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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: Hudson

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 06/09/2015.

**Mandatory One-Year Compliance Date:** **06/09/2016**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 8 | IEP Team composition and attendance | Partially Implemented |
| SE 11 | School district response to parental request for independent educational evaluation | Not Implemented |
| SE 20 | Least restrictive program selected | Partially Implemented |
| SE 29 | Communications are in English and primary language of home | Partially Implemented |
| SE 55 | Special education facilities and classrooms | Partially Implemented |
| CR 25 | Institutional self-evaluation | Not 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:** Staff interviews revealed that some Team Chairs at the elementary level do not have the authority to commit school district resources and must check with the Director of Pupil Services prior to making a commitment for such services at the Team meeting. |
| **Description of Corrective Action:** Training will be conducted with the Team Chairs at the start of the school year at the weekly meeting to clarify a Team Chair's authority to commit district resources without checking with the Director of Pupil Services prior to making a commitment for such services at the Team meeting. |
| **Title/Role(s) of Responsible Persons:**Director of Student Services, Catherine Kilcoyne | **Expected Date of Completion:**10/01/2015 |
| **Evidence of Completion of the Corrective Action:**The District will submit copies of agenda and signatures of the training. |
| **Description of Internal Monitoring Procedures:** The Office of Pupil Services will update the Procedure Manual and review with Team Chairs on an annual basis. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 8 IEP Team composition and attendance | **Corrective Action Plan Status:** Approved **Status Date:** 07/20/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By October 1, 2015, provide evidence of training for Team Chairs at the elementary level to ensure that they have the authority to commit school district resources at the Team meeting without first checking with the Director of Pupil Services. Submit agenda, training materials and signed attendance sheet(s) withname(s)/role(s) along with name of presenter. Include a copy of the relevant section of district's updated Procedures Manual outlining Team Chair authority to commit district resources at the Team meeting. |
| **Progress Report Due Date(s):** 10/01/2015 |

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

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| **Criterion & Topic:** SE 11 School district response to parental request for independent educational evaluation | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** A review of documents indicated that when parents request an independent educational evaluation it is the district's policy to delay provision of the evaluation until given the opportunity to provide its own evaluation. This policy is in conflict with State regulation 603CMR 28.04(5)(d)which states that: "If the parent is requesting an independent education evaluation in an area not assessed by the school district, the student does not meet income eligibility standards, or the family chooses not to provide financial documentation to the district establishing family income level, the school district shall respond in accordance with the requirements of federal law. Within five school days, the district shall either agree to pay for the independent education evaluation or proceed to the Bureau of Special Education Appeals to show that its evaluation was comprehensive and appropriate." |
| **Description of Corrective Action:** IEE letters given to parents and the Procedural Manual have been changed at this time. A PQA compliant was issued and the District made the changes. The report with the changes was submitted on June 9, 2015. |
| **Title/Role(s) of Responsible Persons:**Director of Pupil Services, Catherine Kilcoyne | **Expected Date of Completion:**06/09/2016 |
| **Evidence of Completion of the Corrective Action:**Completed IEE forms will be submitted. Procedural Manual for staff will be submitted with changes.Training has been completed with Team Chairs on June 8, 2015. |
| **Description of Internal Monitoring Procedures:** The District will review the IEE for 2015-2016 in January to be certain the regulation is being followed. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 11 School district response to parental request for independent educational evaluation | **Corrective Action Plan Status:** Approved **Status Date:** 07/20/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit the district's newly revised procedures in compliance with State regulation 603CMR 28.04(5)(d) stating that if the parent is requesting an independent education evaluation in an area not assessed by the school district, the student does not meet income eligibility standards, or the family chooses not to provide financial documentation to the district establishing family income level, the school district shall respond in accordance with the requirements of federal law. Within five school days, the district shall either agree to pay for the independent education evaluation or proceed to the Bureau of Special Education Appeals to show that its evaluation was comprehensive and appropriate. Provide evidence of training for staff on the new procedures that include agenda, signed attendance sheets with name(s)/role(s), name of presenter and materials presented. Include a copy of the new Independent Educational Evaluation (IEE) letter along with the relevant section of district's updated Procedures Manual. Submit a narrative of the description of the oversight and tracking system and identify the person(s) responsible for the oversight, including the date of the system's implementation. Submit all to ESE by October 1, 2015. Submit the results of an administrative review of student records that had a private independent educational evaluation request subsequent to implementation of all corrective actions. Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to address any identified noncompliance. Submit this to ESE by February 29, 2016. \*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):** 10/01/201502/29/2016 |

