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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: Attleboro

CPR Onsite Year: 2015-2016

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 04/11/2016.

**Mandatory One-Year Compliance Date:** **04/10/2017**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 7 | Transfer of parental rights at age of majority and student participation and consent at the age of majority | Partially Implemented |
| SE 22 | IEP implementation and availability | Partially Implemented |
| CR 3 | Access to a full range of education programs | Partially Implemented |

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

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| **Criterion & Topic:** SE 7 Transfer of parental rights at age of majority and student participation and consent at the age of majority | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of student records and staff interviews indicated that the district does not always inform the student and the parent/guardian at least one year prior to the student reaching age 18 of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday. |
| **Description of Corrective Action:** Review of student records and staff interview indicated that the district does not always inform the student and the parent/guardian at least one year prior to the student reaching age 18 of the rights that will transfer from the parent/guardian to the student upon the student’s 18th birthday. |
| **Title/Role(s) of Responsible Persons:**Kenneth Sheehan | **Expected Date of Completion:**04/10/2017 |
| **Evidence of Completion of the Corrective Action:**The district began to create a specific age of majority report through the ASPEN portal. The document will be created monthly to include students who are 16 years, 10 months which will give the district sufficient time to create the letters and mail them to students. The IT department will generate monthly reports for the two guidance secretaries. The guidance secretaries will then in turn be trained on accessing the report and generating the letter. This task will be completed by September of 2016. |
| **Description of Internal Monitoring Procedures:** The district will comprehensively track the letters sent home by inserting a date of when the letter was mailed. The district will also insert a date of when the document was returned. This will begin in September, 2016.The district will track progress by printing monthly reports to ensure the forms have been completed and returned. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 7 Transfer of parental rights at age of majority and student participation and consent at the age of majority | **Corrective Action Plan Status:** Approved **Status Date:** 06/02/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Prior to submitting evidence of the district's corrective actions, review the Department's guidance on informing students and parents of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday at http://www.doe.mass.edu/sped/advisories/11\_1.html. By October 14, 2016 provide training to relevant staff members to ensure that students and parents are notified at least one year prior to the student's attainment of the age of majority of the transfer of educational decision-making rights. Evidence may include signed attendance sheet, agenda, and examples of training materials. Additionally, submit a description of the internal monitoring system of written notification to parents and samples of monthly reports used to track which students require notifications. By January 13, 2017, subsequent to all corrective actions, conduct an internal record review of representative samples of HS students for evidence that students and parents are notified at least one year prior to the student's attainment of the age of majority of the transfer of educational decision-making rights. Indicate the number of records reviewed, the number found compliant, an explanation of the root cause for any continued non-compliance and a description of 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):** 10/14/201601/13/2017 |

