the schools do not work and consistently freeze. Interviews also indicated that students in the adaptive learning center classrooms, which provide a range of services for students with mild to moderate disabilities, cannot access computers and educational software pursuant to their IEPs because touch screens or switch access to computers are not always available. |
| **Description of Corrective Action:** Computers:  All computers in the district are within a five-year lifecycle with an up to date operating system (10.7+) and sufficient RAM (2 gb+) capable of running modern software. (Summer 2014) The district supports both Apple and PC based platforms. All student IEP technology related needs are determined in consult with our contracted Assistive Technology Specialist and hardware and software are purchased to support these needs. (Ongoing)K-8 Special Education Directors, in consult with the Director of Educational Technology and Libraries, are reviewing all specialty needs within LCs and programs. (Fall 2014)The district has contracted with an assistive technology specialist who assists, trials, determinations, implementing and training on specialty tools.  School-Based Educational Technology Specialists (ETS) work with all school staff to provide just-in-time learning. |
| **Title/Role(s) of Responsible Persons:**Dr. Karen Shmukler, Asst. Supt. for Student Services.Mr. Scott Moore, Director of Educational Tech. | **Expected Date of Completion:**06/30/2015 |
| **Evidence of Completion of the Corrective Action:**104 Chrome books are being distributed across the Upper Learning Centers to provide additional access for students in those learning centers. (Fall 2014) Adaptive Learning Center (ALC): ALC team at Lincoln met with the K-8 Director, Director of Ed Tech and Libraries, and Help Desk Manager to discuss needs. (Sept 2014) Identified areas included: Mounted Interactive Projection in ALC spaces Touch screens for computers Additional Desktops  Laptop PC for programming AAC devices Access to an additional copy of BoardmakerAs of September 2014, ALC reports now having switches.Director of Special Education, Direct of Ed Tech and Libraries, Help Desk Manager, and Consulting Assistive Technology Specialist have met to discuss and design ongoing solutions and enhancements for the program. (October 2014) Software:  The district has purchased Lexia site licenses for each building. (Summer 2014) The district maintains Read Naturally licenses for students (Summer 2014) The district maintains Solo Suite 6+ site licenses for all schools.  The district utilizes Bookshare and Learning Ally accounts for qualifying students.  All Macintosh desktops are capable of the latest accessibility features (10.7+) (Summer 2014) All school computers have same basic software installed. Additional specialty software is provided to meet program needs and/or individual student IEPs. (Ongoing) Support: All schools are supported by a district help desk. A new trouble ticket system is being implemented in Fall 2014. Support requests can be created via online, email or phone. |
| **Description of Internal Monitoring Procedures:** The needs of all learning centers and special programs are directly overseen by one of two K-8 Directors of Special Education. Each director, working in consult/collaboration with the Director of Educational Technology and Libraries and the Help Desk Manager, and the assistive technology specialist ensure that all staff and programs have what they need to support students and ensure IEP compliance.All special education staff will be instructed on how to submit an online support request (Fall 2014). Help Desk Manager will monitor all support requests and ensure timely resolution of all issues. (Ongoing)Help Desk Manager will do a mid-year check-in with Special Education Directors, LCs and programs to make sure that all technology is operating smoothly.The assistive technology consultant, working with team facilitators, monitors and reviews the technology needs of all students IEPs. (Ongoing) |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 35 Assistive technology: specialized materials and equipment | **Corrective Action Plan Status:** Approved **Status Date**: 10/21/2014 |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By December 19, 2014, BPS will submit purchase orders for the assistive technologies purchased for the Adaptive Learning Center and Upper Learning Center classrooms.By March 20, 2015, following the district's additional assistive technology computer and software purchases, the district will conduct an internal review of IEPs in all schools with the exception of the Heath School. Select a sample of IEPs that identify assistive technology needs and computer supported reading programs. Survey the staff to ensure that BPS consistently provides the specialized equipment and assistive technology specified in students' IEPs. Report the number of IEPs reviewed, the number in compliance, for any IEPs not in compliance, indicate the root cause and the corrective action to be taken to remedy the non-compliance. \*Please note that when 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 record review; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature(s). |
| **Progress Report Due Date(s):** 12/19/201403/20/2015 |