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

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| **Criterion & Topic:** SE 20 Least restrictive program selected | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records and staff interviews revealed that when students are removed from the general education classroom at any time, the Team does not state in the Non-participation Justification statement in the IEP why the removal is considered critical to the student's program nor give the basis for its conclusion that education of the student in a less restrictive environment could not be achieved satisfactorily with the use of supplementary aids and services. |
| **Description of Corrective Action:** Teams will write in the Non-participation Justification statement in the IEP why the removal is considered critical to the student's program and provide the basis for its conclusion that the education of the student is in the least restrictive environment could not be achieved satisfactorily with the use of supplemental aids and services |
| **Title/Role(s) of Responsible Persons:**Director of Pupil Services, Catherine Kilcoyne | **Expected Date of Completion:**06/09/2016 |
| **Evidence of Completion of the Corrective Action:**Training agenda and sign in sheet from the Team Chair meetings will be provided. The Procedure Manual will be updated for staff. |
| **Description of Internal Monitoring Procedures:** The Director of Pupil Services for the district and Director of Special Education at the high school will check each IEP for the correct information. The District will conduct a random check of the IEPs conducted 3 times a year checking 20 IEPs of varying grade levels during each check during the 2015-2016 school year. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 20 Least restrictive program selected | **Corrective Action Plan Status:** Approved **Status Date:** 07/20/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By October 1, 2015, submit evidence of staff training that if the student is removed from the general education classroom at any time, the Team always clearly states in the Nonparticipation Justification statement of the IEP why removal is critical to the student's program and the basis for its conclusion that with the use of supplementary aids and services, instruction could not be achieved satisfactorily for the student within the general education classroom. Include evidence of training/meeting agendas, signed attendance sheets with name(s)/role(s), and training materials. By February 29, 2016, submit to ESE the results of an administrative record review of a sample of student records across all levels (2 per building) for evidence that the Team clearly states in the Nonparticipation Justification statement of the IEP why removal is critical to the student's program and the basis for its conclusion that with the use of supplementary aids and services, instruction could not be achieved satisfactorily for the student within the general education classroom. This sample must be drawn from records of IEP Team meetings conducted after all corrective actions have been implemented. Indicate the number of records reviewed, the number found compliant, an explanation of the root cause(s) for any continued non-compliance and a description of any additional corrective actions taken by the district to address any identified non-compliance. \*Please note that 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 level for the record review; b) Date of the review; c) Name of the person(s) who conducted the review, their role(s), and their signature(s). |
| **Progress Report Due Date(s):** 10/01/201502/29/2016 |

