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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: Plainville

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 01/25/2018.

**Mandatory One-Year Compliance Date:** **01/25/2019**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 3A | Special requirements for students on the autism spectrum | Partially Implemented |
| SE 18A | IEP development and content | Partially Implemented |
| SE 20 | Least restrictive program selected | Partially Implemented |
| SE 37 | Procedures for approved and unapproved out-of-district placements | Partially Implemented |
| SE 55 | Special education facilities and classrooms | Partially Implemented |
| CR 3 | Access to a full range of education programs | Partially Implemented |
| CR 8 | Accessibility of extracurricular activities | Partially Implemented |
| CR 17A | Use of physical restraint on any student enrolled in a publicly-funded education program | Partially Implemented |
| CR 18A | School district employment practices | Partially Implemented |
| CR 23 | Comparability of facilities | Partially Implemented |
| CR 24 | Curriculum review | Not Implemented |
| CR 25 | Institutional self-evaluation | Not Implemented |
| ELE 5 | Program Placement and Structure | Partially Implemented |
| ELE 14 | Licensure Requirements | Partially Implemented |

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| **Criterion & Topic:** SE 3A Special requirements for students on the autism spectrum | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records set forth that whenever an evaluation indicates that a child has a disability on the autism spectrum, IEP Teams do not consistently consider all special requirements. Specifically, the need to develop social interaction skills and proficiencies; the needs resulting from engagement in repetitive activities and stereotyped movements; and the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder are not consistently addressed in the student's IEP. |
| **Description of Corrective Action:** A new form (ASD Team Checklist) has been developed and is in use to ensure that each Team discusses and considers the special elements required for students diagnosed on the Autism spectrum. The Administrator of Special Education introduced and reviewed this new checklist during his October staff meeting. Parents are asked to sign this form at the end of each Team meeting to ensure that these proficiencies are discussed. |
| **Title/Role(s) of Responsible Persons:**Administrator of Special Education | **Expected Date of Completion:**06/30/2018 |
| **Evidence of Completion of the Corrective Action:**The agenda from the October staff meeting, completed and signed ASD Team Checklists and the Administrator's monitoring checklist will be made available for review. |
| **Description of Internal Monitoring Procedures:** The Administrator of Special Education will develop and use a monitoring form to ensure that the new ASD checklist is being utilized with fidelity at every Team meeting for students on the spectrum. If this review identifies any issues or discrepancies, further training will be conducted. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 3A Special requirements for students on the autism spectrum | **Corrective Action Plan Status:** Approved **Status Date:** 03/07/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By April 27, 2018, submit evidence of training of appropriate staff to ensure that whenever an evaluation indicates that a child has a disability on the autism spectrum, IEP Teams consistently consider all special requirements. Specifically, the need to develop social interaction skills and proficiencies; the needs resulting from engagement in repetitive activities and stereotyped movements; and the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder are consistently addressed in the student's IEP. Include the training materials, agenda, and signed attendance sheet with staff name, role, and signature. By June 15, 2018, submit the results of a review of student records across all levels to ensure that whenever an evaluation indicates that a child has a disability on the autism spectrum, IEP Teams consistently consider all special requirements. Specifically, the need to develop social interaction skills and proficiencies; the needs resulting from engagement in repetitive activities and stereotyped movements; and the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder are consistently addressed in the student's IEP. Include the number of records reviewed; the number of records in compliance; and for any records not in compliance, determine the root cause and specific corrective actions taken to remedy the non-compliance.  \*Please note that when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the record review; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature(s). |
| **Progress Report Due Date(s):** 04/27/201806/15/2018 |

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| **Criterion & Topic:** SE 18A IEP development and content | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records and staff interviews indicated that IEP Teams do not always consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students on the autism spectrum. |
| **Description of Corrective Action:** The Administrator of Special Education will review every IEP drafted for students on the autism spectrum to ensure that Teams consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, teasing, and harassment. |
| **Title/Role(s) of Responsible Persons:**Administrator of Special Education | **Expected Date of Completion:**06/30/2018 |
| **Evidence of Completion of the Corrective Action:**IEPs and Team meeting notes detailing the discussion and documentation of this requirement at every grade level (PK-6). |
| **Description of Internal Monitoring Procedures:** The Administrator of Special Education will develop and use a monitoring form to ensure that these skills and proficiences are being discussed at each Team meeting for students on the autism spectrum. If during this process, the Administrator identifies any issues or discrepancies in this requirement, further training will be conducted. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 18A IEP development and content | **Corrective Action Plan Status:** Partially Approved **Status Date:** 03/07/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:** The district indicated the development of an updated internal monitoring system and IEP review to ensure IEP Teams consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students on the autism spectrum. The district did not indicate training of special education staff on the updated procedures. |
| **Department Order of Corrective Action:**Provide training to all special education staff on the requirements to ensure IEP Teams consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students on the autism spectrum. |
| **Required Elements of Progress Report(s):** By April 27, 2018, submit a description of the district's internal oversight and tracking system with periodic reviews, along with the name/role of the designated person responsible for oversight. By April 27, 2018, submit evidence of training of appropriate staff to ensure that IEP Teams consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students on the autism spectrum. Include the training materials, agenda, and signed attendance sheet with staff name, role, and signature. By June 15, 2018, submit the results of a review of student records across all levels to ensure that IEP Teams consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students on the autism spectrum. Include the number of records reviewed; the number of records in compliance; and for any records not in compliance, determine the root cause and specific corrective actions taken to remedy the non-compliance.  \*Please note that when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the record review; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature(s). |
| **Progress Report Due Date(s):** 04/27/201806/15/2018 |