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

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| **Criterion & Topic:** SE 22 IEP implementation and availability | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documents and staff interviews indicated that the district does not always provide the mutually agreed upon services in the IEP. Specifically, 17 students at the high school receive only 50% of speech and language services specified in the service delivery grid of their IEPs. Interviews of staff indicated that lack of sufficient personnel to serve the number of students requiring speech and language services at the high school is a contributing factor in their inability to fully implement some IEPs. Furthermore, parents have not been informed in writing of any delayed services, reasons for delay, actions that the school district is taking to address the lack of personnel and offered alternative methods to meet the goals on the accepted IEP. |
| **Description of Corrective Action:** Review of documents and interviews indicated that the district does not always provide the mutually agreed upon services in the IEP. Specifically 17 students at the high school receive only 50% of speech and language services specified in the delivery grid of the IEP. Furthermore, parents have not been informed in writing of any delayed services, reason for the delay, actions that the school district is taking to address the lack of personnel and offered alternative methods to meet the goals on the accepted IEP. |
| **Title/Role(s) of Responsible Persons:**Kenneth Sheehan, Superintendent of Schools | **Expected Date of Completion:**04/10/2017 |
| **Evidence of Completion of the Corrective Action:**In January, a new Interim Special Education Director was hired. When this concern was brought forth by the high school speech and language pathologist, the Director worked to provide additional services hours by other speech and language pathologists in the district. To ensure all students were getting the agreed upon services 10 additional hours per week were allocated to the high school.We are happy to report that since this additional time was added all students missed service provision was made up and compensatory services were provided.The district finds the root cause of the problem to be related to scheduling and lack of staffing.Services for the 17 students listed below will be up to date for compliance as of Friday, June 10th, given additional service time was provided at the high school.Direct service provision was not met for the following 17 students:\*DD\*NT\*OS\*SN\*SL\*LH\*SB\*DM\*BN\*AD\*ML\*LP\*TM\*JS\*JC\*KW\*GC |
| **Description of Internal Monitoring Procedures:** In the coming year, the special education director, high school principal, vice-principal, special education coordinator and guidance staff will evaluate the schedule and service time to ensure we can appropriately provide service provision that reflects the signed IEP agreements. This will occur during the summer of 2016.At the end of each trimester, (December 2016 and March 2017) the service provision for speech will be evaluated to ensure the district has met the requirements prescribed in the IEP for the aforementioned students. The speech therapist will track service provision by keeping a log of scheduled speech services for the students and submit this to the building principal and special education director monthly. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 22 IEP implementation and availability | **Corrective Action Plan Status:** Approved **Status Date:** 06/02/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By October 10, 2016, provide evidence that the 17 students at the high school who received only 50% of speech and language services specified in the service delivery grid of their IEPs are now provided with the mutually agreed upon services in the IEP. Submit evidence that compensatory services were provided for these student. Additionally, provide evidence that parents were informed in writing of delayed services, reasons for delay, and the actions that the school district took to meet the goals on the accepted IEP. Provide samples of the monthly tracking logs submitted by the speech therapist to the to the building principal and special education director.By January 13, 2017, subsequent to all corrective actions, conduct an internal record review of representative samples of HS students receiving speech and language services to ensure that students are provided with the mutually agreed upon services in the IEP. Indicate the number of records reviewed, the number found compliant, an explanation of the root cause for any continued non-compliance and a description of 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):** 10/14/201601/13/2017 |

