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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: Medfield

CPR Onsite Year: 2017-2018

Program Area: Special Education

All corrective action must be fully implemented and all noncompliance corrected as soon as possible and no later than one year from the issuance of the Coordinated Program Review Final Report dated 09/29/2018.

**Mandatory One-Year Compliance Date:** **09/29/2019**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 54 | Professional development | Partially Implemented |
| CR 8 | Accessibility of extracurricular activities | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | Partially Implemented |
| CR 10C | Student Discipline | 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 21 | Staff training regarding civil rights responsibilities | Partially Implemented |
| CR 24 | Curriculum review | Not Implemented |
| CR 25 | Institutional self-evaluation | Not Implemented |
| ELE 3 | Initial Identification of ELs and FELs | Partially Implemented |
| ELE 14 | Licensure Requirements | Partially Implemented |
| ELE 17 | Program Evaluation | Implementation In Progress |

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

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| **Criterion & Topic:**  SE 54 Professional development | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and interviews indicated that the district does not ensure that all staff, including both special education and general education staff, are trained on analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom of students with diverse learning styles; and methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. | | |
| **Description of Corrective Action:**  This district has determined that the root cause for not ensuring that all staff are trained on analyzing and accommodating diverse learning styles of all students and in methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles was a lack of structured collaboration between special education and general education administration focusing on the professional development needs of all stakeholders. The Director of Student Services will use time in weekly meetings with Special Education Coordinators, Special Education Team Leaders and the Director of Guidance to highlight, determine and develop necessary forms of professional development for staff. The Director will then bring these proposed presentations monthly to the District Administrative Leadership meetings to map out a timeline of when and how information will be delivered to all staff (e.g. building based meetings, early dismissal professional development, etc.).  The Secondary Special Education Coordinator will also pilot a collaborative approach to using skills learned during these PD sessions by hosting one period a week at the high school in which any staff member can check in and work together to adapt/differentiate materials, discuss ways to accommodate diverse learners, and modify curriculum as needed. | | |
| **Title/Role(s) of Responsible Persons:**  Mary Bruhl, Director of Student Services | | **Expected Date of Completion:**  05/01/2019 |
| **Evidence of Completion of the Corrective Action:**  - Agenda at Student Services Leadership meetings  - PowerPoints created at Student Services Leadership meetings  - Agendas from District Administrative Leadership meetings  - Faculty meeting agendas and attendance for professional development  - Sign in for weekly workshops at the high school, including staff role and purpose for check in with Coordinator | | |
| **Description of Internal Monitoring Procedures:**  Director of Student Services will assess data for weekly workshops at the high school to determine efficacy of workshops. If determined effective, workshop model will be broadened to address more schools to support collaborative approach toward working with diverse learning styles. Director of Student Services will further assure that professional development is reviewed, updated and presented each year to all staff. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 54 Professional development | **Corrective Action Plan Status:** Approved  **Status Date:** 11/09/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By February 8, 2019, submit evidence of training for all staff, including general education and special education staff, on analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom of students with diverse learning styles; and methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. Include the training dates, agenda, training materials, and signed attendance sheets indicating the title/role of staff and the name and title of the presenter. | | |
| **Progress Report Due Date(s):**  02/08/2019 | | |

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

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| **Criterion & Topic:**  CR 8 Accessibility of extracurricular activities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that extracurricular activities and clubs sponsored by the school do not exclude students on the basis of race, sex, gender identity, color, religion, and national origin. However, the school committee policy regarding co-curricular and extracurricular activities is missing the protected categories of sexual orientation, disability, and homelessness. | | |
| **Description of Corrective Action:**  The district has determined that the school committee policy regarding co-curricular and extracurricular activities is missing the protected categories of sexual orientation, disability, and homelessness because it has not been updated in recent years. The district will now update the policy to include these protected categories and follow school committee by laws to implement the change by proposing corrected language for School Committee approval. | | |
| **Title/Role(s) of Responsible Persons:**  Mary Bruhl, Director of Student Services | | **Expected Date of Completion:**  01/01/2019 |
| **Evidence of Completion of the Corrective Action:**  - School committee agendas  - Updated policies | | |
| **Description of Internal Monitoring Procedures:**  The Director of Student Services will continue to follow updates from DESE in regards to language addressing this policy. The district further will work with MASC to assist in the review of all school committee policies. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 8 Accessibility of extracurricular activities | **Corrective Action Plan Status:** Approved  **Status Date:** 11/09/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By February 8, 2019, submit a copy of the school committee policy regarding co-curricular and extracurricular activities that includes the protected categories of sexual orientation, disability, and homelessness. | | |
| **Progress Report Due Date(s):**  02/08/2019 | | |