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| **Criterion & Topic:** SE 20 Least restrictive program selected | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records indicated that if a student is removed from the general education classroom at any time, IEP Teams do not consistently state why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |
| **Description of Corrective Action:** A review of expectations for the drafting of the 'Non-Participation Justification' statement will be reviewed at a monthly special education staff meeting. |
| **Title/Role(s) of Responsible Persons:**Administrator of Special Education | **Expected Date of Completion:**06/30/2018 |
| **Evidence of Completion of the Corrective Action:**Agenda and attendance sheet from the staff meeting, administrator's review record sheet, sample statements from IEPs |
| **Description of Internal Monitoring Procedures:** Upon completion of the review, the Administrator of Special Education will create a review record sheet to detail the monitoring of the statements in IEPs. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 20 Least restrictive program selected | **Corrective Action Plan Status:** Approved **Status Date:** 03/07/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By April 27, 2018, submit a description of the district's internal oversight and tracking system with periodic reviews, along with the name/role of the designated person responsible for oversight. By April 27, 2018, submit evidence of training of appropriate staff to ensure that if a student is removed from the general education classroom at any time, IEP Teams consistently state why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. Include the training materials, agenda, and signed attendance sheet with staff name, role, and signature. By June 15, 2018, submit the results of a review of student records across all levels to ensure that if a student is removed from the general education classroom at any time, IEP Teams consistently state why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. Include the number of records reviewed; the number of records in compliance; and for any records not in compliance, determine the root cause; and specific corrective actions taken to remedy the non-compliance. \*Please note that when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the record review; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature(s). |
| **Progress Report Due Date(s):** 04/27/201806/15/2018 |

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| **Criterion & Topic:** SE 37 Procedures for approved and unapproved out-of-district placements | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documents indicated that the nondiscrimination statement on written contracts with public and private out-of-district placements is missing the protected category of gender identity. |
| **Description of Corrective Action:** The district's Contract and Monitoring Plan has been edited to include all protected categories. |
| **Title/Role(s) of Responsible Persons:**Administrator of Special Education | **Expected Date of Completion:**06/30/2018 |
| **Evidence of Completion of the Corrective Action:**The updated plans with private and public school signatures will be made available to DESE's PSM team. |
| **Description of Internal Monitoring Procedures:** The Administrator of Special Education will ensure that all forms and documents listing the protected categories will be updated if any further changes arise. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 37 Procedures for approved and unapproved out-of-district placements | **Corrective Action Plan Status:** Approved **Status Date:** 03/07/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By April 27, 2018, submit a copy of the district's written contract with public and private out-of-district placements that contains a statement of nondiscrimination that addresses all protected categories including gender identity. |
| **Progress Report Due Date(s):** 04/27/2018 |

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| **Criterion & Topic:** SE 55 Special education facilities and classrooms | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Observations indicated that not all special education classrooms are located in spaces that minimize the separation or stigmatization of eligible students. Specifically, at the Wood Elementary School, the substantially separate Therapeutic Learning Center (TLC) classroom is located in a wing containing only TLC, a speech and language pull-out room, teacher conference room, bathroom, and custodian closet; and is therefore not fully integrated into the life of the school. |
| **Description of Corrective Action:** The TLC classroom and S/L pull-out room will be relocated to a location in a general education hallway and not a location that separates or stigmatizes students receiving services. |
| **Title/Role(s) of Responsible Persons:**Superintendent of Schools, Administrator of Special Education, Wood School Principal | **Expected Date of Completion:**09/05/2018 |
| **Evidence of Completion of the Corrective Action:**A representative from DESE's PSM office will be invited to visit these two classrooms after their location has been changed. |
| **Description of Internal Monitoring Procedures:** The school committee, Superintendent, and both building principals have been made aware of this finding and will ensure that programs/classrooms are not identified by signs or placement that may stigmatize any students. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Approved **Status Date:** 03/07/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By April 27, 2018, submit a proposed floor plan demonstrating that the substantially separate Therapeutic Learning Center (TLC) classroom has been relocated and is fully integrated into the life of the school. By September 10, 2018, a representative from the Department will conduct an on-site visit at the Wood Elementary School to review facilities and verify completion of corrective actions. |
| **Progress Report Due Date(s):** 04/27/201809/10/2018 |

