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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: Norton

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 02/28/2018.

**Mandatory One-Year Compliance Date:** **02/28/2019**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 56 | Special education programs and services are evaluated | Partially Implemented |
| CR 3 | Access to a full range of education programs | Partially Implemented |
| CR 8 | Accessibility of extracurricular activities | Partially Implemented |
| CR 9 | Hiring and employment practices of prospective employers of students | 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 18A | School district employment practices | Partially Implemented |
| CR 24 | Curriculum review | Partially Implemented |
| CR 25 | Institutional self-evaluation | Partially Implemented |
| ELE 1 | Annual English Language Proficiency Assessment | Partially Implemented |
| ELE 2 | State Accountability Assessment | Partially Implemented |
| ELE 3 | Initial Identification of ELs and FELs | Partially Implemented |
| ELE 5 | Program Placement and Structure | Partially Implemented |
| ELE 7 | Parent Involvement | Partially Implemented |
| ELE 8 | Declining Entry to a Program | Partially Implemented |
| ELE 10 | Parental Notification | Partially Implemented |
| ELE 13 | Follow-up Support | Partially Implemented |
| ELE 14 | Licensure Requirements | Partially Implemented |

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| **Criterion & Topic:**  SE 56 Special education programs and services are evaluated | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the district has recently reviewed and reported on the number of students receiving special education in each school, types of programs addressing the range of disabilities, and the roles and caseload sizes of service providers throughout the district. However, the district has not demonstrated evidence of a recently conducted evaluation, which assesses the effectiveness and outcomes of particular programs and recommends changes based on the evaluation results. | | |
| **Description of Corrective Action:**  The District will complete a programmatic review of the inclusion / co-teaching services provided to students at the elementary level. The review will examine: student's served, curriculum and supplemental materials utilized, models of instruction and student progress. Once the review of Elementary inclusion services is completed we will create a 2-year schedule for review of all special education services and programs. | | |
| **Title/Role(s) of Responsible Persons:**  Jeanne M. Sullivan, Director of Pupil Personnel Services | | **Expected Date of Completion:**  02/28/2019 |
| **Evidence of Completion of the Corrective Action:**  The District will prepare and submit a report to document the work completed as well as the findings and recommendations for improvement. | | |
| **Description of Internal Monitoring Procedures:**  The District will prepare a 2-year schedule for completion internal program evaluations including student's served, curriculum and supplemental materials utilized, models of instruction and student progress. Each time an evaluation is completed, a report describing the findings will be created. The Director of PPS and Assistant Director of Special Education will chair the internal committee charged with completing the program evaluation. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 56 Special education programs and services are evaluated | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 04/30/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district has proposed a plan for programmatic review, however, the district has not demonstrated evidence of a recently conducted evaluation, which assesses the effectiveness and outcomes of particular programs and recommends changes based on the evaluation results. | | |
| **Department Order of Corrective Action:**  Provide timelines and methods for the evaluation. Explain how the district will complete this evaluation. The district will report on findings and send a schedule showing the 2 year evaluation process for review of all special education services and programs. . | | |
| **Required Elements of Progress Report(s):**  Submit by 6/29/2018 the timelines and methods used for the proposed evaluation. In addition, by 11/16/2018, report on the evaluation findings and send the schedule for the 2 year evaluation process for review of all special education services and programs. | | |
| **Progress Report Due Date(s):**  06/29/2018  11/16/2018 | | |

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| **Criterion & Topic:**  CR 3 Access to a full range of education programs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the district's policy regarding access to a full range of education programs does not include homelessness as a protected category. | | |
| **Description of Corrective Action:**  The district is in the process of reviewing current policy, including the access to educational programs policy. The revised policy will add "homelessness" as a protected category for all students. This review and approval by School Committee will take place this spring. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent for Teaching & Learning, School Committee | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  The revised policy will serve as evidence of this change. | | |
| **Description of Internal Monitoring Procedures:**  The District, in partnership with the School Committee, will continue to review and maintain district policy in order to ensure that all policies are up to date and comply with state and federal regulations. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 04/30/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district has not submitted documents that indicated the the district's policy regarding access to a full range of education programs includes homelessness as a protected category. In addition, the district has identified the Assistant Superintendent as being responsible for this corrective action and who will be monitoring this change. However, the district needs to submit a description of the internal monitoring process to make sure all appropriate protective classes are included | | |
| **Department Order of Corrective Action:**  Submit an updated district's policy regarding access to a full range of education programs that include's homelessness as a protected category. In addition, the district will submit an internal monitoring process which will make sure the appropriate protective classes are included in the full range of education policy. | | |
| **Required Elements of Progress Report(s):**  Submit an updated district's policy regarding access to a full range of education programs. In addition, the district will submit an internal monitoring process which will make sure the appropriate protective classes are included in the full range of education policy. Both will be submitted by the district to the department 6/29/2018. | | |
| **Progress Report Due Date(s):**  06/29/2018 | | |

