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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: Hadley

CPR Onsite Year: 2014-2015

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 09/01/2015.

**Mandatory One-Year Compliance Date:** **09/01/2016**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 8 | IEP Team composition and attendance | Partially Implemented |
| CR 9 | Hiring and employment practices of prospective employers of students | Not 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 18 | Responsibilities of the school principal | 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 8 IEP Team composition and attendance | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Record review and interviews indicate that all required persons are in attendance at each Team meeting; however, the district is not documenting in writing a parent's agreement to excuse additional Team members that are invited to a Team meeting, but do not attend, and who's participation is not necessary because the member´s area of the curriculum or related services is not being modified or discussed. | | |
| **Description of Corrective Action:**  The district has determined that the root cause of the non-compliance was a misunderstanding by special education liaisons on the need for a separate signature from parent excusing non-attending members of the IEP team. The assumption was that a check on the attendance sheet under the "Excused" column next to team member names was adequate to record the excusal. At district request, an excusal form to use at each IEP meeting has been generated by the IEP software program the district subscribes to. This form will distributed to all special education liaisons and be made available in each conference room in the two district schools by 9/11/15. All special education staff will be trained in its use in a training for special education staff during an in-service day of training on 10/9/15. Monitoring will occur through review of IEP meeting attendance sheets and accompanying excusal forms as they are submitted to the Office of Student Services for review by the Special Education Administrator. | | |
| **Title/Role(s) of Responsible Persons:**  Patricia Bell, Director of Student Services | | **Expected Date of Completion:**  10/09/2015 |
| **Evidence of Completion of the Corrective Action:**  The District will provide a sample of the form for excusal of team members, agenda and signature page from training on 10/9/15. Checklist of compliance for reviewed IEP documents will provide evidence on changed practice. | | |
| **Description of Internal Monitoring Procedures:**  Form will be monitored for use at each IEP meeting when submitted with attendance sheet and final draft IEPs for review and signature by the director of student services. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 8 IEP Team composition and attendance | **Corrective Action Plan Status:** Approved  **Status Date:** 10/23/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By November 23, 2015, submit evidence of staff training on the use of the excusal form to document in writing a parent's agreement to excuse additional Team members that are invited to a Team meeting, but do not attend, and who's participation is not necessary because the member´s area of the curriculum or related services is not being modified or discussed, including agenda, signatures of staff in attendance and a copy of the excusal form.  By January 25, 2016, submit the results of an administrative review of a sample of records across all grade levels for students that had an IEP meeting after October 9, 2015, to ensure that any Team meetings in which all persons invited did not attend include an excusal form. Include the number of records reviewed, the number in compliance, and steps being taken to remedy continued non-compliance.  Please note when conducting administrative 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 role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  11/23/2015  01/25/2016 | | |

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| **Criterion & Topic:**  CR 9 Hiring and employment practices of prospective employers of students | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Document review and interviews indicate the district is not requiring employers of students participating in the district's work study program to sign a statement that the employer complies with applicable federal and state laws prohibiting discrimination for all protected categories. | | |
| **Description of Corrective Action:**  The district has determined that the assurance letter from prospective employers of high school students has not been in place in the district for many years. New administration in the district discovered the omission in preparation for the current PQA audit. The head of guidance department at Hopkins Academy, Angie Cullinan, will mail civil rights assurance letter to each prospective employer of high school-aged students based on the work permits submitted by students. Follow-up of the returned certification form will occur if not returned within 30 days of initial request. Guidance Head, (sole member of the guidance dept) and her Administrative Assistant will receive training on the use of the Civil Rights Assurance Letter on 10/2/15 with the Assistant Superintendent of Student Services. | | |
| **Title/Role(s) of Responsible Persons:**  Patricia Bell, Asst Supt for Student Services Angie Cullinan, Guidance Department Chair | | **Expected Date of Completion:**  10/30/2015 |
| **Evidence of Completion of the Corrective Action:**  Agenda and signature page from training will be submitted as evidence of compliance. Signed copies of civil rights compliance letters from employers of students will be kept on file in guidance department. | | |
| **Description of Internal Monitoring Procedures:**  The Director of Student Services or administrative support staff will follow-up by conducting bi-annual review of student work permit files for evidence of employer completion of the Civil Rights Compliance assurance form. | | |
| 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:** 10/23/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The requirement is not for the district to obtain a signed assurance of non-discrimination from employers of students based on work permits submitted by students. The requirement is to obtain a signed statement of non-discrimination from all prospective employers of students before they recruit in the district by participating in career days, work-study opportunities, apprenticeship training programs, cooperative work experiences, or posting jobs openings at the school. | | |
| **Department Order of Corrective Action:**  Revise the description of procedures to state the district will require potential employers of students to sign a statement of non-discrimination before posting job opportunities, participating in district-sponsored career days or cooperative work, work-study, and apprenticeship training programs. | | |
| **Required Elements of Progress Report(s):**  By November 23, 2015, submit a copy of the newly developed statement of assurance of non-discrimination based on race, color, national origin, sex, gender identity, handicap, religion and sexual orientation that all prospective employers recruiting students at the district will sign, and submit the agenda and signatures of staff members in attendance at the meeting to review these new procedures.  By January 25, 2016, submit a list of employers who have recruited students at career days sponsored by Hopkins Academy, or recruited students to participate in work-study, or apprenticeship training programs, and cooperative work experiences, or have posted jobs for students at Hopkins Academy. Submit a copy of the signed statement of non-discrimination signed by each potential employer. | | |
| **Progress Report Due Date(s):**  11/23/2015  01/25/2016 | | |