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| **Criterion & Topic:** SE 36 IEP implementation, accountability and financial responsibility | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** See SE 35. |
| **Description of Corrective Action:** Please see SE35 |
| **Title/Role(s) of Responsible Persons:**Dr. Karen Shmukler | **Expected Date of Completion:**06/30/2015 |
| **Evidence of Completion of the Corrective Action:**Please see SE35 |
| **Description of Internal Monitoring Procedures:** Please see SE35 |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 36 IEP implementation, accountability and financial responsibility | **Corrective Action Plan Status:** Approved **Status Date**: 10/21/2014 |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** See SE 35. |
| **Progress Report Due Date(s):** 12/19/201403/20/2015 |

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

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| **Criterion & Topic:** SE 56 Special education programs and services are evaluated | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documentation and interviews indicated that the district does not regularly evaluate its special education programs and services. |
| **Description of Corrective Action:** While the district did not have the program evaluations in a digital format readily available in the spring of 2014 to submit, the district does and continues to evaluate its programs. (See uploads). |
| **Title/Role(s) of Responsible Persons:**Dr. Karen Shmukler, Asst. Super.Ms. Amy Martin, Dir. of Program Review and Grants | **Expected Date of Completion:**06/30/2015 |
| **Evidence of Completion of the Corrective Action:**Attached are examples of four different program evaluations completed from 2012 to 2014. 2014-2015 program evaluations currently include the Adaptive Learning Center at the Lincoln School. By the spring of 2015, the district will have developed and published a Request for Proposal for an independent systemic special education evaluation. The evaluation will begin in September 2015. |
| **Description of Internal Monitoring Procedures:** Special Education Department Program Review will be completed every 3 years.Discrete program evaluations will be done on a rotating basis every 3 years. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 56 Special education programs and services are evaluated | **Corrective Action Plan Status:** Approved **Status Date**: 10/21/2014 |
| **Basis for Decision:**  |
| **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:** CR 7 Information to be translated into languages other than English | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documentation and staff interviews indicated that the district does not have important information and documents, such as handbooks and codes of conduct, translated into the high frequency languages of the district. In addition, the district does not have a system in place to identify those parents who are in need of translated documents or interpreters. The district's current home language survey does not specifically ask if parents require written information from the school in their native language. |
| **Description of Corrective Action:** - The Public Schools of Brookline has contracted with various translation companies including International Translation Company and University of Massachusetts at Amherst Translation Center to provide translation/interpreter services to the district. - Ms. Paulo has revised the district's Home Language Survey to include questions pertaining to the translation needs of parents/guardians. The revised Home Language Survey will become part of the registration process beginning in January 2015. - Ms. Paulo has collaborated with technology staff to include information about the translation needs of parents/guardians in the district's student management system. By November 1, 2014, district staff will be informed of the information available in the student management system. - Ms. Paulo will work with district staffs to identify important information and documents that need to be translated and plan to have those completed by June 1, 2015. |
| **Title/Role(s) of Responsible Persons:**Assistant/Deputy Superintendent Ms. Mindy Paulo, ELL Coordinator | **Expected Date of Completion:**06/30/2015 |
| **Evidence of Completion of the Corrective Action:**By February 1, 2015, the district's Home Language Survey will include questions that specifically ask if parents/guardians require written information in their native language.By June 1, 2015, all important school and district information and documents will be translated into high frequency languages.During the 14/15 school year, Ms Paolo will work with district leadership to ensure compliance in an ongoing manner. |
| **Description of Internal Monitoring Procedures:** District Standards Committee will convene and review all aspects of ELL programming, inclusive of the translation of district documents, each fall and spring. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 7 Information to be translated into languages other than English | **Corrective Action Plan Status:** Approved **Status Date**: 10/21/2014 |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By December 19, 2014, submit the following documents: 1) Copies of the revised and translated home language surveys that document and inform parents that information will be provided in their native language upon request; 2) Procedures that inform staff of the steps to take when a parent has identified the need for translations/interpreters; 3) List of important documents the district is currently working on translating; 4) Copies of handbooks and codes of conduct that have been translated thus far.By June 12, 2015, submit copies of translated student handbooks and codes of conduct. |
| **Progress Report Due Date(s):** 12/19/201406/12/2015 |