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

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| **Criterion & Topic:** CR 3 Access to a full range of education programs | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documents indicated that "gender identity" as a protected category is not included in the Attleboro School Committee's policy "EQUAL EDUCATIONAL OPPORTUNITIES" regarding access to a full range of education programs and the Attleboro High School Program of Studies nondiscrimination statement. |
| **Description of Corrective Action:** CR3 Access to a full range of education programs.The Attleboro Public School District adopted a new Non-Discrimination Policy on March 28, 2016 that includes “gender identity” as a protected category. The new policy will be updated in the student handbook for the 2016- 2017 school year. |
| **Title/Role(s) of Responsible Persons:**Kenneth Sheehan, Superintendent of Schools | **Expected Date of Completion:**11/15/2016 |
| **Evidence of Completion of the Corrective Action:**The district principals and administration will periodically review the handbooks to ensure new policies are updated in the handbook. The new policy is enclosed for your review.Attleboro Public SchoolsAttleboro, MassachusettsNONDISCRIMINATION File: AC The Attleboro Public Schools has the responsibility of serving every student with the goal for all students to attain excellence and reach their maximum potential regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, age, or disability. It is committed to equal opportunity for all individuals in education within a safe school environment that allows all students equal access and opportunities to all of the District’s programs and activities, including academic programs, educational supports, services, and enrichment activities.It is the policy of the Attleboro Public Schools to maintain a learning and working environment that is free from harassment, violence or discrimination based on actual or perceived race, color, creed, religion, national origin, sex/gender, marital status, disability, sexual orientation, gender identity, age, family care leave status or military status (collectively known as the “actual or perceived protected class status”).The Attleboro School Committee’s policy of nondiscrimination extends to students, staff, the general public, and individuals with whom it does business. No person shall be excluded from or discriminated against in admission to a public school in the City of Attleboro or in obtaining the advantages, privileges, and access to courses of study on account of race, color, sex, gender identity, disability, religion, or national origin.It will be a violation of this policy for any student, district employee or third party based on a student’s, employee’s or third parties actual or perceived protected class status to: (1) harass a student, district employee or third party through conduct or communication (e.g., physical, verbal, graphic or written) or to (2) inflict, threaten to inflict or attempt to inflict violence; or to (3) discriminate against a student, District employee or third party.This policy applies to all of the academic and nonacademic (for example, athletic and extracurricular) programs of the district and will be enforced before, during, or after school hours on all school property, including the school bus, school functions, or events held at other locations. The policy also applies to any off-campus conduct that causes or threatens to cause a substantial and material disruption at school, or interferes with the rights of students, employees or third parties to be free from a hostile school environment, taking into consideration the totality of the circumstances on and off campus.The Attleboro School Committee will:1. Establish and promote an environment within Attleboro Public Schools that considers and ensures the rights and responsibilities of all individuals as set forth in the Federal and State Constitutions, pertinent legislation, and applicable judicial interpretations.2. Support positive and equitable experiences within the Attleboro school community for children, youth, and adults, all of whom have differing personal and family characteristics with various socioeconomic, racial, and ethnic backgrounds.3. Work toward a more inclusive society and enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.4. Use appropriate communication and other means to resolve and reduce the grievances of individuals and/or groups.5. Consider decisions made within the school system in view of the potential benefits or adverse consequences that those decisions may have on individuals and/or groups.6. Review policies and practices of the school system on an ongoing basis to ensure full implementation of the spirit and intent of this nondiscrimination policy.The Attleboro Public Schools will promptly investigate all incidents of harassment, violence or discrimination that are known or reasonably should be known by the Attleboro Public Schools, including any complaints or reports whether formal or informal, verbal or written based on a student’s, district employee’s or third parties actual or perceived protected class status. The district will adhere to the Attleboro Public Schools Nondiscrimination/Anti-Harassment Procedures for filing a complaint for discrimination, harassment or violence on account of actual or perceived protected class status and will take appropriate action to respond to these incidents, which may include disciplinary action against any student or District employee who is found to have violated this policy. Appropriate administrative and staff follow-up will be provided for targets and offenders of harassment, violence and discrimination.An employee who receives such a complaint, otherwise becomes aware, or personally observes possible harassment based on actual or perceived protected class status shall intervene when it is safe to do so and immediately report it to the district’s discrimination/harassment complaint official or the principal of the relevant school site.The district discrimination/harassment compliant officials for the Attleboro Public Schools are: Section 504/ Americans with Disabilities Act (ADA)/Title IX/Title VI (for student complaints):Joan DeAngelis, Director of Student Support ServicesAttleboro Public Schools100 Rathbun Willard Drive, Attleboro, Massachusetts 02703-2799 (508) 222-0012, ext. 1367Email: jdeangelis@attleboroschools.comTitles VI, VII, IX, ADA, Section 504 (for employee or third party complaints), Chapter 622 AND Age Discrimination AppealsOfficer:David Sawyer, Assistant SuperintendentAttleboro Public Schools100 Rathbun Willard Drive, Attleboro, Massachusetts 02703-2799 (508) 222-0012, ext. 1640Email: dsawyer@attleboroschools.comIf one of the discrimination/harassment officials is the person alleged to be engaged in discrimination/harassment, the complaint shall be filed with one of alternate officials or any other school employee the student or employee chooses.LEGAL REFS.: Title VI, Civil rights Act of 1964Title VII, Civil rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972Executive Order 11246, as amended by E.O. 11375Equal Pay Act, as amended by the Education Amendments of 1972Title IX, Education Amendments of 1972Rehabilitation Act of 1973Education for All Handicapped Children Act of 1975M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972) M.G.L. 76:5; Amended 1993M.G.L. 76:16Board of Education Chapter 622 Regulations Pertaining to Access to Equal Educational Opportunity, adopted 6/24/75, as amended 10/24/78Board of Education 603 CMR 2600Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78The American with Disabilities Act of 1990The Age Discrimination Act of 1975 DEFINITIONS:TITLE VI OF THE CIVIL RIGHTS ACT OF 1964Title VI prohibits discrimination based on race, color, and national origin.TITLE VII OF THE CIVIL RIGHTS ACT OF 1964Title VII prohibits employment discrimination based on race, color, religion, sex and national origin.TITLE IXNo person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.Students will also receive training for leadership roles as they work collaboratively with their peers, educators and parents in monitoring, evaluation and changing school policy and curriculum in keeping with the provisions of Chapter 622 and Title IX.CHAPTER 622No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantage, privileges, and courses of study of such public school on account of race, color, sex, religion, or national origin.THE AMERICAN WITH DISABILITIES ACT OF 1990The ADA prohibits discrimination by any public entity against persons with disabilities. http://www.jan.wvu.edu/links/adalinks.htmSECTION 504 OF THE REHABILITATION ACT OF 1973Section 504 prohibits discrimination on the basis of disability. http://www.ed.gov/offices/OCR/regs/34cfr104.htmlTHE AGE DISCRIMINATION ACT OF 1975The Age Act prohibits discrimination on the basis of age. http://www.ed.gov/offices/OCR/age.htmlLegal Counsel Review/ApprovedPolicy Sub-Committee Approved: 02-29-16School Committee Tabled: 03-14-16School Committee Approved: 03-28-16 |
| **Description of Internal Monitoring Procedures:** The district principals will train all faculty members in the newly revised policy during our first professional development day on August 29, 2016. Each faculty member will be required to sign off in ASPEN that they have read and reviewed the policy. The district will also submit the final handbook pages that include the new policy. In addition, the district will submit a report to DESE of the signature pages of all staff members by November 15th, 2016. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Partially Approved **Status Date:** 06/02/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:** The district has submitted a revised school committee policy that now includes gender identity as a protected category as required. The district has articulated plans to revise student and staff handbooks to ensure that the new policy is disseminated to the school community. The district has not provided a description of an internal monitoring system to ensure that published Attleboro High School Program of Studies includes gender identity as a protected category. |
| **Department Order of Corrective Action:**Provide a description of an internal monitoring system to ensure that published Attleboro High School Program of Studies includes gender identity as a protected category. |
| **Required Elements of Progress Report(s):** By October 14, 2016, provide a description of an internal monitoring that ensures that all published Program of Studies includes gender identity as a protected category, including Attleboro High School.By January 13, 2016, provide evidence that the revised school committee policy that includes gender identity as a protected category has been disseminated to the school community inclusive of staff, students, and parents. Additionally, provide pages from the Program of Studies that include gender identity in nondiscrimination statements. |
| **Progress Report Due Date(s):** 10/14/201601/13/2017 |