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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 the district's policy regarding access to extracurricular programs does not include homelessness as a protected category. | | |
| **Description of Corrective Action:**  The district is in the process of reviewing current policy, including the access to extracurricular activities policy. The revised policy will add "homelessness" as a protected category for all students. This review and approval by School Committee will take place this spring. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent for Teaching & Learning, School Committee | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  The revised policy will serve as evidence of this change. | | |
| **Description of Internal Monitoring Procedures:**  The District, in partnership with the School Committee, will continue to review and maintain district policy in order to ensure that all policies are up to date and comply with state and federal regulations. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 8 Accessibility of extracurricular activities | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 04/30/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district has not submitted documents that indicate the the district's policy regarding access to extracurricular programs does include homelessness as a protected category. In addition, the district has identified the Assistant Superintendent as being responsible for this corrective action and who will be monitoring this change. However, the district needs to submit a description of the internal monitoring process making sure all appropriate protective classes are included | | |
| **Department Order of Corrective Action:**  Submit an updated district's policy regarding access to extracurricular programs does include homelessness as a protected category. In addition, the district will submit an internal monitoring process which will make sure the appropriate protective classes all have access to extracurricular programs. | | |
| **Required Elements of Progress Report(s):**  Submit an updated district's policy regarding access to extracurricular programs. In addition, the district will submit an internal monitoring process which will make sure the appropriate protective classes all have access to extracurricular programs. Both will be submitted by the district to the department 6/29/2018. | | |
| **Progress Report Due Date(s):**  06/29/2018 | | |

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| **Criterion & Topic:**  CR 9 Hiring and employment practices of prospective employers of students | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the district's non-discrimination statement (statement of assurance) for prospective employers of students does not include gender identity and handicap as protected categories. | | |
| **Description of Corrective Action:**  The high school is currently reviewing and redesigning its internship packet, including the non-discrimination statement. Once guidance is received from the School Committee on the district's updated non-discrimination statement, this piece will be updated and prepared for distribution to students. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent for Teaching & Learning, Academic Coordinator for Business, HS Principal | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  The revised internship application packet will be provided as evidence | | |
| **Description of Internal Monitoring Procedures:**  Annually, the High School internship coordinator will review the packet and make necessary changes in order to ensure alignment with district policy and protected classes. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 9 Hiring and employment practices of prospective employers of students | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 04/30/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district has indicated that the non-discrimination (statement of assurance) for prospective employers of students is being updated to include gender identity and handicap as protected categories. However, the final policy has yet to be approved. The district has identified the High School Internship Coordinated to review the policy annually. | | |
| **Department Order of Corrective Action:**  Submit evidence that the non-discrimination(statement of assurance) policy for prospective employers of students has been updated to include gender identity and handicap as protected categories. | | |
| **Required Elements of Progress Report(s):**  Submit evidence that the non-discrimination(statement of assurance) policy for prospective employers of students has been updated to include gender identity and handicap as protected categories by 6/29/2018. | | |
| **Progress Report Due Date(s):**  06/29/2018 | | |