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

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| **Criterion & Topic:**  CR 10A Student handbooks and codes of conduct | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that student codes of conduct do not contain procedures assuring due process in disciplinary proceedings and the district's responsibility to provide every student with an opportunity to make academic progress during the period of suspension whether in-school, out-of-school, or expulsion. | | |
| **Description of Corrective Action:**  The district has determined that the student codes to not contain procedures assuring due process in disciplinary proceedings and the responsibility to provide every student with an opportunity to make academic progress during the suspension or expulsion because the codes of conduct have not been updated recently. The district will create an addendum to the codes of conducts in each handbook and make them available to all families within the district. The district will further require an electronic signature to assure families have seen the addendum. The district will create an addendum to the codes of conducts in each handbook to address opportunities for tutoring, support sessions and all other available services for these students and submit these changes to the School Committee for approval. These updated handbooks will be posted on the district website and will be made available to all families within the district in the same manner that handbooks are delivered each year. The district will further request an electronic signature to assure families have seen the addendum. | | |
| **Title/Role(s) of Responsible Persons:**  Mary Bruhl, Director of Student Services | | **Expected Date of Completion:**  04/01/2019 |
| **Evidence of Completion of the Corrective Action:**  - Updated code of conduct  - Evidence of electronic signature | | |
| **Description of Internal Monitoring Procedures:**  The Director of Student Services will continue to follow updates from DESE in regards to language addressing the codes of conduct. The District will continue to monitor electronic signatures to assure family access to the handbook. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved  **Status Date:** 11/09/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By February 8, 2019, submit the addendum to the student codes of conduct that includes procedures assuring due process in disciplinary proceedings and the district's responsibility to provide every student with an opportunity to make academic progress during the period of suspension whether in-school, out-of-school, or expulsion.  By April 12, 2019, submit evidence that appropriate personnel received training on procedures assuring due process in disciplinary proceedings and the district's responsibility to provide every student with an opportunity to make academic progress during the period of suspension whether in-school, out-of-school, or expulsion. Include the training dates, agenda, training materials, and signed attendance sheets indicating the title/role of staff and the name and title of the presenter. | | |
| **Progress Report Due Date(s):**  02/08/2019  04/12/2019 | | |

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

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| **Criterion & Topic:**  CR 10B Bullying Intervention and Prevention | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the district Bullying Prevention and Intervention Plan has not been updated and is not consistent with the amendments to the Massachusetts anti-bullying law, which became effective July 1, 2013. Specifically, student handbooks do not make clear that a member of the school staff may be named the "aggressor" or "perpetrator" in a bullying report.  In addition, the district does not implement, for all school staff, professional development that includes developmentally appropriate strategies to prevent bullying incidents; developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; information on the incidence and nature of cyber-bullying; and internet safety issues as they relate to cyber-bullying. | | |
| **Description of Corrective Action:**  This district has determined that the root cause for handbooks not making clear that a member of the school staff may be named "aggressor" or "perpetrator" in a bullying report is that the handbooks have not been updated recently. This policy will be updated by proposing corrected language for School Committee approval and will be posted on the district website. In addition, the district will share these changes with staff in both written and verbal presentations.  The district further determined that the root cause for not providing PD that includes appropriate strategies to prevent bullying, strategies for interventions to stop bullying, information on the complex interactions and power differentials in bullying, research about specific categories of students at risk for bullying, cyber-bullying and internet safety is that the district presentations have not been updated in recent years. The district is working as an Administrative Leadership Team to assess current PD presentations and to determine appropriate methods to address these needs. All district presentations will be updated and shared with all staff members this school year. Signatures will be required to assure all staff are aware of and understand the updates to the PD. This newly created presentation will be the primary presentation for all staff in years to come. | | |
| **Title/Role(s) of Responsible Persons:**  Mary Bruhl, Director of Student Services | | **Expected Date of Completion:**  04/01/2019 |
| **Evidence of Completion of the Corrective Action:**  - Updated Student Handbooks  - Updated Bullying Prevention and Intervention Plan training materials  - Staff sign up to show they have read and understand updated materials | | |
| **Description of Internal Monitoring Procedures:**  All training materials will be read through annually to assure compliance with the Massachusetts anti-bullying report by the Director of Student Services. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved  **Status Date:** 11/09/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By February 8, 2019, submit the district's updated Bullying Prevention and Intervention Plan consistent with the amendments to the Massachusetts anti-bullying law, which became effective July 1, 2013.  By February 8, 2019, submit the updated 2018-2019 school handbook or addendum to student handbook indicating that a member of the school staff may be named the "aggressor" or "perpetrator" in a bullying report.  By April 12, 2019, provide evidence of dissemination of student-related sections of the updated plan to parents and guardians.    By April 12, 2019, submit evidence of professional development provided to all staff that includes developmentally appropriate strategies to prevent bullying incidents; developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; information on the incidence and nature of cyber-bullying; and internet safety issues as they relate to cyber-bullying. Include the training dates, agenda, training materials, and signed attendance sheets indicating the title/role of staff and the name and title of the presenter. | | |
| **Progress Report Due Date(s):**  02/08/2019  04/12/2019 | | |