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

Charter School or District: North Attleborough

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Dr. Victoria Ekk

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: January 31, 2017**

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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:** *Document review and interviews indicated that the district does not provide English language support to students whose parents have declined entry to a sheltered English immersion program.* |
| **Narrative Description of Corrective Action:** North Attleborough Public Schools will put a monitoring plan in place for all ELs whose parents have declined entry to the SEI program. The monitoring plan will include a trimester (elementary level) or quarterly (secondary level) review of: attendance and/or tardiness data, state, district and school- required assessments in English Language Arts, Mathematics. Science and Social Studies, and specific areas of academic needs. For students whose monitoring data indicate a need for additional support services, the school or district will provide English language support through SEI teacher assistance, after school tutoring or homework help, core academic tutoring during the school day or after school, and access to a summer school program provided through a Title III grant. The monitoring process will be overseen by a school or district level Language Acquisition Team (LAT) who reports directly to the school principal and ELE Coordinator.  |
| **Title/Role of Person(s) Responsible for Implementation:** ELE Coordinator, Principals/ designees, ESL teachers, SEI-endorsed teachers | **Expected Date of Completion for Each Corrective Action Activity:** September 30, 2016 |
| **Evidence of Completion of the Corrective Action:** Monitoring Academic Progress of Opt-Out Students form for every EL whose parents declined entry to the SEI program.  |
| **Description of Internal Monitoring Procedures:** Principals or their designees will establish LAT, oversee the completion of quarterly or trimester reports documenting the academic progress of Opt Out ELs and record evidence of academic/language supports provided for struggling students. Access to monitoring information will be provided electronically to the ELE coordinator. The completed Opt Out Monitoring form will be filed in the student’s ELE folder of his/her cumulative record at the end of each school year and a copy will be filed annually in the ELE Coordinator’s office.  |
| 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:**       |
| **Department Order of Corrective Action:**       |
| **Required Elements of Progress Report(s): Required Elements of Progress Report(s):** By December 15, 2016, following the implementation of the district's corrective actions, please submit the results of an internal review of opt-out student records addressing the inclusion of appropriate documentation for monitoring the academic progress of opt-out students. Indicate the number of records reviewed, the number found to be in compliance, 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. Also include a sampling of completed forms that document action steps taken when a review of the student’s performance concluded that language proficiency is a significant barrier preventing the student from meeting grade level academic standards.**\*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):** December 15, 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 documents and student records indicated that the parent notification letter does not inform parents of the following:* 1. *How the program will meet the educational strengths and needs of the student;*
2. *How the program will specifically help the child learn English;*
3. *The specific exit requirements;*
4. *The parents’ right to apply for a waiver, or to decline to enroll their child in the program; and*
5. *If the student has additional educational needs that require special education services, how the Title III program will meet the objectives of the Individualized Education Plan (IEP).*
 |
| **Narrative Description of Corrective Action:** North Attleborough Public Schools will adopt the DESE approved parent notification forms (attached). These forms contain all required information and will be provided to EL parents in a language they can understand.  |
| **Title/Role of Person(s) Responsible for Implementation:** ELE Coordinator, ESL teachers | **Expected Date of Completion for Each Corrective Action Activity:** September 30, 2016 |
| **Evidence of Completion of the Corrective Action:** Parent notification forms filed in EL folders in each EL student’s cumulative record.  |
| **Description of Internal Monitoring Procedures:** ESL teachers will conduct biannual EL records check at every NAPS school. |
| 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:**       |
| **Department Order of Corrective Action:**       |
| **Required Elements of Progress Report(s):** By September 15, 2016, submit copies of parental notification letters sent at the start of the 2016-2017 school year. |
| **Progress Report Due Date(s):** September 15, 2016 |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 11 Equal Access to Academic Programs and Services | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Staff interviews indicated that ESL instructional materials at the middle and high schools are not comparable to those provided to English Language Learners in the elementary schools.* |
| **Narrative Description of Corrective Action:** Purchase of ESL instructional materials aligned to ELD curriculum for grades 6-12.  |
| **Title/Role of Person(s) Responsible for Implementation:** ELE Coordinator; Assistant Superintendent | **Expected Date of Completion for Each Corrective Action Activity:** September 30, 2016 |
| **Evidence of Completion of the Corrective Action:** Textbooks available for grade 6-12 ELs.  |
| **Description of Internal Monitoring Procedures:** ELE Coordinator, PreK-6 Curriculum Coordinator and secondary level principals will confirm purchase, and distribution of ESL texts for grades 6-12. Classroom observations will confirm curriculum implementation utilizing purchased ESL texts as key resources. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 11 Equal Access to Academic Programs and Services | **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):** By September 15, 2016, submit a list of ESL texts purchased for grades 6-12 and a report resulting from classroom observations to confirm curriculum implementation utilizing newly purchased ESL texts. |
| **Progress Report Due Date(s):** September 15, 2016 |