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| **Criterion & Topic:** CR 9 Hiring and employment practices of prospective employers of students | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documentation and interviews set forth that the district does not procure signed statements of assurance from prospective employers of students indicating that the employers do not discriminate in hiring or employment practices based on race, color, national origin, sex, gender identity, handicap, religion and sexual orientation. |
| **Description of Corrective Action:** Template letter established and shared with staffs who assist in employment opportunities. |
| **Title/Role(s) of Responsible Persons:**Deborah Holman, Headmaster | **Expected Date of Completion:**06/30/2015 |
| **Evidence of Completion of the Corrective Action:**Template letter, shared via email; at guidance meeting; at Dean's meeting; at Supervisor's meeting. |
| **Description of Internal Monitoring Procedures:** Headmaster, Guidance Coordinator will monitor and conduct yearly reminders. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 9 Hiring and employment practices of prospective employers of students | **Corrective Action Plan Status:** Partially Approved **Status Date**: 10/21/2014 |
| **Basis for Decision:** The district's Statement of Equal Employment Opportunity Compliance Status letter omits the protected category of color. |
| **Department Order of Corrective Action:**Revise to include the protected category of color and resubmit the Statement of Equal Employment Opportunity Compliance Status letter. |
| **Required Elements of Progress Report(s):** By December 19, 2014, submit the revised Statement of Equal Employment Opportunity Compliance Status letter and a sample of completed letters signed by prospective employers of students. |
| **Progress Report Due Date(s):** 12/19/2014 |

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| **Criterion & Topic:** CR 10A Student handbooks and codes of conduct | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documentation and interviews indicated that the district does not provide translated handbooks or codes of conduct when requested by parents whose primary language is not English. |
| **Description of Corrective Action:** - The Public Schools of Brookline has contracted with various translation companies including International Translation Company and University of Massachusetts at Amherst Translation Center to provide translation/interpreter services to the district. - Ms. Paulo has collected electronic versions of all school handbooks and will be sending them to a vendor to be translated. - Once complete, English and translated versions of the school handbooks and codes of conduct will be available to parents/guardians and students. |
| **Title/Role(s) of Responsible Persons:**Deputy/Assistant Superintendent Ms. Mindy Paulo, ELL Coordinator | **Expected Date of Completion:**06/30/2015 |
| **Evidence of Completion of the Corrective Action:**By February 1, 2015, all school handbooks, including codes of conduct, will be available in each school's high frequency language(s). |
| **Description of Internal Monitoring Procedures:** District Standard Committee will review progress and translation of district documents in the fall and spring. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved **Status Date**: 10/21/2014 |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** See CR 7. |
| **Progress Report Due Date(s):** 12/19/201406/12/2015 |