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

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| **Criterion & Topic:** SE 29 Communications are in English and primary language of home | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records, staff and parent interviews revealed that: 1) Evaluator's reports are not always translated for parents when indicated; 2) Interpreters are not consistently present at Team meetings where the primary language of the home is other than English; 3) The district does not issue translated versions of some IEPs until several months later; and 4) While the comment sections of progress reports are translated, the main sections are not translated. |
| **Description of Corrective Action:** All evaluations will be translated for parents when the language of the home is other than English unless a parent indicates it is not necessary. Translators will attend Team meetings when the primary language of the home is other than English. IEPs will be translated and mailed to the home in a timely manner. All portions of the progress report will be translated |
| **Title/Role(s) of Responsible Persons:**Director of Pupil Services, Catherine Kilcoyne | **Expected Date of Completion:**06/09/2016 |
| **Evidence of Completion of the Corrective Action:**Training and signature pages of Team Chair training will be submitted. The Procedures Manual will be updated for staff outlining how to send translations. Correspondence with district translators outlining the need for complete translation of the progress reports will be submitted. Translated correspondence will be provided to parents asking parents to check if they not require translation services in their native language at Team meetings. Written procedure for securing translators at meetings will submitted. |
| **Description of Internal Monitoring Procedures:** All evaluations will be sent to the IEP secretary when the evaluations are completed and sent together in a packet for translations. Random review of records three times a year will be conducted to determine if the translators are at Team meetings. Progress reports will be checked three times a year during 2015-2016 looking for all portions to translated. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 29 Communications are in English and primary language of home | **Corrective Action Plan Status:** Approved **Status Date:** 07/20/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By October 1, 2015, submit a narrative description of the updated procedures related to provision of communications in both English and the primary language of the home if such primary language is other than English along with evidence of staff training on these procedures. Include a training agenda, attendance sheet(s) with name(s)/role(s) and copies of the materials presented. Also submit a copy of the relevant section of district's updated Procedures Manual that addresses the need to provide translation to parents when the language of the home is other than English unless a parent indicates it is not necessary on the Home Language Survey. This includes oral interpretation for meetings and written translation for important documents such as evaluation reports, IEPs, and progress reports. Additionally, the procedures must specifically address timely issuance of translated IEP's. Submit the description of the internal oversight and tracking system and identify the person(s) responsible for the oversight, including the date of the system's implementation. Submit the results of an administrative review of student records (2 per building/level) for translations when indicated subsequent to all corrective actions. Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to address any identified noncompliance. Submit this to ESE by February 29, 2016. \*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):** 10/01/201502/29/2016 |

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

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| **Criterion & Topic:** SE 55 Special education facilities and classrooms | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Onsite observations revealed that at Farley Elementary School, there is a cluster of special education classrooms (Rooms UL 7, UL 9, UL 11 and UL 13) located away from any general education classrooms which removes students from the life of the school and results in stigmatization. Also, at Quinn Middle School, the CHAPS/Academic Center (Room 106 B) is a space that lacks a "Smart Board" and access to "Apple TV". As a result, this classroom is not equal in physical aspects to all other classrooms in the school. |
| **Description of Corrective Action:** At Farley School UL9 will be a general education classroom. UL13 will be an open space. The adjustment counselor will be moved to a different room within the school. At the Quinn Middle School, a smart board and access to Apple TV will be added to 106B. The district is purchasing the items and will install the items when the technology arrives. The Superintendent has written a letter of assurance. |
| **Title/Role(s) of Responsible Persons:**Director of Student Services, Catherine Kilcoyne | **Expected Date of Completion:**05/01/2016 |
| **Evidence of Completion of the Corrective Action:**The district will provide a letter of assurance from the Superintendent; floor plans of C.A Farley Elementary School and a letter of completion when the technology needs are met at QMS. |
| **Description of Internal Monitoring Procedures:** The District will review a special education facilities check list when adding and/or making changes to rooms in schools to ensure equal access for students. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Approved **Status Date:** 07/20/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By October 1, 2015, submit a written statement of assurance from the superintendent along with a floor plan of the Farley Elementary School demonstrating that the special education classrooms UL 7, UL 9, UL 11 and UL 13 have been relocated to maximize inclusion of students within the life of the school. The letter of assurance will also address addition of the "Smart Board" and access to "Apple TV" in Room 106B at Quinn Middle School. By February 29, 2016, the district will provide confirmation of a scheduled onsite visit by the ESE to observe the classroom relocations and to confirm the installation of technology. |
| **Progress Report Due Date(s):** 10/01/201502/29/2016 |