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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 is missing the protected categories of race, color, sex, gender identity, religion, national origin, sexual orientation, and disability. |
| **Description of Corrective Action:** All district policies that did not include all of the protected categories have been updated to include all protected categories. These policies have been approved by the district's school committee. |
| **Title/Role(s) of Responsible Persons:**Superintendent of Schools | **Expected Date of Completion:**06/30/2018 |
| **Evidence of Completion of the Corrective Action:**The specifically cited policies will be made available to DESE's PSM team for review. |
| **Description of Internal Monitoring Procedures:** The Superintendent of Schools will ensure that all forms and documents listing the protected categories will be updated if any further changes arise. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Approved **Status Date:** 03/07/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By April 27, 2018, submit the updated district policy regarding access to a full range of education programs as approved by the school committee, which includes all protected categories, including race, color, sex, gender identity, religion, national origin, sexual orientation, and disability.By April 27, 2018, submit evidence of dissemination of the updated policy to the school community. |
| **Progress Report Due Date(s):** 04/27/201806/15/2018 |

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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 accessibility of extracurricular activities is missing the protected categories of race, color, sex, gender identity, religion, national origin, sexual orientation, and disability. |
| **Description of Corrective Action:** All district policies that did not include all of the protected categories have been updated to include all protected categories. These policies have been approved by the district's school committee. |
| **Title/Role(s) of Responsible Persons:**The Superintendent of Schools | **Expected Date of Completion:**06/30/2018 |
| **Evidence of Completion of the Corrective Action:**The specifically cited policies will be made available to DESE's PSM team for review. |
| **Description of Internal Monitoring Procedures:** The Superintendent of Schools will ensure that all forms and documents listing the protected categories will be updated if any further changes arise. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 8 Accessibility of extracurricular activities | **Corrective Action Plan Status:** Approved **Status Date:** 03/07/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By April 27, 2018, submit the updated district policy regarding accessibility of extracurricular activities as approved by the school committee, which includes the protected categories of race, color, sex, gender identity, religion, national origin, sexual orientation, and disability. By April 27, 2018, submit evidence of dissemination of the updated policy to the school community. |
| **Progress Report Due Date(s):** 04/27/201806/15/2018 |

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| **Criterion & Topic:** CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documents indicated that the district's written restraint prevention and behavior support policy and procedures are missing: 1) methods for preventing student violence, self-injurious behavior and suicide; 2) methods for engaging parents and youth in discussions about restraint prevention and use; 3) a description and explanation of the program's alternatives to physical restraint and method of physical restraint in emergency situations; 4) a procedure for conducting periodic review of data and documentation on the program's use of restraint; and 5) a procedure for the use of time-out |
| **Description of Corrective Action:** The district's current restraint prevention and behavior support policies will be amended to include:1) methods for preventing student violence, self-injurious behavior and suicide; 2) methods for engaging parents and youth in discussions about restraint prevention and use; 3) a description and explanation of the program's alternatives to physical restraint and method of physical restraint in emergency situations; 4) a procedure for conducting periodic review of data and documentation on the program's use of restraint; and 5) a procedure for the use of time-out |
| **Title/Role(s) of Responsible Persons:**Superintendent of Schools, Administrator of Special Education | **Expected Date of Completion:**06/30/2018 |
| **Evidence of Completion of the Corrective Action:**The district will submit the amended, school committee approved policies. |
| **Description of Internal Monitoring Procedures:** The Superintendent and the Administrator of Special Education will review the proposed changes to the policies prior to sending them to the school committee for their approval. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program | **Corrective Action Plan Status:** Partially Approved **Status Date:** 03/07/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:** The district proposed amending the current restraint prevention and behavior support policies to include: 1) methods for preventing student violence, self-injurious behavior and suicide; 2) methods for engaging parents and youth in discussions about restraint prevention and use; 3) a description and explanation of the program's alternatives to physical restraint and method of physical restraint in emergency situations; 4) a procedure for conducting periodic review of data and documentation on the program's use of restraint; and 5) a procedure for the use of time-out. The district did not however, include training to all staff on the updated policies and procedures. |
| **Department Order of Corrective Action:**Submit evidence of training to all staff on the updated restraint prevention and behavior support policies that include: 1) methods for preventing student violence, self-injurious behavior and suicide; 2) methods for engaging parents and youth in discussions about restraint prevention and use; 3) a description and explanation of the program's alternatives to physical restraint and method of physical restraint in emergency situations; 4) a procedure for conducting periodic review of data and documentation on the program's use of restraint; and 5) a procedure for the use of time-out. |
| **Required Elements of Progress Report(s):** By June 15, 2018, submit a copy of the district's updated restraint prevention and behavior support policy and procedures, as approved by the school committee, that include: 1) methods for preventing student violence, self-injurious behavior and suicide; 2) methods for engaging parents and youth in discussions about restraint prevention and use; 3) a description and explanation of the program's alternatives to physical restraint and method of physical restraint in emergency situations; 4) a procedure for conducting periodic review of data and documentation on the program's use of restraint; and 5) a procedure for the use of time-out. By September 10, 2018, provide evidence of training on the district's updated restraint prevention and behavior support policy and procedures to all staff. Include the training materials, agenda, and signed attendance sheet with staff name, role, and signature. |
| **Progress Report Due Date(s):** 06/15/201809/10/2018 |