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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:** Review of documentation indicated that the district's template letter sent to students 16 or over leaving school without a high school diploma, certificate of attainment or certificate of completion does not state that the student and parent or guardian may meet with a representative of the district within ten days from the date the notice was sent. The letter also does not indicate that, at the request of the parent or guardian, the district may consent to an extension of the time for the meeting of not longer than 14 days.Review of documentation and interviews also indicated that the district does not send annual written notice by first class mail, to students who have left school without earning their competency determination and who have not transferred to another school, informing them of the availability of post-high school academic support programs and encouraging them to participate in those programs. |
| **Description of Corrective Action:** Template letters are compliant with all aspects of the regulatory frameworks as of September 2014 and are attached.Annual written notice is sent via first class mail to all students who have not earned their competency determination informing them of the availability of post-high school academic support programs and encouraging them to participate in those programs. |
| **Title/Role(s) of Responsible Persons:**Deborah Holman, Headmaster, Brookline High School | **Expected Date of Completion:**10/31/2014 |
| **Evidence of Completion of the Corrective Action:**Template letter contains all necessary timelines by September 2014. Annual written notice is sent to all students who have left school without earning their competency determination to inform them of post high school academic programs by October 2014. |
| **Description of Internal Monitoring Procedures:** The District Standards Committee will meet twice per year beginning in 2014-2015 to review all district standards for notification.Samples of high school letters from each quarter will be reviewed for compliance. |
| 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**: 10/21/2014 |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By December 19, 2014, conduct two internal reviews: First, report the number of students 16 or over who left school without a high school diploma, certificate of attainment or certificate of completion during this 2014-15 school year and report the number of those students who were provided written notice within ten days from the student's fifteenth consecutive unexcused absence. Second, conduct a review of former students who left school within the past two years and report the number of those students who were sent annual written notice by first class mail. If non-compliance is identified, report the root cause(s) of the ongoing non-compliance and a plan to remedy it. \*Please note that when 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 record review; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature(s). |
| **Progress Report Due Date(s):** 12/19/2014 |

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

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| **Criterion & Topic:** CR 25 Institutional self-evaluation | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documentation and interviews indicated that the district does not evaluate all aspects of its K-12 program annually to ensure that all students have equal access to all programs, including athletics and other extracurricular activities, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status. |
| **Description of Corrective Action:** The District Standards Committee will meet twice a year to review and evaluate all aspects of the district's programs to ensure all students have equal access to all programs including athletics and extracurricular activities. The District Standards Committee comprises of the Assistant Superintendent of Student Services, Elementary Lead Principal, the High School Headmaster, a High School Dean, Director of Guidance and Clinical Services, Coordinator of Student Affairs, Facilities Director, Coordinator of Transportation, Coordinator of Health Services, Director of Athletics, Parent Representative, Student Representative, and a Community Member Representative. |
| **Title/Role(s) of Responsible Persons:**Dr. Karen Shmukler Asst. SuperintendentMs. Christina Palmer Dir. of Guidance | **Expected Date of Completion:**05/31/2015 |
| **Evidence of Completion of the Corrective Action:**District Standards Committee meets twice annually, once in the fall and once in the spring. Minutes from the meetings and attendance logs will outline the evaluative work of the committee as well as any necessary corrective actions. |
| **Description of Internal Monitoring Procedures:** Live audits will be done quarterly across the district by the Director of Guidance and Clinical Services and Coordinator of Student Affairs and prior to each District Standards Committee meeting. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved **Status Date**: 10/21/2014 |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By December 19, 2014, submit the results of the district's fall institutional self-evaluation and, if applicable, the necessary corrective actions conducted by the District Standards Committee. |
| **Progress Report Due Date(s):** 12/19/2014 |

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| **MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION****COORDINATED PROGRAM REVIEW** |

District: BROOKLINE PUBLIC SCHOOLS

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Mindy A. Paulo, ELL Program Coordinator

CAP Form will expand to as many lines as necessary. Before completing and emailing to pqacap@doe.mass.edu, please see separate *Instructions for Completing Corrective Action Plans.*

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 to the school or district.