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

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| **Criterion & Topic:** CR 25 Institutional self-evaluation | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** A review of documents and staff interviews revealed that the district has not evaluated all aspects of its K-12 program annually to ensure that 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. |
| **Description of Corrective Action:** The District Leadership Team consists of Principals, Assistant principals, Curriculum Directors, Director of Pupil Services, ELL and Nursing and the Superintendent. Administrators are responsible for the curriculum of their respective areas of expertise, and for ensuring that supports are in place to give all students access to a rigorous curriculum. They will analyze student achievement data and meet with teachers to review the data and make improvements to curriculum and instruction as needed to address areas of concern for groups of students and individuals. In addition to monitoring student progress, the oversee the course selection process at the high school, especially the transition from 8th to 9th grade, and they review all course recommendations to ensure that they are free from bias. The Directors of PE/Athletics/Student Activities and Fine and Performing Arts will monitor participation rates in athletic and extracurricular programs in addition to overseeing the curriculum. Directors will work with their teachers and a curriculum steering committee to conduct a program review every seven years. The program review will consist of both an internal evaluation conducted by the staff, and an outside evaluation conducted by a visiting team. Recommendations from both will be incorporated into the program's Plan of Action, which will be presented to and approved by the School Committee. Principals will actively engaged in a continuous process of data analysis and work collaboratively with the Directors to evaluate programs and make improvements as needed to ensure that all students can access the curriculum.Principals, Directors, and Curriculum Specialists have meetings with teachers in which they analyze data, review and revise curriculum, develop common assessments, review student work, and develop strategies to improve student learning. Meetings are held on Tuesdays, and include faculty meetings, department meetings, curriculum meetings, and Professional Learning Team meetings. strategic planning is conduced district-wide, in the form of a 3 year strategic improvement plan (also uploaded) and with each School Improvement Plan. The annual budget cycle incorporates a broad program review that includes comment and recommendations from community boards and agencies. The School Department also updates the community on the state of the schools through the annual Town Report. |
| **Title/Role(s) of Responsible Persons:**Director of Technology, Ellen Schuck | **Expected Date of Completion:**06/09/2016 |
| **Evidence of Completion of the Corrective Action:**Completed report from outside consultant of the review of all K-12 programs ensuring all students have equal access to programs including athletics and other extracurricular activities. |
| **Description of Internal Monitoring Procedures:** DLT will discuss progress and results of the K-12 program evaluation two times in the 2015-2016 school year. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved **Status Date:** 07/20/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit to ESE by October 1, 2015 the agenda, meeting date(s), attendees with name(s)/role(s) and copy of the proposed institutional self-evaluation tool(s) to be used for annually evaluating all aspects of the district's K-12 programs to ensure that 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. Submit a narrative summary of the results with any changes indicated based upon the intuitional self-evaluation by April 29, 2016. |
| **Progress Report Due Date(s):** 10/01/201504/29/2016 |