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| **Criterion & Topic:**  CR 10A Student handbooks and codes of conduct | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicates the district's code of conduct does not reference M.G.L. c. 76, s. 5, ensuring access for students of all required protected categories, and contains a non-discrimination policy that does not address all protected categories, specifically color and gender identity are not included. The district provided a procedure for the discipline of students with disabilities; however they did not provide a procedure for the discipline of students with a Section 504 Accommodation Plan. | | |
| **Description of Corrective Action:**  The district has determined that the language in current student handbooks, relevant to student code of conduct does not include the identity of all protected categories of persons. Additionally, a review of student handbooks at the secondary and elementary levels reveals inconsistent language on the application of discipline procedures for students with identified disabilities. The School committee, in collaboration with the district's legal counsel, superintendent of schools and the civil rights compliance officer, and building principals, will review these documents and related policy documents for correction over the course of the current school year. Initial review of documents will occur in November policy subcommittee. First Read will occur in the December full committee. Second Read and approval will occur by the March full committee meeting. Changes to the student handbooks will be approved by School committee occur by July 30, 2016. | | |
| **Title/Role(s) of Responsible Persons:**  Annie McKenzie, Superintendent; Brian Beck, Jeff Udall, Building Principals; School Committee | | **Expected Date of Completion:**  07/25/2016 |
| **Evidence of Completion of the Corrective Action:**  Evidence of this process will include meeting schedule for the policy subcommittee meetings with agendas; agendas from school committee meetings for first and subsequent readings and final approval; minutes from meeting where approval of new student occurred; student codes of conduct sections from elementary and secondary building student handbooks. | | |
| **Description of Internal Monitoring Procedures:**  Policy sub-committee meets on a regular schedule to review and update policies to comply with any regulation changes. Review of student handbooks occurs annually. The district's legal counsel reviews the current handbooks for accuracy and compliance and makes recommended changes. The building principals make any additional changes in June. The school committee reviews and approves the handbook in committee either in July at the monthly SC meeting. Reproduction and distribution occurs in August 2016. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 10/23/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The Department approves the district's plan to have the school committee review and approve district policy and make necessary changes to the student handbook. However, the district may not wait for the completion of the committee review process to notify students, parents, and staff that, consistent with M.G.L. c. 76, s. 5, the district does not tolerate harassment or discrimination based on race, color, national origin, sex, gender identity, religion, or sexual orientation. | | |
| **Department Order of Corrective Action:**  The district must immediately notify students, parents, and staff that, consistent with M.G.L. c. 76, s. 5, the district does not tolerate harassment or discrimination based on race, color, national origin, sex, gender identity, religion, or sexual orientation. | | |
| **Required Elements of Progress Report(s):**  By November 23, 2015, submit evidence that the district has notified all students, parents, and staff that consistent with M.G.L. c. 76, s. 5, the district does not tolerate harassment or discrimination based on race, color, national origin, sex, gender, identity, religion, or sexual orientation. This evidence may include a link to the district's website where this revised statement is published, the text of an all-call announcements, and/or copy of district-wide publications that include this statement that includes all required categories.  By January 25, 2016, submit school policy subcommittee agendas that indicate the review of district non-discrimination policy to include all protected categories, a draft of the proposed policy revisions to include the discipline of students with a Section 504 Accommodation Plan, and school committee agendas of the First Read of the revised policy.  By July 29, 2016, submit the school committee agenda of the Second Read and Approval of the non-tolerance for harassment and discrimination policy that references M.G.L. c. 76, s. 5, and a copy of the revised policy on discipline of students with a 504 Accommodation Plan that will be published in the 2016-2017 elementary code of conduct and secondary student handbooks. | | |
| **Progress Report Due Date(s):**  11/23/2015  01/25/2016  07/29/2016 | | |