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| **Criterion & Topic:**  CR 10C Student Discipline | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the district has not developed a School-wide Education Service Plan that describes the educational services that the district will make available to ensure that students who are suspended or expelled for more than 10 consecutive days will have the opportunity to make academic progress during the period of suspension or expulsion. | | |
| **Description of Corrective Action:**  The district has determined that the root cause of this partial implementation is that the district has not developed a School-wide Education Service Plan. The District Administrative Leadership team will determine the most appropriate and feasible educational services to offer students who are suspended or expelled for more than 10 consecutive days to assure that they have the opportunity to make academic progress during the period of suspension or expulsion. These are to include tutoring services, extended deadlines, and points of contact for students at each building. These services will be written up into a School-wide Education Service Plan, which will then be shared with all administration and guidance staff throughout the district. Reference to this plan will also be included in revised school student handbooks. | | |
| **Title/Role(s) of Responsible Persons:**  Mary Bruhl, Director of Student Services | | **Expected Date of Completion:**  04/15/2019 |
| **Evidence of Completion of the Corrective Action:**  - School-wide Education Service Plan listing educational services  - Copy of memo sharing plan to all administration and guidance staff  - Updated school handbooks | | |
| **Description of Internal Monitoring Procedures:**  The Director of Student Services will continue to monitor student services offered to students that are suspended or expelled for more than 10 consecutive days and recommending more supports as seen needed. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10C Student Discipline | **Corrective Action Plan Status:** Approved  **Status Date:** 11/09/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By February 8, 2019, submit the district's School-wide Education Service Plan for all students who are expelled or suspended from school for more than 10 consecutive school days, whether in or out of school, ensuring these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed.  By April 12, 2019, submit evidence that appropriate school personnel received training on the district's School-wide Education Service Plan. Include the training dates, agenda, training materials, and signed attendance sheets indicating the title/role of staff and the name and title of the presenter. | | |
| **Progress Report Due Date(s):**  02/08/2019  04/12/2019 | | |