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

District: HUDSON PUBLIC SCHOOLS

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Hudson Public Schools

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: September 9, 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 district documentation indicated that ELLs at all proficiency levels receive one hour of ESL instruction per day in the district’s elementary schools. ESL instruction provided to ELLs at the WIDA levels 1 and 2 is not appropriate to their level of English proficiency and sufficient to promote and support the rapid acquisition of English language proficiency by these students as is required in G.L. c. 71A.*  |
| **Narrative Description of Corrective Action:** Due to an increase in our ELL population at one elementary school in particular, we have not been able to provide all students at levels 1 and 2 with more than one hour of ESL instruction. In order to increase the service time of our ELLs at WIDA Levels 1 and 2, the following actions have been/will be taken:1. Spring 2015: The District’s Director of ELL worked with elementary principals and the elementary Director of Curriculum to strategically place our ELLs in classrooms in order to maximize ELD service time.
2. Fall 2015: The District will request one additional FTE ELL teacher at the elementary level for the 2016-2017 school year. With this additional personnel, the District will be able to provide 1.5 hours per day of ESL instruction to ELLS at WIDA levels 1 and 2 as recommended by DESE.
3. Spring 2016: The Director of ELL will again work with elementary principals and the elementary Director of Curriculum to strategically place our ELLs in classrooms and purposefully schedule our ELL teachers to ensure the amount of ELD instruction will meet the expectations outlined in DESE’s new Guidance Document.
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| 1. September 2016: The Director of ELL will review teacher schedules and report to the Superintendent on the amount of instruction provided to our ELLs at all levels to ensure compliance.
 |
| **Title/Role of Person(s) Responsible for Implementation:** Erin Goldstein, Director of English Language Learning, Melissa Provost, Kelly Whitmore, David Champigny, Elementary School Principals | **Expected Date of Completion for Each Corrective Action Activity:** Budget Request by January 1, 2016 and Additional ELL Teacher Hired by August 1, 2016 |
| **Evidence of Completion of the Corrective Action:** One additional FTE ELL teacher will be requested for the 2016-2017 school year and ELL teacher schedules will be reviewed to ensure ELLs at WIDA levels 1 and 2 receive at least 1.5 hours of ESL instruction daily as per DESE’s Guidance Document.  |
| **Description of Internal Monitoring Procedures:** The Director of English Language Learning will monitor the number of ELD instructional hours via a review of teacher schedules and a review of data inputted into ELLevation (the district’s ELL data software). The Director of ELL will report to Superintendent annually regarding the number of hours of ESL instruction all ELLs receive.  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 5 | **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):** Please complete district information in the attached spreadsheet labeled ELL List by school for each ELL student in the district |
| **Progress Report Due Date(s): March 15, 2016**  |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic: ELE 8 Declining Entry to a Program** | **Rating: Partially Implemented** |
| **Department CPR Finding:** *A review of documents and staff interviews indicated that the district currently informally monitors students whose parents “opt out” of English language learner services, but have no formal procedures in place to ensure academic progress and language needs are being addressed.*  |
| **Narrative Description of Corrective Action:** The District will establish procedures to formally monitor ELLs whose parents “opt out” of ELL services as described below:1. Fall 2015: The Director of English Language Learning will write draft procedures to monitor formally all ELLs whose parents “opt out” of English language learner services. Feedback will be solicited from the ELL teachers and incorporated into a final draft of the procedures.
2. Winter 2015/2016: The Director of ELL will train ELL teachers to implement procedures. These procedures will be implemented by the second semester of the 2015-2106 school year.
3. Spring 2016: The Director of ELL will review implementation of these procedures to ensure compliance.
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| **Title/Role of Person(s) Responsible for Implementation:** Erin Goldstein, Director of English Language Learning and District ELL Teachers | **Expected Date of Completion for Each Corrective Action Activity:** February 1, 2016 |
| **Evidence of Completion of the Corrective Action:** ELL teachers will use the procedures to formally monitor ELLs who “opt out” of English language learner services.  |
| **Description of Internal Monitoring Procedures:** The Director of English Language Learning will monitor ongoing implementation as part of her supervision of ELL staff. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion: ELE 8 Declining Entry to a Program** | **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 **March 15, 2016 ,** provide the draft of the proposed procedures of the District’s monitoring plan for “opt-out” students and include how the District will keep parents apprised of their child’s progress and a staff list of SEI endorsed teachers with grade levels. Please also include a description of the planned internal oversight procedures, with the name(s)/role(s) of person(s) responsible for the tracking and monitoring system for “opt out” students. By **March 15, 2016,** submit evidence of the Winter 2015/2016 training for appropriate staff with regards to the newly developed “opt out” procedures. Include training materials, agenda, name(s)/role(s) of attendees and signed attendance sheets with date and name of presenter.By **May 16, 2016**, subsequent to all other corrective actions for this criterion, submit the results of an administrative review of a sample of student records from all levels for evidence that the district formally monitors students whose parents “opt out” of English language learner services to ensure academic progress and language needs are being addressed*.* Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause(s) for any continued noncompliance and a description of additional corrective actions taken by the District to address any identified noncompliance. **\*Please note when conducting administrative monitoring the District must maintain the following documentation and make it available to the ESE 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).** **Implementation Guidance:** * Districts should also continue to keep parents of ELLs, who have “opted out”, apprised of their child’s progress.