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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:** *Interviews and district documentation indicated that some ELLs are provided ESL instruction by paraprofessionals who do not hold an appropriate license or current waiver issued by the Massachusetts Department of Elementary and Secondary Education.* |
| **Narrative Description of Corrective Action:** All ESL instruction will be provided by licensed ESL teachers. Scheduling changes and a change of classroom locations will allow paraprofessionals to work alongside and under the direct supervision of ESL teachers rather than work alone with ELs.  |
| **Title/Role of Person(s) Responsible for Implementation: ELE Coordinator, Principals, ESL teachers.**  | **Expected Date of Completion for Each Corrective Action Activity:** September 30, 2016 |
| **Evidence of Completion of the Corrective Action:** ESL schedules, map of ESL classroom locations  |
| **Description of Internal Monitoring Procedures:** ELE Coordinator will work with principals, and central office administration to ensure that classroom physical environments support paraprofessionals working alongside ESL teachers.  |
| 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):** 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 2016-17 ESL teacher schedules for all grade levels district wide.All schedules should include the following for each block of time: a. Names of the ELL students; b. Grade level for each student; c. English proficiency level for each student. |
| **Progress Report Due Date(s): September 15, 2016** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 16 Equitable Facilities | **Rating:** Partially Implemented |
| **Department CPR Finding:** *See CR 23.* |
| **Narrative Description of Corrective Action:** ESL classroom at Amvet Elementary School has been moved to an instructional area appropriate for all students. Please see Amvet map indicating the new ESL location.  |
| **Title/Role of Person(s) Responsible for Implementation:** ELE Coordinator, Amvet principal | **Expected Date of Completion for Each Corrective Action Activity:** Completed May 1, 2016 |
| **Evidence of Completion of the Corrective Action:** New classroom location noted on Amvet school map, reported to ELE Coordinator and confirmed by ESL teacher.  |
| **Description of Internal Monitoring Procedures:** Classroom location change completed by May 1, 2016. ESL teacher schedule and classroom placement will be monitored in an ongoing basis by ELE Coordinator in collaboration with the school principal. Classroom observations will be part of the documentation process.  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 16 Equitable Facilities | **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):** By September 15, 2016, the Department will conduct onsite verification at Amvet Elementary School of the relocated classroom used for English language development instruction.   |
| **Progress Report Due Date(s):** September 15, 2016 |