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| **Criterion & Topic:**  CR 10C Student Discipline | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that there are no district procedures for emergency removal or in-house suspension of students. | | |
| **Description of Corrective Action:**  The Director of PPS, in collaboration with the building principals, will create comprehensive procedures for the district to be utilized when a student needs to be removed in an emergency or in case of in-house suspension. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Pupil Personnel Services | | **Expected Date of Completion:**  02/28/2019 |
| **Evidence of Completion of the Corrective Action:**  The new procedures will served as evidence upon completion | | |
| **Description of Internal Monitoring Procedures:**  The Office of PPS will review procedures with building principals annually when the student handbooks are reviewed to ensure consistency, effectiveness, and alignment to state and federal regulations. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10C Student Discipline | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 04/30/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district has indicated that they are working on procedures for emergency removal and in-house suspension of students. However, the district has not submitted a plan for this. In addition, the district has submitted the Office of PPS and building principals as being responsible for the monitoring student handbooks, annually, to ensure they are aligned to state and federal regulations, concerning emergency removal of a student. | | |
| **Department Order of Corrective Action:**  The district will submit district procedures and policy for emergency removal and in-house suspension of students. Identify where to find this new policy. | | |
| **Required Elements of Progress Report(s):**  By 6/29/2018, the district will submit district procedures and policy for emergency removal and in-house suspension of students and identify where to find this new policy. | | |
| **Progress Report Due Date(s):**  06/29/2018 | | |

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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 indicated that the notice sent to the student and the parent/guardian within five days from a student's tenth consecutive absence does not offer at least two dates and times for an exit interview between the superintendent (or designee) and the student and parent/guardian prior to the student permanently leaving school.  In addition, 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. | | |
| **Description of Corrective Action:**  The high school will develop new protocols and documents to support the regulations. These new documents will include timelines for outreach to former students. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent, High School Principal | | **Expected Date of Completion:**  02/28/2019 |
| **Evidence of Completion of the Corrective Action:**  Written protocols and sample letters will be submitted as evidence | | |
| **Description of Internal Monitoring Procedures:**  Each year, the high school principal and guidance office will reach out to all former students that did not earn their competency determination at their last known address. | | |
| 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:** Partially Approved  **Status Date:** 04/30/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district has not developed the appropriate letter to the student and the parent/guardian within five days from a student's tenth consecutive absence containing: at least two dates and times for an exit interview between the superintendent (or designee) and the student and parent/guardian prior to the student permanently leaving school. In addition, the district has not developed a written notice annually, 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 district has identified the Assistant Superintendent and the High School Principal as being responsible to make sure these letters are sent out on appropriate dates. | | |
| **Department Order of Corrective Action:**  The district will provide the updated notice/letter sent to the student and the parent/guardian within five days from a student's tenth consecutive absence that offers at least two dates and times for an exit interview between the superintendent (or designee) and the student and parent/guardian, as well as the other appropriate language, prior to the student permanently leaving school,as well as, the annual written notice/letter 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. | | |
| **Required Elements of Progress Report(s):**  The district will provide the updated notice/letter sent to the student and the parent/guardian within five days from a student's tenth consecutive absence, as well as, the annual written notice/letter to former students who have not yet earned their competency determination, to the department by 6/29/2018. | | |
| **Progress Report Due Date(s):**  06/29/2018 | | |

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| **Criterion & Topic:**  CR 18A School district employment practices | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the equal opportunity statement in the district's employment materials is missing the protected classes of gender identity and disability. | | |
| **Description of Corrective Action:**  The district will update all employment materials to include missing protected classes/ | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent for Teaching & Learning, Human Resources | | **Expected Date of Completion:**  09/01/2018 |
| **Evidence of Completion of the Corrective Action:**  Revised/Updated employment materials will be submitted as evidence | | |
| **Description of Internal Monitoring Procedures:**  The district will review the employment materials each June to ensure that they are updated and aligned with state & federal regulations. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 18A School district employment practices | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 04/30/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district has indicated that the equal opportunity statement in the district's employment materials is being updated to include the missing protected classes of gender identity and disability. However, the final policy has yet to be approved. The district has identified a monitoring process, but has not identified who would be responsible for this. | | |
| **Department Order of Corrective Action:**  The district will submit an updated district's policy indicating that the equal opportunity statement in the district's employment materials does include the protected classes of gender identity and disability In addition, the district will identify who is responsible for the internal monitoring process making sure the appropriate protective classes are included in the equal opportunity statement. | | |
| **Required Elements of Progress Report(s):**  The district will submit an updated district's policy indicating that the equal opportunity statement in the district employment materials, and the district will identify who is responsible for the internal monitoring process making sure the appropriate protective classes are included in the equal opportunity statement. Submit by 6/29/2018. | | |
| **Progress Report Due Date(s):**  06/29/2018 | | |