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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:**  A review of documents and interviews indicated that the notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion does not meet all requirements. Specifically, the letter does not offer at least two dates and times for an exit interview between the superintendent (or designee) and the student and the parent/guardian to occur prior to the student permanently leaving school; and while the notice is sent to the parent/guardian, it is not also sent to the student.  In addition, interviews indicated that the district does not send annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs. Consequently, the district does not send annual written notice by first class mail to the last known address of each such student who attended high school in the district within the past two years. | | |
| **Description of Corrective Action:**  The district determined that the root cause of this finding is due to the notice to students 16 or over leaving school without a high school diploma, certificate of attainment or certificate of completion not being updated in recent years. The Superintendent and Director of Student Services will update the letter to assure that students are offered at least two dates and times for an exit interview between the superintendent (or designee) and the student and the parent/guardian prior to leaving school. This letter will then be shared with building administration to assure this new letter format is used in all cases moving forward. The Director of Student Services will compete a record review to determine all former students that have not earned their competency determination and who have not transferred to another school over the past two years. The Office of Student Services will then send written notice by first class mail to these students to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in these programs. The Director of Student Services will further work with the Director of Guidance to develop a data collection system that will identify all students that meet these criteria moving forward and will provide notice to these students upon leaving and annually for two years. | | |
| **Title/Role(s) of Responsible Persons:**  Mary Bruhl, Director of Student Services | | **Expected Date of Completion:**  04/01/2019 |
| **Evidence of Completion of the Corrective Action:**  - Updated notice to students with dates/times for exit interviews and evidence of memo sharing this with building administration  - Redacted student list for students that have not earned competency determination over the past two years  - Written notice of the availability of publicly funded post-high school academic support programs  - New data collection system to identify students moving forward | | |
| **Description of Internal Monitoring Procedures:**  The Director of Student Services will continue to monitor updated data collection and adjust system and subsequent system of providing notice yearly and adjust as needed. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | **Corrective Action Plan Status:** Approved  **Status Date:** 11/09/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By February 8, 2019, submit the annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school, to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs. The letter must offer at least two dates and times for an exit interview between the superintendent (or designee) and the student and the parent/guardian to occur prior to the student permanently leaving school; and the notice is to be sent to the parent/guardian and to the student. Include updated procedures.  By April 12, 2019, submit evidence that all appropriate school personnel received training on the updated procedures. Include the training dates, agenda, training materials, and signed attendance sheets indicating the title/role of staff and the name and title of the presenter.  By May 10, 2019, submit the results of an internal review of records of all former students 16 or older who left the district during the 2017-2018 school year who have not yet earned their competency determination and who have not transferred to another school. Include the date the district sent the student a notice with information on the availability of publicly funded post-high school academic support programs and encouraging them to participate in available programs. | | |
| **Progress Report Due Date(s):**  02/08/2019  04/12/2019  05/10/2019 | | |

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| **Criterion & Topic:**  CR 21 Staff training regarding civil rights responsibilities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and interviews indicated that the district in-service training for all school personnel regarding civil rights responsibilities does not include the prevention of discrimination and harassment on the basis of students' race, color, sex, gender identity, religion, national origin and sexual orientation and the appropriate methods for responding to it in the school setting. | | |
| **Description of Corrective Action:**  The district determined that the root cause for the civil rights presentation not including prevention and appropriate methods of responding to discrimination and harassment was a lack of updating district training materials. The District Administrative Leadership team will work together to update the current training materials to include both the prevention and appropriate methods of responding to discrimination and harassment. The updated materials will be shared with all staff by building administration this year during a required faculty meeting and a sign off will be required to show compliance. These materials will then be used each year during the district's opening day in-service training days. | | |
| **Title/Role(s) of Responsible Persons:**  Mary Bruhl, Director of Student Services | | **Expected Date of Completion:**  04/15/2019 |
| **Evidence of Completion of the Corrective Action:**  - Updated training materials  - Sign off to demonstrate completion | | |
| **Description of Internal Monitoring Procedures:**  The Director of Student Services will continue to assure that all building administration are using the update training materials each year and that staff continue to sign off to assure compliance and understanding. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 21 Staff training regarding civil rights responsibilities | **Corrective Action Plan Status:** Approved  **Status Date:** 11/09/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By February 8, 2019, submit evidence that all school personnel receive at least annually, in-service training regarding civil rights responsibilities that include the prevention of discrimination and harassment on the basis of students' race, color, sex, gender identity, religion, national origin and sexual orientation and the appropriate methods for responding to it in the school setting. Include the training dates, agenda, training materials, and signed attendance sheets indicating the title/role of staff and the name and title of the presenter. | | |
| **Progress Report Due Date(s):**  02/08/2019 | | |