**Mandatory One-Year Compliance Date: December 1, 2015**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 3 Initial Identification | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Student records and interviews confirmed that the district is not assessing the level of English proficiency in reading, writing, speaking and listening for all students who identify a first language other than English on the home language survey.* |
| **Narrative Description of Corrective Action:** 1.The district will revise its *Home Language Survey* so that it includes a question asking to identify a student’s first language. 2. The ELL Coordinator will train staff in the Office of Student Affairs who will be registering new students. 3. All students who identify a first language other than or in addition to English on the *Home Language Survey* will be entered into a database and referred to the ELL Office by the Office of Student Affairs for an initial English language assessment. 4. All students who are referred to the ELL Office for this reason will be assessed by a trained test administrator using the MODEL or W-APT. 5. The assessment results will be recorded and filed in the ELL Office and the student’s permanent record.  |
| **Title/Role of Person(s) Responsible for Implementation:** Mindy A. Paulo, ELL Program Coordinator and Michelle Stanfield-Adams, Director of Student Affairs  | **Expected Date of Completion for Each Corrective Action Activity:** October 1, 2015 |
| **Evidence of Completion of the Corrective Action:** revised *Home Language Survey*,training agenda, database of new student registrations including students whose first language is not English, assessment paperwork |
| **Description of Internal Monitoring Procedures:** The ELL Coordinator and Director of Student Affairs will collaborate regularly to ensure the above process is being followed. We will also do a periodic review of registration procedures, assessment procedures, assessment paperwork, and students’ files to be sure that all students whose first language is not English are assessed in reading, writing, listening, and speaking.  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 3 Initial Identification | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** Not Applicable |
| **Department Order of Corrective Action:** Not Applicable |
| **Required Elements of Progress Report(s):** By **February 27, 2015,** submit the district’s revised*Home Language Survey* that identifies students’ first language, along with documentation of training for office staff involved in the registration of students. This documentation should include but is not limited to agendas, signed attendance sheets, and other relevant training materials.By **May 29, 2015,** following staff training and implementation of all corrective actions conducted an internal review of the district’s ELL student data base and report the number of students newly registered, the number of students whose home language survey evidences that English is not their first language, the number of students who were administered the MODEL or W-APT. 5. For all records not in compliance with this criterion, report the actions taken to correct each student record, determine and report the root cause(s) of the noncompliance 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, their role(s) and signature(s).**  |
| **Progress Report Due Date(s): February 27, 2015, May 29, 2015** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 5 Program Structure and Placement | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Interviews and a review of district documentation indicated that the current hours of ESL instruction provided to ELL students at Level 1 and 2 in the district’s elementary schools are not consistent with the Department guidelines. Please, see the “Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners August 2013” as found on* [*http://www.doe.mass.edu/ell/guidance\_laws.html*](http://www.doe.mass.edu/ell/guidance_laws.html)*.* |
| **Narrative Description of Corrective Action:** 1. The ELL Coordinator will collect the current ESL schedules for all LEP students in the ELL Program 2. After reviewing this data, the ELL Coordinator will make staffing recommendations to the Superintendent that would allow ESL teachers to provide hours of ESL instruction consistent with Department guidelines. The recommendations will include the addition of ESL staffing over 3 years. Each year the district will move closer towards compliance.  |
| **Title/Role of Person(s) Responsible for Implementation:** Mindy A. Paulo, ELL Program Coordinator | **Expected Date of Completion for Each Corrective Action Activity:** 2015-2018 |
| **Evidence of Completion of the Corrective Action:** summary of staffing increases each year,LEP student schedules indicating each student’s level of English proficiency and hours of ESL instruction  |
| **Description of Internal Monitoring Procedures:** The ELL Coordinator will routinely collect LEP students’ schedules and levels of English proficiency to ensure progress towards compliance. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 5 Program Structure and Placement | **Status of Corrective Action:** [ ]  Approved [x]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** 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 to the school or district.  |
| **Department Order of Corrective Action:** Please provide a detailed plan that shows that the district is providing sufficient ESL instruction to all ELL students during the 2014-2015 school year based on the Department's Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners found at <http://www.doe.mass.edu/ell/TransitionalGuidance.pdf>  |
| **Required Elements of Progress Report(s):** 1- Please complete district information in the attached spreadsheet labeled ELL List by school for each ELL student in the district. 2- Provide a copy of the 2014-15 ESL teacher schedules for all grade levels district wide.All schedules should include the following for each block of time: * + Names of the ELL students
	+ Grade level for each student;