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| **Criterion & Topic:**  CR 24 Curriculum review | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the district does not have procedures to 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. | | |
| **Description of Corrective Action:**  The district will create procedures that ensure all staff review curriculum materials for bias on a regular basis. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent | | **Expected Date of Completion:**  02/28/2019 |
| **Evidence of Completion of the Corrective Action:**  Procedures and staff feedback on this review will be provided to the department as evidence of completion. | | |
| **Description of Internal Monitoring Procedures:**  Each spring, staff will participate in an audit of curriculum materials to ensure they are free of bias. The results of this audit will be turned into the Office of Teaching and Learning for review and action steps. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 24 Curriculum review | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 04/30/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district is planning on creating procedures for all staff to review curriculum materials; in addition, the district will create an audit each spring. However, the district did not identify the staff member responsible for oversight and demonstrate evidence of an audit being done. | | |
| **Department Order of Corrective Action:**  See CR 24 + 25 Tool Kit in WBMS Library.  Submit procedures that will be used for reviewing the curriculum. District will train staff to ensure all curriculum materials are reviewed correctly to ensure free from bias. | | |
| **Required Elements of Progress Report(s):**  By 6/29/2018, submit procedures that will be used to review the curriculum. By 9/14/2018, give evidence of staff training on how to review curriculum materials for bias. | | |
| **Progress Report Due Date(s):**  06/29/2018  09/14/2018 | | |

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| **Criterion & Topic:**  CR 25 Institutional self-evaluation | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the district does not have procedures for evaluating 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 will create procedures that support an annual audit of all programs, including athletics & other extracurricular activities, to ensure that all students have access regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent | | **Expected Date of Completion:**  02/28/2019 |
| **Evidence of Completion of the Corrective Action:**  Written procedures and evidence of annual audit will be provided to the department as evidence. | | |
| **Description of Internal Monitoring Procedures:**  Each spring a comprehensive audit will take place to ensure compliance with the above. A formal report will be written and shared with the community in order to ensure that all students have equal access. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 04/30/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district has indicated that they are working on procedures for evaluating 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. However, the district has not submitted a plan for this. In addition, the district has not submitted who will be responsible for the monitoring of the audit, which the district states will ensure compliance. | | |
| **Department Order of Corrective Action:**  Submit the written procedures that support this annual audit of all programs, including athletics and other extracurricular activities, that will ensure that all students have access regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status. In addition, the district will also identify the person(s) responsible for this giving and monitoring this audit each spring. The district will submit evidence of the audit given to school staff and students and submit any changes that have been made based on the final report. | | |
| **Required Elements of Progress Report(s):**  By 6/29/2018, the district will submit the written procedures for evaluating 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. By 11/16/2018, the district will submit evidence of the self-evaluation given to school staff and students, as well as any reports, analysis or changes planned based on the final report. | | |
| **Progress Report Due Date(s):**  06/29/2018  11/16/2018 | | |

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| **Criterion & Topic:**  ELE 1 Annual English Language Proficiency Assessment | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of ACCESS participation rates in the state database revealed that the district only assessed the English proficiency of 64% of the English learner (EL) students in the district in 2016 and 82% in 2017. | | |
| **Description of Corrective Action:**  The district will create a central student registration system in order to ensure that all students are coded properly, thus eliminating students coded as ELs that were in fact, not LEP. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent for Teaching & Learning, District Data Specialist | | **Expected Date of Completion:**  03/27/2018 |
| **Evidence of Completion of the Corrective Action:**  All student registrations will take place at the Central Office and will be entered into the system by the District Data Specialist. Once in the system, the District Data Specialist will reach out to the Office of Teaching and Learning to make the office aware of any students that may have identified a language other than English in their home language27 survey. ESL staff will then be assigned to assess the student using the W-APT. If the student qualifies as an EL, the Office of Teaching & Learning and the Data Specialist will ensure that the student is coded properly within the SIS. The district-wide student roster will be updated as well. | | |
| **Description of Internal Monitoring Procedures:**  The Office of Teaching & Learning and the District data specialist will validate the data twice annually, prior to October 1st and March 1st reports to the state in order to ensure accuracy in our reporting. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 1 Annual English Language Proficiency Assessment | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 04/02/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district should note that the compliance issue identified for this criterion is not related to possible problems that may occur during the initial identification process of ELs. | | |
| **Department Order of Corrective Action:**  Please see below. | | |
| **Required Elements of Progress Report(s):**  1- Identify the procedures ELE staff and staff responsible of the data entry to SIMS will follow to ensure all data submitted to SIMS reflect students' current ELE program status.  2- Provide training to all staff members involved in ACCESS test administration, data entry and ELE staff to ensure that they are all knowledgeable about the procedures and submit the training materials, sign-in sheets and agendas by the progress report due date. | | |
| **Progress Report Due Date(s):**  05/24/2018 | | |