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| **Criterion & Topic:**  CR 24 Curriculum review | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the district does not ensure that individual teachers review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation; and that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials. | | |
| **Description of Corrective Action:**  The district has determined that the root cause of not assuring implicit and explicit bias in all educational materials and supplementary materials/discussions is a lack of infrastructure and procedure to analyze these biases. The district will make use of the DESE supplied curriculum review toolkit. The superintendent and director of student services will work with building administration to provide training to all staff that involves self-reflection particularly in the area of bias tendencies. The district will further provide student checklists and staff self-evaluation to explore the area of biases and stereotypes in the area of race, color, sex, gender identity, religion, national origin and sexual orientation. The results of these assessments, feedback from the original in-service training as well as a data equity walks in each building will be reviewed during district administrative leadership meetings and continued year-round trainings will be created. This training will be reviewed each year to assure continued conversation. Staff will further be supplied with a checklist to complete for all educational materials and supplementary materials to evaluate for both implicit and explicit biases. | | |
| **Title/Role(s) of Responsible Persons:**  Mary Bruhl, Director of Student Services | | **Expected Date of Completion:**  05/01/2019 |
| **Evidence of Completion of the Corrective Action:**  - Bias tendency self-reflection training materials  - Student checklists and staff evaluations  - Evidence of data equity walks  - Training materials for year-round curriculum review training  - Curriculum review checklist | | |
| **Description of Internal Monitoring Procedures:**  The Director of Student Services, Superintendent, and Director of Curriculum will monitor training materials and analyze curriculum review checklist use and adapt as needed. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 24 Curriculum review | **Corrective Action Plan Status:** Approved  **Status Date:** 11/09/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By February 8, 2019, provide a copy of the procedures developed to ensure that individual teachers in the district review educational materials for consideration of simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation; and that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials.  By April 12, 2019, submit evidence of training provided to all teachers to ensure they review all educational materials for consideration of simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation. Include the training dates, agenda, training materials, and signed attendance sheets indicating the title/role of staff and the name and title of the presenter. | | |
| **Progress Report Due Date(s):**  02/08/2019  04/12/2019 | | |

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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 indicated that the district does not evaluate 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 does not currently evaluate 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. The district will utilize the DESE supplied institutional Self-Evaluation toolkit to create this evaluation. The district administrative leadership team will analyze district data including a curriculum review, review of cultural competency trainings, extra curricular offerings, civil rights data collection and the district profile. The district will create a working committee to further analyze this data and to create surveys and complete interviews with appropriate staff, students, parents and community partners (including members of SEPAC and other advisory groups, students involved in gay/straight alliances, multicultural organizations and cultural/ethnic clubs, athletic directors and administrators in charge of extracurricular activities. The working group will analyze this data and complete equity data walks to determine areas of need. The group will work to determine the root cause for these areas of need and develop action plans to address these needs in the coming school year. The results of these action plans will be summarized each year in an annual report. | | |
| **Title/Role(s) of Responsible Persons:**  Mary Bruhl, Director of Student Services | | **Expected Date of Completion:**  05/01/2019 |
| **Evidence of Completion of the Corrective Action:**  - Data collection including analysis of available data, survey results and interview results  - Surveys/questionnaires created by working group  - Evidence of equity data walks  - Root cause analysis  - Action plans | | |
| **Description of Internal Monitoring Procedures:**  This process will be completed each year by the district with varying stakeholders taking part in the working group. This will assure a continued evaluation of the district in the above mentioned areas. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 11/09/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By February 8, 2019, submit the evaluation tools created to annually evaluate all aspects of the district's K-12 programming 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.  By May 10, 2019, submit a summary of the results of the institutional self-evaluation and an action plan for program adjustments or changes in response to the evaluation outcomes. | | |
| **Progress Report Due Date(s):**  02/08/2019  05/10/2019 | | |

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| **Criterion & Topic:**  ELE 3 Initial Identification of ELs and FELs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and interviews indicated that the screening/assessment instrument used by the Medfield Public Schools for initial identification (PreK-12) is the WIDA ACCESS Placement Test (WAPT), which is now an approved test for Kindergarten level only. The district's current initial identification practices are not in compliance with 603 CMR 14.02(1) that requires districts to establish initial identification procedures in accordance with Department guidelines. | | |
| **Description of Corrective Action:**  The district currently uses the Pre- IPT Oral Screener for PreK, the WAPT for K only, and the WIDA Screener for grades 1-12. As this is the recommended practice, the district will continue to utilize these screening/assessment instruments for initial identification purposes. | | |
| **Title/Role(s) of Responsible Persons:**  Mary Bruhl, Director of Student Services | | **Expected Date of Completion:**  01/01/2019 |
| **Evidence of Completion of the Corrective Action:**  - Written description of all screening/assessment instruments for initial indentification | | |
| **Description of Internal Monitoring Procedures:**  Director of Student Services will continue to monitor necessary requirements for initial identification and assure the district makes changes as necessary with its procedures. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 3 Initial Identification of ELs and FELs | **Corrective Action Plan Status:** Approved  **Status Date:** 11/09/2018  **Correction Status:** Corrected | |
| **Basis for Decision:**  The district confirmed that W-APT is currently used only for Kindergarten and the district uses WIDA Screener to assess the English language proficiency of students in grades 1-12. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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