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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:**  Document review indicates the letter sent to students age 16 or older who have had fifteen consecutive unexcused absences is not mailed within required timelines, and there is no indication that the letter is sent to parents or that it contains information about timelines for scheduling a meeting to discuss leaving school. | | |
| **Description of Corrective Action:**  The district has determined that the current letter to students aged 16 or older who have accumulated 15 consecutive unexcused absences has not been sent out within ten days of the student's fifteenth day of absence. Upon review, the district's letter does not contain all the required elements nor is it sent to the student for at least two years after dropping out. The current letter needs to be updated to reflect regulatory language and the district's recently adopted attendance policy. District legal counsel will review the current letter and draft a letter to meet these criteria by November 15, 2015. The up-dated version of the letter will be implemented after training in its use on 10/9/15 The principal, guidance department members and Director of Student Services will receive training in the regulations pertaining to this letter on 10/9/15. The district will begin use of compliant letter by November 31, 2015. | | |
| **Title/Role(s) of Responsible Persons:**  High School Principal, Brian Beck; Guidance Counselor, Angie Cullinan | | **Expected Date of Completion:**  11/30/2015 |
| **Evidence of Completion of the Corrective Action:**  District will provide sample of revised letter to be sent to students after 15 days of consecutive absence. District will provide agenda and sign-in sheet from training in compliance with the regulation on 10/9/15. | | |
| **Description of Internal Monitoring Procedures:**  Principal and Guidance department head will maintain a master list of names of students receiving notification after reaching the 15 days of consecutive absence and a record of the annual notification of their rights after dropping out for two years. The director of student services will review student files from that list for evidence of the letters yearly. | | |
| 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:** Submitted  **Status Date:** 10/23/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  District procedures must adhere to current policy effective July 14, 2014, regarding required district activities when a student age 16 or older has 10 consecutive days of absence. Notice must be sent to students age 16 or older that have 10 consecutive absences, and their parents.  The letter sent when a student age 16 or older has 10 consecutive days of absence cannot also be used as the required annual letter sent to students for two years after they leave the district without having achieved a high school diploma, certificate of attainment, or certificate of completion. Two separate letters must be developed for the two different circumstances. | | |
| **Department Order of Corrective Action:**  When developing the district's letter to students age 16 or older that have accumulated 10 days of absence, and their parents, please see current requirements for CR 16 as detailed on page 25-26 of the 2015-2016 Civil Rights CPR Review Instrument, which can be found at: http://www.doe.mass.edu/pqa/review/. | | |
| **Required Elements of Progress Report(s):**  By November 23, 2015, submit a template of the letter that will be sent to students age 16 or older who have 10 consecutive absences, and their parents, that meets all requirements.  By January 25, 2016, submit an agenda, revised procedures, and signatures of staff in attendance at the training on procedures when a student age 16 or older has 10 consecutive absences.  By July 29, 2016, submit a list of students age 16 or above with 10 or more consecutive absences in SY 2015-2016, the date each reached 10 absences, and a copy of the notification letter that was sent to each student and parent. | | |
| **Progress Report Due Date(s):**  11/23/2015  01/25/2016  07/29/2016 | | |