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| **Criterion & Topic:**  ELE 2 State Accountability Assessment | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  MCAS participation rates as shown in the state database indicated that only 90% of the ELs in the district participated in the 2017 MCAS English Language Arts. However, in 2016, the state database indicated that 100% of the district ELs participated in both the ELA and Mathematics MCAS. | | |
| **Description of Corrective Action:**  Norton will have 100% of eligible students in grades 3-8 and high school participate in MCAS during the 2018 administration and in all future administrations. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent for Teaching & Learning, Principals, District Data Specialist | | **Expected Date of Completion:**  06/01/2018 |
| **Evidence of Completion of the Corrective Action:**  The district will keep internal records to show the completion of this goal for the 2018 administration. This documentation will include our EL student roster, those students that are required to participate in MCAS, and the dates of testing for all students. | | |
| **Description of Internal Monitoring Procedures:**  The Office of Teaching and Learning will communicate with all building principals and the District Data Specialist, the ELs that are required to participate in MCAS in advance of the scheduled test dates. Building principals will be required to provide documentation to the Office of completion of each of these students through a formal memo. Local student coding will be confirmed twice a year prior to the October 1st and March 1st data submissions to the state. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 2 State Accountability Assessment | **Corrective Action Plan Status:** Approved  **Status Date:** 04/02/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  1- Identify the procedures ELE staff and staff responsible of the data entry to SIMS will follow to ensure all data submitted to SIMS reflect students' current ELE program status.  2- Provide training to all staff members involved in MCAS test administration, data entry and ELE staff to ensure that they are all knowledgeable about the procedures and submit the training materials, sign-in sheets and agendas by the progress report due date. | | |
| **Progress Report Due Date(s):**  05/24/2018 | | |

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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 indicated that submitted samples of the district Home Language Survey do not have questions aligned with those required in the "Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners October 2017" as found at http://www.doe.mass.edu/ell/guidance/guidance.pdf. | | |
| **Description of Corrective Action:**  The District has updated the local Home Language Survey to align with the required questions from the "Guidance" document from DESE. All incoming student registrations have this new document as a required component of the registration process. | | |
| **Title/Role(s) of Responsible Persons:**  Office of Teaching & Learning, District Data Specialist | | **Expected Date of Completion:**  03/27/2018 |
| **Evidence of Completion of the Corrective Action:**  The evidence of completion is the updated form. | | |
| **Description of Internal Monitoring Procedures:**  As students register, the District Data Specialist will confirm that the new HLS has been completed for all new students. Regardless of outcome, all students will have the HLS placed in their student record. Annually, the Office of Teaching and Learning will confirm the alignment of the District's form with the DESE guidelines and will make any changes as necessary, this will take place in January of each year prior to the distribution of registration materials for incoming kindergartners. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 3 Initial Identification of ELs and FELs | **Corrective Action Plan Status:** Approved  **Status Date:** 04/02/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please submit the district's revised home language survey. | | |
| **Progress Report Due Date(s):**  05/24/2018 | | |