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| **Criterion & Topic:**  ELE 14 Licensure Requirements | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Staff interviews and the relevant SEI endorsement data indicated that most core academic teachers assigned to provide sheltered English instruction to English learners hold the SEI Teacher Endorsement, but some do not. Similarly, most principals, assistant principals, and supervisors/directors assigned to supervise or evaluate core academic teachers who provide sheltered English instruction to English learners hold the SEI Teacher Endorsement or the SEI Administrator Endorsement, but some do not. | | |
| **Description of Corrective Action:**  The district has offered SEI endorsement classes from a third party vendor for two cohorts of teachers. The Director of Student Services and ELE core staff will work together with building administration to place English learners in classes with these core academic teachers that have been endorsed. Whenever this is not possible, the district will encourage the teacher to undergo the necessary training to receive endorsement. | | |
| **Title/Role(s) of Responsible Persons:**  Mary Bruhl, Director of Student Services | | **Expected Date of Completion:**  05/01/2019 |
| **Evidence of Completion of the Corrective Action:**  - Data surrounding ELE student placement and the SEI endorsement status of those teachers | | |
| **Description of Internal Monitoring Procedures:**  The Director of Student Services will continue to monitor the placement of English learners and support administration to place these students with SEI endorsed core academic teachers. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 14 Licensure Requirements | **Corrective Action Plan Status:** Approved  **Status Date:** 11/09/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By February 8, 2019, please submit information on what other support the district will provide to help the unendorsed educator(s) earn their endorsement and a timeline that shows the educators' efforts towards earning their SEI endorsement.  By February 8, 2019, please submit the district's plan to ensure that ELs are assigned only to core academic teachers who hold the SEI endorsement.  By February 8, 2019, please provide training to district administrators to ensure compliance with procedure and placement of students. Submit the training materials, sign-in sheets and agendas by the progress report due date.  By May 10, 2019, please submit the completed SEI endorsement form available in the Document Library to provide information regarding the SEI endorsement status of the core academic teachers of ELs in the district. | | |
| **Progress Report Due Date(s):**  02/08/2019  05/10/2019 | | |

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

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| **Criterion & Topic:**  ELE 17 Program Evaluation | | **CPR Rating:**  Implementation In Progress |
| **Department CPR Findings:**  The district's ELE program is less than two years old and, therefore, there is insufficient data to evaluate the program; however, the district commits to evaluate its ELE program after a reasonable time of implementation. | | |
| **Description of Corrective Action:**  The district has determined that the root cause of not implementing a full evaluation of the ELE program is that there is insufficient data to evaluate the program because it is less than two years old. However, the district is committed to beginning to look at the data that is available and to use the DESE recommended evaluation of ELE programming by putting together a committee of key constituents including the Superintendent, Director of Student Services, ELE teachers, Special Education teachers, General Education teachers and parents. This committee will analyze ACCESS data and surveys to set a target goal for the program, create an action plan and monitor the goal to assess successful growth. | | |
| **Title/Role(s) of Responsible Persons:**  Mary Bruhl, Director of Student Services | | **Expected Date of Completion:**  05/15/2019 |
| **Evidence of Completion of the Corrective Action:**  - ACCESS data collection  - Target goal  - Action plan  - Goal | | |
| **Description of Internal Monitoring Procedures:**  Director of Student Services will continue to monitor this evaluation process and complete it each year. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 17 Program Evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 11/09/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By February 8, 2019, please provide the following information:  -names and the assignments of the staff members who will be involved in the district's program evaluation;  -qualitative and quantitative data that will be analyzed; and  -meeting dates and agendas including a timeline for the process.  By June 30, 2019, please submit the following:  - a comprehensive program evaluation considering a variety of data to evaluate the effectiveness of the district's ELE program in developing students' English language skills and increasing their ability to participate meaningfully in the district's educational program;  - information regarding the strengths and areas of improvement the district identified as a result of its ELE program evaluation;  - a plan of action to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation to improve the effectiveness of the program. | | |
| **Progress Report Due Date(s):**  02/08/2019  06/30/2019 | | |