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| **Criterion & Topic:**  CR 18 Responsibilities of the school principal | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Record review and interviews indicate the district has not documented the use of instructional accommodations, interventions, and support services provided to a student for the Team to use when determining the student's eligibility for special education. Document review and interviews indicate the district is in the process of instituting a system of tiered instruction.  Document review and interviews indicate the district curriculum accommodation plan (DCAP), has not been reviewed or updated since 2008. The principals interviewed are aware of the need to develop a DCAP that reflects current instructional supports and services available to assist regular classroom teachers with resources to analyze and accommodate diverse learning styles of all students in the regular classroom and to provide appropriate services and supports within the general education program, including direct and systematic instruction in reading, the provision of services to address the needs of children whose behavior interferes with learning, provisions encouraging teacher mentoring and collaboration, and parental involvement. | | |
| **Description of Corrective Action:**  The district determined that the root cause of non-compliance was due to failure of staff or administration to utilize the document for its stated purpose, a general education program to ensure that all efforts have been made to meet the needs of diverse learners in the general education program. The district has not reviewed nor up-dated the accommodation plan since 2008. Recent administrative changes have discovered the ineffectiveness of the current document through a survey of educators in the 2014-15 school year. The district will review the document with administrative staff on 9/16/15. Local school councils will meet monthly at the secondary level beginning on 10/7/15, at bi-monthly at the elementary level. These councils, consisting of parents, student representative, teachers and administrators will review the content of the document with the target completion date of January 1, 2016. The revised document will be presented to the School Committee for approval at the January meeting date of 1/25/16. The approved document will be distributed to staff in February, 2016. Training in the use of the district accommodation document will take place at staff meetings on March 7, secondary level, and March 8, 2016, at the elementary level. | | |
| **Title/Role(s) of Responsible Persons:**  Principals Brian Beck, Jeff Udall; Local School Councils (LSC); Director of Student Services | | **Expected Date of Completion:**  03/15/2016 |
| **Evidence of Completion of the Corrective Action:**  The district will supply copy of LSC meeting dates and agenda. The district will supply a copy of school committee agenda for the meeting where the document is approved. The district will supply a copy of the approved document. The district will supply a copy of staff meeting agenda and sign-in sheets for staff training sessions. | | |
| **Description of Internal Monitoring Procedures:**  The Student Services team at each building will be monitored by building principals and director of student services for use of the District accommodation plan when planning student interventions. This evidence will be drawn from student services meeting notes. Annually, the LSC will review the district accommodation plan for any necessary updates. A record of the dates of review will be submitted to the Director of Student Services and the Superintendent for the purpose of maintaining and recording compliance. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 18 Responsibilities of the school principal | **Corrective Action Plan Status:** Approved  **Status Date:** 10/23/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 25, 2016, submit agendas from local school council meetings that include review of revised content of the DCAP.  By July 29, 2016, submit a copy of the revised DCAP, the agenda from the school committee meeting where the DCAP is approved, and the agenda and signatures of staff in attendance at the district training on use of the revised DCAP. | | |
| **Progress Report Due Date(s):**  01/25/2016  07/29/2016 | | |

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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:**  Documentation review indicates the district reviewed the results of a parent survey on district governance, curriculum, instruction, student needs, and family engagement that was not designed to solicit information about student access to all educational programs and 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 has determined that, although a thorough parent survey was distributed in the district, there were not questions that could be used to gauge if all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. It makes such changes as are indicated by the evaluation. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent of Schools, Annie McKenzie; School Committee | | **Expected Date of Completion:**  07/30/2016 |
| **Evidence of Completion of the Corrective Action:**  The District will determine a schedule of student surveys to be distributed by 04/30/2016. Survey items will include questions specifically related to students' experiences in Hadley Public Schools. Parents will be queried about student access to all academic programs, including extracurricular activities. Parents will have opportunity to identify if and when their students may have experienced any limitations of access to these schools functions, or experienced bias based on their membership to any protected category of persons. The District will provide a copy of the annual survey which will be available upon release to parents on 04/30/16, and survey results will be shared with DESE by 07/30/2016. | | |
| **Description of Internal Monitoring Procedures:**  The district, through the superintendent or school committee, will annually survey parents to gather information related to the school district's effectiveness, gauged by state standards for effective schools. The district will include questions specific to student civil rights and their access to curriculum, academic programs, and extracurricular activities.  Survey results will be shared publicly on the district website. Local school counsels and school committee will provide opportunity for public comment on the survey data annually in sessions open to the public. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 10/23/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district has a plan to distribute a survey to students and parents by April 2016 and report the results to the Department by July 30, 2016. The survey of student access to all aspects of its K-12 program, including athletics and extracurricular activities should also be distributed to staff. | | |
| **Department Order of Corrective Action:**  Include staff input in the plan for the district's review of all educational, athletic, and extracurricular programs for equal access for all students. | | |
| **Required Elements of Progress Report(s):**  By January 25, 2016, submit student, parent, and staff survey questions that will be included to solicit information about equal access to programs.  By July 29, 2016, submit district analysis of results of survey questions about equal access for students to all programs, including conclusions reached and resolution of any identified issues. | | |
| **Progress Report Due Date(s):**  01/25/2016  07/29/2016 | | |