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

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| **Criterion & Topic:**  ELE 5 Program Placement and Structure | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the district does not have an ESL curriculum. Although the district wants to proceed with the task of creating an ESL curriculum, they did not have a plan in place for this task at the time of the onsite visit. ESL instruction should be based on district-level ESL curriculum that is aligned to the Massachusetts Curriculum Frameworks and integrates components of the WIDA ELD standards frameworks. Districts are expected to integrate the WIDA standards into ESL and SEI curricula for classes where ELs participate. (See the Department's WIDA ELD Standards update form at http://www.doe.mass.edu/ell/wida.html.) | | |
| **Description of Corrective Action:**  The District will identify and implement an ESL curriculum for all LEP students. Currently, the ESL Teachers and Assistant Superintendent are in the process of reviewing samples from various publishing companies, such as Reach by National Geographic and Cornerstone/Keystone by Pearson. Once a decision has been made, the District will make these resources available to the ESL staff and a written curriculum will be created by the team. This work will take place over the next 6 months, with implementation to begin in the 2018-2019 school year. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent for Teaching & Learning, ESL Teachers | | **Expected Date of Completion:**  09/30/2018 |
| **Evidence of Completion of the Corrective Action:**  The district will provide the department with copies of our curriculum maps that will be based on an appropriate ESL curriculum resource. | | |
| **Description of Internal Monitoring Procedures:**  As with any of our formal curricula, the newly developed ESL curriculum will be placed into the district's curriculum review cycle and audited to ensure effectiveness on a regular basis. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 5 Program Placement and Structure | **Corrective Action Plan Status:** Approved  **Status Date:** 04/02/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  1- Please provide the Department with information about the process of developing ESL curriculum as well as the timeline that shows executive milestones of the project, estimated completion and implementation timeframe. Please note that the plan should reflect the content to be taught and address the instructional needs of the EL population at all levels.  2- Please provide information regarding the roles and responsibilities of the staff who are assigned to the ESL curriculum project and their qualifications. | | |
| **Progress Report Due Date(s):**  05/24/2018 | | |

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

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| **Criterion & Topic:**  ELE 7 Parent Involvement | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and student records indicated that the district does not always provide language assistance to parents whose preferred language is not English and, therefore, does not always meet the obligation to communicate effectively with parents to include them in matters pertaining to their children's education. The district sometimes uses an online translator to translate information for parents. Online translators do not accurately convey the meaning of the source document and are not appropriate for translations. Therefore, the district does not meet the obligation to communicate effectively with parents whose preferred language of communication is not English and fails to include these parents of ELs in matters pertaining to their children's education. | | |
| **Description of Corrective Action:**  In order to ensure correct and appropriate translations for all families that require so, the District has contracted with Baystate Interpreters to provide face to face translation services as well and the translation of documents into the native language for families. | | |
| **Title/Role(s) of Responsible Persons:**  Office of Teaching & Learning, Principals, ESL Teachers, Classroom Teachers | | **Expected Date of Completion:**  03/27/2018 |
| **Evidence of Completion of the Corrective Action:**  The district will provide the contract for the interpretation services as well as a small sample of items to DESE for verification. | | |
| **Description of Internal Monitoring Procedures:**  Building principals and classroom teachers will be provided with the list of students that require translation each year from the ESL teachers. Teachers will be responsible for providing any additional materials (projects, invitations, etc) to the Office for Teaching & Learning for translation. The end of the year parent survey will include a question for families on interpretation services to ensure they are satisfied. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 7 Parent Involvement | **Corrective Action Plan Status:** Approved  **Status Date:** 04/02/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please submit the following:  1-The district's written key procedures and processes to follow in securing a translator or  an interpreter  2- Processes the school district uses to identify limited English proficient parents  3- Evidence of translated documents for SY 2017-18. | | |
| **Progress Report Due Date(s):**  05/24/2018 | | |