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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 although district employment practices are generally free from discrimination, the district policy is missing the protected category of gender identity. |
| **Description of Corrective Action:** All district policies that did not include all of the protected categories have been updated to include all protected categories. These policies have been approved by the district's school committee. |
| **Title/Role(s) of Responsible Persons:**Superintendent of Schools | **Expected Date of Completion:**06/30/2018 |
| **Evidence of Completion of the Corrective Action:**The specifically cited policies will be made available to DESE's PSM team for review. |
| **Description of Internal Monitoring Procedures:** The Superintendent of Schools will ensure that all forms and documents listing the protected categories will be updated if any further changes arise. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 18A School district employment practices | **Corrective Action Plan Status:** Approved **Status Date:** 03/07/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By April 27, 2018, submit evidence of the updated district employment policy, as approved by the school committee, which contains all protected categories, including gender identity. |
| **Progress Report Due Date(s):** 04/27/2018 |

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| **Criterion & Topic:** CR 23 Comparability of facilities | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** See SE 55. |
| **Description of Corrective Action:** The TLC classroom and S/L pull-out room will be relocated to a location in a general education hallway and not a location that separates or stigmatizes students receiving services. |
| **Title/Role(s) of Responsible Persons:**Superintendent of Schools, Administrator of Special Education, Wood School Principal | **Expected Date of Completion:**09/05/2018 |
| **Evidence of Completion of the Corrective Action:**A representative from DESE's PSM office will be invited to visit these two classrooms after their location has been changed. |
| **Description of Internal Monitoring Procedures:** The school committee, Superintendent, and both building principals have been made aware of this finding and will ensure that programs/classrooms are not identified by signs or placement that may stigmatize any students. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 23 Comparability of facilities | **Corrective Action Plan Status:** Approved **Status Date:** 03/07/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** See SE 55. |
| **Progress Report Due Date(s):** 04/27/201809/10/2018 |

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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. |
| **Description of Corrective Action:** In April of 2018, all staff will be provided with a 2 hours training utilizing the 'District Toolkit for Identifying and Addressing Curriculum Bias & Equal Program Access'. Moving forward, the Curriculum Teams, with the guidance of the team leaders and principals, will conduct reviews of educational materials at each grade level to ensure that there are no instances of simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation on an annual basis. |
| **Title/Role(s) of Responsible Persons:**Building Principals, Curriculum Team Leaders, Administrator of Special Education | **Expected Date of Completion:**01/25/2019 |
| **Evidence of Completion of the Corrective Action:**Workshop agenda and attendance sheets, along with the materials (powerpoint, handouts, etc.) used during the training. Curriculum meeting agendas, attendance sheets, and samples of reviewed materials |
| **Description of Internal Monitoring Procedures:** The building principals will review the process of the curriculum teams' work and collect evidence to support and/or improve upon these reviews. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 24 Curriculum review | **Corrective Action Plan Status:** Approved **Status Date:** 03/07/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By April 27, 2017, submit the district's internal oversight and tracking system with periodic reviews to ensure 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. By June 15, 2018, submit evidence of staff training on the requirement 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. Include the training date(s), 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):** 04/27/201806/15/2018 |