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

District: Hadley Public Schools

Corrective Action Plan Review

Program Area: English Learner Education

Prepared by: Hadley Public Schools Patricia Bell, Assistant Superintendent

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: November 18, 2016**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE1 Annual English Language Proficiency Assessment | | | **Rating:** Not Implemented |
| **Department CPR Finding:** *A review of ACCESS participation rates as shown in the state database revealed that the district only assessed the English proficiency of 77 % of the ELL students in the district.* | | | |
| **Narrative Description of Corrective Action:** District assessed English proficiency of 100% of ELL students enrolled in district. Several students had incorrect SIMS codes indicating they were ELL when they had tested out of ELL and were no longer receiving services. The error was reported during the MCAS discrepancy reporting window and the state corrected percentage of students taking ACCESS and MCAS participation rate. Supporting data/evidence has been submitted with CAP. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Assistant Superintendent Patricia Bell | | **Expected Date of Completion for Each Corrective Action Activity:** Complete 12/22/15 | |
| **Evidence of Completion of the Corrective Action:** Test data for ELLs attached. | | | |
| **Description of Internal Monitoring Procedures:** Administrative leadership team, ELL teacher, and administrative assistants meet regularly. Prior to submitting October 1 and March 1 reports, the entire team reviews all SIMS data. Leadership team reviews ACCESS and MCAS data as soon as it is available. This should avoid future SIMS errors. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 1 | **Status of Corrective Action:**  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):**  No further documentation is required for this criterion. | | | |
| **Progress Report Due Date(s): N/A** | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE 2 State Accountability Assessment | | | **Rating:** Not Implemented |
| **Department CPR Finding:** *MCAS participation rates as shown in the state database indicates that only 75% of the ELLs in the district participated in the MCAS English Language Arts test and 92% of the ELLs participated in the MCAS Mathematics test.* | | | |
| **Narrative Description of Corrective Action:** 100% of ELLs participated in MCAS ELA and Mathematics. No corrective action required. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Assistant Superintendent Patricia Bell | | **Expected Date of Completion for Each Corrective Action Activity:** Complete 12/22/15 | |
| **Evidence of Completion of the Corrective Action:** MCAS and ACCESS data attached. | | | |
| **Description of Internal Monitoring Procedures:** Administrative leadership team, ELL teacher, and administrative assistants meet weekly. Prior to submitting October 1 and March 1 reports, the entire team reviews all SIMS data. Leadership team reviews ACCESS and MCAS data as soon as it is available. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 2 | **Status of Corrective Action:**  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):**  No further documentation is required for this criterion. | | | |
| **Progress Report Due Date(s): N/A** | | | |