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

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| **Criterion & Topic:**  ELE 8 Declining Entry to a Program | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and student records indicated that the district's current guidance is not aligned to that required in the "Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners October 2017" as found at http://www.doe.mass.edu/ell/guidance/guidance.pdf. | | |
| **Description of Corrective Action:**  The District has updated the local Declining Entry form to align with the required questions from the "Guidance" document from DESE. This document will be provided to all families when the student qualifies for ESL services. The document will be provided to families in their preferred language. | | |
| **Title/Role(s) of Responsible Persons:**  Office of Teaching & Learning, ESL Teachers | | **Expected Date of Completion:**  03/27/2018 |
| **Evidence of Completion of the Corrective Action:**  The evidence of completion is the updated form. | | |
| **Description of Internal Monitoring Procedures:**  Annually, the Office of Teaching and Learning will confirm the alignment of the District's form with the DESE guidelines and will make any changes as necessary. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 8 Declining Entry to a Program | **Corrective Action Plan Status:** Approved  **Status Date:** 04/02/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please upload the district's revised forms provided to parents who want to decline ELE services their children are eligible for. | | |
| **Progress Report Due Date(s):**  05/24/2018 | | |

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

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| **Criterion & Topic:**  ELE 10 Parental Notification | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and student records indicated that the district sends to the parents or legal guardians of students in the ELE program translated progress reports in some parental primary languages, which include information regarding their child's progress in becoming proficient in using the English language. However, the initial parent notification letter requires parents to indicate they agree with student placement contrary to the requirements in the "Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners October 2017" as found at http://www.doe.mass.edu/ell/guidance/guidance.pdf. | | |
| **Description of Corrective Action:**  The District has updated the local Parent Notification form to align with the "Guidance" document from DESE. All parents will receive this new form as their child is identified as an ELL. | | |
| **Title/Role(s) of Responsible Persons:**  Office of Teaching & Learning, ESL Teachers | | **Expected Date of Completion:**  03/27/2018 |
| **Evidence of Completion of the Corrective Action:**  The updated form will serve as evidence of completion | | |
| **Description of Internal Monitoring Procedures:**  Annually, the Office of Teaching and Learning will confirm the alignment of the District's form with the DESE guidelines and will make any changes as necessary, this will take place in January of each year prior to the distribution of registration materials for incoming kindergartners. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 10 Parental Notification | **Corrective Action Plan Status:** Approved  **Status Date:** 04/02/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please submit the district's revised parent notification form. | | |
| **Progress Report Due Date(s):**  05/24/2018 | | |

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

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| **Criterion & Topic:**  ELE 13 Follow-up Support | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and interviews indicated that the district actively monitors the progress of students who have exited the ELE program for only two years. ESE guidance requires that FEL students are to be monitored for four years as stated in the "Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners October 2017" as found at http://www.doe.mass.edu/ell/guidance/guidance.pdf. | | |
| **Description of Corrective Action:**  All students that are considered "FEL" will be monitored for four years, through placement in an SEI endorsed classroom and through check ins with the ESL Teacher. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent, ESL Teachers, Principals | | **Expected Date of Completion:**  09/01/2018 |
| **Evidence of Completion of the Corrective Action:**  Updated procedures have been included to show compliance | | |
| **Description of Internal Monitoring Procedures:**  Each June, students progress and assessment results will be reviewed to see if students are eligible to become FEL. Students that are dismissed formally will be added to a monitor roster for four years. All students will be monitored closely by the ESL teacher. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 13 Follow-up Support | **Corrective Action Plan Status:** Approved  **Status Date:** 04/02/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please submit the district's revised procedures to follow up with the progress of students who exited ELE program. | | |
| **Progress Report Due Date(s):**  05/24/2018 | | |

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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 ELs hold the SEI Teacher Endorsement, but some do not. | | |
| **Description of Corrective Action:**  All EL students will be placed with a SEI endorsed teacher. | | |
| **Title/Role(s) of Responsible Persons:**  Principals, ESL | | **Expected Date of Completion:**  10/01/2018 |
| **Evidence of Completion of the Corrective Action:**  Student rosters will be shared with the department to show compliance | | |
| **Description of Internal Monitoring Procedures:**  All staff members that are endorsed are kept on a roster for principals and other administrators to reference. All EL students must be placed with a SEI endorsed teacher- these placements will be confirmed prior to the start of school by the students assigned ESL teacher and principal. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 14 Licensure Requirements | **Corrective Action Plan Status:** Approved  **Status Date:** 04/02/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  1- Provide information on the 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.  2- Please submit the district's plan to ensure that ELs are assigned only to core academic teachers who hold the SEI endorsement.  3- 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.  4- 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):**  09/14/2018 | | |