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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 have a formal process to annually evaluate all aspects of its K-6 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. |
| **Description of Corrective Action:** In April of 2018, all staff will be provided with a 2 hours training utilizing the 'District Toolkit for Identifying and Addressing Curriculum Bias & Equal Program Access'. Utilizing the guidance documents provided by DESE, the district will develop an evaluation tool to be used annually. This assessment will also include conclusions reached and resolutions of any identified issues.  The district's evaluation will review all aspects of its K-6 programming 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 clubs, specials and all other extra-curricular activities. |
| **Title/Role(s) of Responsible Persons:**Superintendent of Schools, Administrator of Special Education, Administrative Team | **Expected Date of Completion:**01/25/2019 |
| **Evidence of Completion of the Corrective Action:**Workshop agenda and attendance sheets, along with the materials (PowerPoint, handouts, etc.) used during the training. A copy of the completed self-assessment, along with any corrective actions, will be made available for review, as well. |
| **Description of Internal Monitoring Procedures:** The Superintendent will lead the administrative team in reviewing the results of the self-assessment on an annual basis. The administrative team will also document corrective actions taken if any issues are identified. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved **Status Date:** 03/07/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By June 15, 2018 submit the self evaluation tool(s) and/or template(s) designed to evaluate all aspects of the district's program for equal access. By October 12, 2018 submit a narrative summary of results of the institutional self evaluation and an action plan for program adjustments or changes in response to the outcomes of the institutional self-evaluation to improve equal access to all programs, including athletics and other extracurricular activities. |
| **Progress Report Due Date(s):** 06/15/201810/12/2018 |

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| **Criterion & Topic:** ELE 5 Program Placement and Structure | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of the Castañeda's Three-Pronged Test completed by the district and staff interviews indicated that the district does not have an ESL curriculum that guides ESL instruction, nor a plan to develop one. Furthermore, although the district utilizes a pull-out method when providing students with ESL instruction, samples of mini lesson templates demonstrate that the district does not use the time dedicated to ESL to provide systematic, dedicated, and sustained ESL instruction. The subject taught during this time is sheltered ELA with a focus on ELA content standards. |
| **Description of Corrective Action:** The district ESL teacher will look to work collaboratively with colleagues in area districts to review multiple ESL curricula. In addition, the Superintendent will review both the district's self-assessment and CPR findings and make recommendations to the School Committee on how to improve the district's ability to meet the required time dedicated to ESL instruction. |
| **Title/Role(s) of Responsible Persons:**Superintendent of Schools, ESL teacher | **Expected Date of Completion:**01/25/2019 |
| **Evidence of Completion of the Corrective Action:**Draft copies of curricula that will be recommended for adoption by the district. School Committee and Administrative meeting agendas detailing the progress made towards addressing the curriculum and ESL instruction time issues. |
| **Description of Internal Monitoring Procedures:** The Superintendent will invite the ESL teacher to attend Administrative meetings on a quarterly basis to update the administrative team on the progress of the curriculum search and scheduling. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 5 Program Placement and Structure | **Corrective Action Plan Status:** Approved **Status Date:** 03/07/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By April 27, 2018, provide the Department with information about the process of developing ESL/ELD 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. By April 27, 2018, provide information regarding the roles and responsibilities of the staff who are assigned to the ESL curriculum project and their qualifications.By April 27, 2018, explain how the district will monitor the progress towards compliance and submit the district's monitoring system to ensure that English language development occurs during the time dedicated to ESL. |
| **Progress Report Due Date(s):** 04/27/201810/12/2018 |

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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 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 Superintendent of Schools and the two building Principals will ensure that there is at least one SEI endorsed teacher per grade level and that each SEI student is assigned to an endorsed teacher. In addition, ALL administrators who supervise/evaluate SEI endorsed teachers hold a current SEI Administrator Endorsement. |
| **Title/Role(s) of Responsible Persons:**Superintendent of Schools, Building Principals | **Expected Date of Completion:**09/05/2018 |
| **Evidence of Completion of the Corrective Action:**Copies of all SEI Endorsements for all staff who have completed the endorsement training, class lists identifying all SEI students and their current classroom placements. |
| **Description of Internal Monitoring Procedures:** Every year, the Superintendent of Schools and the Principals will review the list of endorsed teachers to ensure that there is at least one per grade level. The Principals will also submit proposed class lists to the Superintendent annually for review. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 14 Licensure Requirements | **Corrective Action Plan Status:** Approved **Status Date:** 03/07/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By June 15, 2018, 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.By June 15, 2018, please submit the district's plan to ensure that ELs are assigned only to core academic teachers who hold the SEI endorsement.By June 15, 2018, 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 October 12, 2018, 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):** 06/15/201810/12/2018 |