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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:** *The documentation submitted by the district revealed that the district does not use one of the Department approved screening tests to identify ELLs whose Home Language Surveys(HLS) indicates that a language other than English is spoken at home. The test the district uses for the purpose of identification relies on the natural speech of students as the basis for assessing their level of oral proficiency in either English or Spanish, or both. Therefore, the Department concludes that the district does not administer a screening test to the students in four domains and it is not clear how the district identifies students who speak a language other than Spanish.* | | | |
| **Narrative Description of Corrective Action:** ELL teacher has selected the W-APT a screening tool recommended by WIDA. ELL teacher began using this assessment tool in September 2015. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** ELL Teacher Celine Dassatti | | **Expected Date of Completion for Each Corrective Action Activity:** Complete | |
| **Evidence of Completion of the Corrective Action:** Copy of W-APT scoring sheet with student names redacted for 2015 | | | |
| **Description of Internal Monitoring Procedures:** Superintendent and Assistant Superintendent will review screening data with ELL teacher each fall. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 3 | **Status of Corrective Action:**  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):**  Please provide the names and scores of all the students who have been screened since September 2015. | | | |
| **Progress Report Due Date(s): March 23, 2016** | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE 5 Program Placement and Structure | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *A review of the SIMS data indicates that the district coded an ELL who is also eligible for Special Education services as “Not Enrolled in an ELE program” and stopped providing ELE services. ELLs are entitled to receive both language and disability relates services under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504). Please see20 U.S.C. §§1400-1419;34 C.F.R. pt.300 (IDEA, Part B and its implementing regulations); 29 U.S.C. § 794 and 34 C.F.R. pt.104 (Section 504 and its implementing regulations)* | | | |
| **Narrative Description of Corrective Action:** The parent of severe needs non-verbal student has been invited to review student program and has been given an explanation of the waiver process. If/When she has made her decision on the waiver, the District will supply evidence of the waiver or the ESL schedule of instruction. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Assistant Superintendent Patricia Bell | | **Expected Date of Completion for Each Corrective Action Activity:** January 2015 | |
| **Evidence of Completion of the Corrective Action:** Waiver attached | | | |
| **Description of Internal Monitoring Procedures:** Assistant Superintendent keeps a copy of all home language surveys. If a student whose primary language is not English is referred for special education services, the Assistant Superintendent provides all assessments, services, and translation services in primary language. ELL students with special needs receive ELL and special education services. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 5 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:**  The district should provide more information if the intent is to make a Transitional Bilingual Program (TBE) available for the student(s) whose parents were informed about the waiver process. In case the district actually referred to parents’ right to opt out of ESL services and the term “waiver” has been used by mistake, then the district should note that school districts may not recommend that parents decline ELE services for any reason, including facilitating scheduling of special education services or other services. ELLs are entitled to receive both language and disability relates services under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504).  Please see the *Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners* found at <http://www.doe.mass.edu/ell/guidance/guidance.pdf> , page 10 to learn more about the difference between the parents’ rights to “opt out” of specialized language programs and to request a waiver from the state-mandated sheltered English immersion (SEI) program model. | | | |
| **Department Order of Corrective Action:**  Please provide a detailed plan that shows that the district is providing ELE services to all ELLs in the district, including the students who are also eligible for special education services. | | | |
| **Required Elements of Progress Report(s):** Please see the Department Order of Corrective Action.  Also, please complete district information in the attached spreadsheet labeled *ELL List* by school for each ELL student with disabilities in the district. | | | |
| **Progress Report Due Date(s): March 23, 2016** | | | |