	+ English proficiency level for each student
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| **Progress Report Due Date(s): February 27, 2015, May 29, 2015** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 10 Parental Notification | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Student records and interviews indicated that the district does not provide progress reports and report cards that have been written in a language understandable to the parent/guardian.* |
| **Narrative Description of Corrective Action:** 1. The ELL Coordinator will collect all progress reports and report cards that need to be translated, K-12. 2. The ELL Coordinator will identify the district’s major languages and translators to provide services in those languages. 3. The district will contract with translators to complete this assignment. 4. All translated progress reports and report cards will be made available to district staff for them to use. 5. The ELL Coordinator will develop a process for staff to request translation of these documents if a language is not available (i.e. not one of the district’s major languages). 6. The ELL Coordinator will develop and disseminate a survey that asks parents/guardians if they have received translated progress reports and report cards. 7. The data from this survey will be shared with central administration and school administration to make adjustments to our practices as needed.  |
| **Title/Role of Person(s) Responsible for Implementation:** Mindy A. Paulo, ELL Program Coordinator | **Expected Date of Completion for Each Corrective Action Activity:** September 1, 2015 |
| **Evidence of Completion of the Corrective Action:** translated progress reports and report cards in the district’s major languages; responses from parent/guardian surveys  |
| **Description of Internal Monitoring Procedures:** The ELL Coordinator will communicate with the Office of Teaching and Learning to be sure that translated progress reports and report cards are updated annually. The ELL Coordinator will also provide communication to district staff throughout the school year reminding them to use available translated progress reports and report cards when necessary. The ELL Coordinator will randomly survey parents/guardians to be sure they are receiving progress reports and Report cards in a language they understand.  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 10 Parental Notification | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** Not Applicable |
| **Department Order of Corrective Action:** Not Applicable |
| **Required Elements of Progress Report(s):** **By February 27, 2015,** submit a description of the new procedures to procure translated progress reports for low-incidence languages, along with documentation of training for administrators and relevant staff has on these procedures. This documentation should include but is not limited to agendas, signed attendance sheets, and other relevant training materials.By **February 27, 2015**, Submit a list of parents who have requested translations of documents.By **May 29, 2015**, following training and implementation of all corrective actions conduct an internal review of records and report the following: the number of parents who requested translated documents, the number of those student records that evidenced translated progress reports and report cards have been translated in their native language. If noon compliance is identified, report the specific actions taken to bring each record into compliance, determine and report the root cause(s) of the noncompliance and provide the district's plan to remedy it.**\*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request a) List of student names and grade levels for the records reviewed; b) Date of the review;** **c) Name of person(s) who conducted the review, their role(s) and signature(s).**  |
| **Progress Report Due Date(s): February 27, 2015, May 29, 2015** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 14 Licensure Requirements | **Rating:** Partially Implemented |
| **Department CPR Finding:** *District documentation indicated that not all district ESL teachers that provide students with ESL instruction hold an appropriate license or current waiver issued by the Massachusetts Department of Elementary and Secondary Education.* |
| **Narrative Description of Corrective Action:** 1. The Assistant Superintendent for Human Resources will send a letter to each ESL teacher who does not hold an appropriate license informing them of the license required for continued employment as an ESL teacher in the district. 2. The district will prepare to hire licensed ESL teachers if the incumbent teachers aren’t able to obtain appropriate licensure before July 1, 2015.  |
| **Title/Role of Person(s) Responsible for Implementation:** Dr. Angela F. Allen, Assistant Superintendent for Human Resources | **Expected Date of Completion for Each Corrective Action Activity:** July 1, 2015 |
| **Evidence of Completion of the Corrective Action:** letters sent to staff, teachers’ licenses  |
| **Description of Internal Monitoring Procedures:** Throughout the remainder of the 2014-2015 school year, the Assistant Superintendent for Human Resources will regularly check the status of ESL teachers’ licenses to be sure each holds the appropriate license by July 1, 2015.  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 14 Licensure Requirements | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** N/A |
| **Department Order of Corrective Action:** N/A |
| **Required Elements of Progress Report(s):** Provide evidence of the licensure of all current ELL teachers (or any other staff person providing ESL instruction to ELLs) or a report of the program director’s monitoring of the teachers’ progress toward certification throughout the 2014-2015 school year until licensure is secured, a copy of any job posting and application information that may remain on file in the event the currently uncertified teacher(s) fails to acquire proper certification by Summer 2015. |
| **Progress Report Due Date(s): February 27, 2015, May 29, 2015** |