* Federal law establishes a district’s obligation to provide ELLs with meaningful access to the educational program. A parent’s choice to “opt out” means that their child will not receive separate English as a Second Language (ESL) instruction focused on language development. The district is still required to take steps to provide the student meaningful access to the educational program. To do so, the district at a minimum must assign the student to core academic teachers who hold the SEI Endorsement and take the additional step to actively monitor the student’s progress.
* Where a district determines through monitoring that a student who has “opted out” is not progressing, without delay the district must ensure that the student’s academic and language needs are being addressed.
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| **Progress Report Due Date(s): March 15, 2016 May 16, 2016** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic: ELE 10 Parent Notification** | **Rating: Partially Implemented** |
| **Department CPR Finding:** *A review of student records and staff interviews revealed that while the comment sections of report cards are translated, the main sections of the report cards are not translated at the middle school and high school levels.* |
| **Narrative Description of Corrective Action:** The main sections of the middle school and high school report cards will be translated and put into use for the 2016-2017 school year.1. Fall 2015: The Director of English Language Learning will meet with the middle school and high school principals to develop a plan to translate the report cards.
2. Winter 2015/2016: Plan will be developed based on initial meeting.
3. June 2016: Report cards will be translated.
4. September 2016: Translated report cards will be implemented for the 2016-2017 school year.
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| **Title/Role of Person(s) Responsible for Implementation:** Brian Reagan, Hudson High School Principal and Jason Webster, Quinn Middle School Principal, Erin Goldstein, Director of English Language Learning | **Expected Date of Completion for Each Corrective Action Activity:** September 1, 2016 |
| **Evidence of Completion of the Corrective Action:** Translations of the middle school and high school report cards will be utilized for families who require them.  |
| **Description of Internal Monitoring Procedures:** The building principals will develop procedures to ensure that translated report cards are sent home to all families who require translation services. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion: ELE 10 Parent 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 **March 15, 2016**, please submit evidence of newly developed procedures to ensure that report cards at the middle school and high school levels are translated into the major languages of parents with limited English skills, and a system of oral interpretation to assist parents with limited English skills, as indicated on the Home Language Survey. Submit evidence of dissemination of these procedures to middle and high school principals and their designated staff. Also submit a narrative description of the district's oversight and tracking system with name(s)/role(s) of staff designated to document translations of report cards at the middle and high school. By **May 16, 2016**, submit samples of translated report cards and tracking log(s) for translations. Additionally, subsequent to all other corrective actions for this criterion, submit the results of an administrative review of a sample of student records from middle school and high school levels for evidence that the main sections of the report cards are translated at the middle school and high school levels*.* Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause(s) for any continued noncompliance and a description of additional corrective actions taken by the District to address any identified noncompliance. **\*Please note when conducting administrative monitoring the District must maintain the following documentation and make it available to the ESE 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).** **Implementation Guidance:** * + - * Under Title VI of the Civil Rights Act of 1964, the notice required in part 1 need only be translated if the language spoken by the parent/guardian in question is one of the major languages spoken by ELL families in the district. For families who speak low-incidence languages the district should have a system of oral interpretation; information should be sent with the notice as to where to call for oral interpretation. See [*http://www.doe.mass.edu/pqa/review/cpr/instrument/civilrights.pdf*](http://www.doe.mass.edu/pqa/review/cpr/instrument/civilrights.pdf) *.*
* For more information about parental notification requirements, please see *Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners* located at[*http://www.doe.mass.edu/ell/guidance\_laws.html*](http://www.doe.mass.edu/ell/guidance_laws.html)
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| **Progress Report Due Date(s): March 15, 2016 May 16, 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:** *See ELE 8 and ELE 10.* |
| **Narrative Description of Corrective Action:** Please see ELE 8 and ELE 10. |
| **Title/Role of Person(s) Responsible for Implementation:** Please see ELE 8 and ELE 10. | **Expected Date of Completion for Each Corrective Action Activity:** Please see ELE 8 and ELE 10. |
| **Evidence of Completion of the Corrective Action:** Please see ELE 8 and ELE 10.  |
| **Description of Internal Monitoring Procedures:** Please see ELE 8 and ELE 10. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion: ELE 18 Records of ELL Students** | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:**       |
| **Department Order of Corrective Action:**       |
| **Required Elements of Progress Report(s):** *See ELE 8 and ELE 10.* |
| **Progress Report Due Date(s): March 15, 2016 May 16, 2016** |