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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:** *Documents and student record review indicate the notice initially sent to parents when a student is identified as an English language learner, and renewed annually thereafter, does not inform the parent how the Title III programs (if applicable) will meet the objectives of the student’s IEP, if necessary, or of specific exit requirements of the ELE program.* | | | |
| **Narrative Description of Corrective Action:** Information regarding Title III will be incorporated into the annual notification letter that is sent to every ELL student and family when ACCESS scores are available. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Assistant Superintendent Patricia Bell | | **Expected Date of Completion for Each Corrective Action Activity:** January 2015 | |
| **Evidence of Completion of the Corrective Action:** Copy of updated notification letter with Title III information. | | | |
| **Description of Internal Monitoring Procedures:** Superintendent, Assistant Superintendent and ELL teacher will review notification letters annually when they review ACCESS scores. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 10 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Department Comment:** The district provided a copy of the revised notification letter that informs the parent how the Title III programs (if applicable) will meet the objectives of the student’s IEP, if necessary, and of specific exit requirements of the ELE program. | | | |
| **Department Order of Corrective Action:**  N/A | | | |
| **Required Elements of Progress Report(s):** By March 23, 2016, send a report on the district’s administrative review of all 2015-2016 ELL student records. Indicate the number of ELL student records reviewed, and the number of records that contained an initial notice or annual notice. For any ELL student record that does not contain the required initial and/or annual notice, note the reason for the non-compliance, and detail steps the district is taking to remedy any non-compliance found, if applicable.  **\*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 role(s) and signature(s).** | | | |
| **Progress Report Due Date(s): March 23, 2016** | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE 12 Equal Access to Nonacademic and Extracurricular Programs | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Document review and interviews indicate that information about school events and extracurricular activities is not consistently translated because all staff members are not aware of district procedures to have notices translated.* | | | |
| **Narrative Description of Corrective Action:** Administrative Leadership team will review procedures for translation and revise as needed. Superintendent meets monthly with administrative assistants and will review procedures with administrative assistants in all buildings and offices. Principals will review translation procedures at least once annually at a faculty meeting. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Assistant Superintendent Patricia Bell | | **Expected Date of Completion for Each Corrective Action Activity:** June 30, 2016 | |
| **Evidence of Completion of the Corrective Action:** Copy of translation procedures; Minutes from Administrative Leadership Meeting, Administrative Assistant Team meeting, and faculty meetings. | | | |
| **Description of Internal Monitoring Procedures:** Superintendent will review procedures annually with Administrative Leadership Team and Administrative Assistant Team. Principals will review procedures annually with faculty. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 12 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:**  The district procedures submitted with the CAP address providing parents, not ELL students, with information about extracurricular activities and school events in a language they understand. | | | |
| **Department Order of Corrective Action:**  Revise district procedures to address provision of information about extracurricular activities and school events to ELL students, as well as parents. | | | |
| **Required Elements of Progress Report(s):** By March 23, 2016, submit a copy of revised written procedures to ensure ELL students, as well as parents, receive information about extracurricular activities and school events in a language they understand. Also submit the agenda and signature of staff members in attendance at the Administrative Leadership Team, Administrative Assistant Team, and faculty meetings where these procedures are reviewed with staff.  By March 23, 2016, submit samples of information about extracurricular activities and school events that have been provided for ELL students and their parents. | | | |
| **Progress Report Due Date(s): March 23, 2016** | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE 17 Program Evaluation | | | **Rating:** Not Implemented |
| **Department CPR Finding:** *Document review and interviews indicated that the district does not have a formal process for evaluating the effectiveness of its ELE programming and does not document steps taken to make appropriate program adjustments or changes, if needed. Please see* [*http://www.doe.mass.edu/ell/resources/ProgramEvaluation.pdf*](http://www.doe.mass.edu/ell/resources/ProgramEvaluation.pdf) | | | |
| **Narrative Description of Corrective Action:** The Superintendent and ELL teacher will meet annually to complete the DESE program evaluation document. Data gathered through the program evaluation will be presented annually at a public meeting of the School Committee. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Superintendent Anne McKenzie | | **Expected Date of Completion for Each Corrective Action Activity:** Superintendent and ELL teacher will complete program evaluation for 2015-2016 in August 2016 or upon receipt of 2016 MCAS data. Program evaluation will occur every August thereafter. | |
| **Evidence of Completion of the Corrective Action:** Copy of program evaluationprogram evaluation. | | | |
| **Description of Internal Monitoring Procedures:** Annual presentation to the school committee will serve as internal monitoring mechanism. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 17 | **Status of Corrective Action:**  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):**   1. Please provide a copy of the ELE program evaluation conducted by the district to identify the strengths and areas of improvement in developing ELLs’ English language skills and increasing their ability to participate meaningfully in the district’s educational program.. 2. Please submit the description of program adjustments or changes made in response to the most recent ELE program evaluation. | | | |
| **Progress Report Due Date(s): June 29, 2016** | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE 18 Records of ELL Students | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Student record review and interviews indicate an initial parent notification letter is not consistently found in student records and teacher comments on student report cards are not always translated for parents that had requested translated documents.* | | | |
| **Narrative Description of Corrective Action:** District administration and ELL teacher have conducted an exhaustive review of all ELL files. All currently enrolled ELL students receive annual placement letters. The district consistently sends initial parent notification now. District will hire translator to translate report card comments. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Assistant Superintendent Patricia Bell | | **Expected Date of Completion for Each Corrective Action Activity:** Corrective Action for initial notification -Complete. Corrective Action for Translating Report Card Comments – June 2016. | |
| **Evidence of Completion of the Corrective Action:** Attached is a list of all students who returned a home language survey indicating a language other than English is spoken in the home and who received an initial notification letter. | | | |
| **Description of Internal Monitoring Procedures:** ELL teacher will provide Assistant Superintendent and Superintendent copy of results from home language survey and list of parents receiving initial notification every fall and as new ELL students enroll in the district. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 18 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):** See ELE 10 regarding March 23, 2016 progress report on district review of ELL student records for inclusion of initial parent notification. For each student record reviewed, also indicate if the parent requested translated documents, and if the student’s report card was translated. If any report card was not translated, indicate the reason for non-compliance and steps the district has taken to remedy continued non-compliance, if found. | | | |
| **Progress Report Due Date(s): March 23, 2016** | | | |