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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: Tewksbury

CPR Onsite Year: 2013-2014

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 03/25/2014.

**Mandatory One-Year Compliance Date:** **03/25/2015**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 8 | IEP Team composition and attendance | Partially Implemented |
| SE 18A | IEP development and content | Partially Implemented |
| SE 18B | Determination of placement; provision of IEP to parent | Partially Implemented |
| SE 19 | Extended evaluation | Partially Implemented |
| SE 20 | Least restrictive program selected | Partially Implemented |
| SE 32 | Parent advisory council for special education | Partially Implemented |
| SE 55 | Special education facilities and classrooms | Partially Implemented |
| CR 7B | Structured learning time | Partially Implemented |
| CR 8 | Accessibility of extracurricular activities | Partially Implemented |
| CR 9 | Hiring and employment practices of prospective employers of students | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 12A | Annual and continuous notification concerning nondiscrimination and coordinators | Partially Implemented |
| CR 15 | Non-discriminatory administration of scholarships, prizes and awards | 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 |

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

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| **Criterion & Topic:**  SE 8 IEP Team composition and attendance | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records and interviews indicated that required IEP Team members are not consistently excused with parental consent; in addition, there was no evidence of the required Team members providing written input to the parent and the IEP Team for the development of the IEP prior to the meeting. Required Team members who were not excused were general education teachers. | | |
| **Description of Corrective Action:**  PowerPoint presentation to case managers on IEP Team composition and attendance mandate; Review sections of Special Education Process and Procedures Handbook (pages 27-28) with case managers outlining IEP Team composition and attendance requirement; Notice to building principals with signature page explaining composition and attendance requirement with signature of understanding from each. | | |
| **Title/Role(s) of Responsible Persons:**  Director  Case Managers  Out of District Coordinator | | **Expected Date of Completion:**  08/28/2014 |
| **Evidence of Completion of the Corrective Action:**  PowerPoint Presentation and materials; agenda; attendance sign-in sheet. | | |
| **Description of Internal Monitoring Procedures:**  One week per month, random selection review of completed IEPs and attendance sheets for proper documentation, waivers, etc.; Documented on spreadsheet with student name and category areas. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 8 IEP Team composition and attendance | **Corrective Action Plan Status:** Approved  **Status Date**: 05/12/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide evidence of staff training regarding Team composition and attendance, including signed attendance (with name and role), agenda and any training materials. This progress report is due June 20, 2014.  Conduct an internal review of approximately 10 student records, post training, for evidence that Team members are excused with prior written parental agreement and that required excused personnel provide written input prior to the meeting. Please provide an analysis of this review to include the number of records reviewed and the number of records found to be non-compliant. For any records found to be non-compliant, please provide an analysis of the root cause(s) and any steps that the district has taken to remedy the non-compliance. This progress report is due October 31, 2014.  \*Please note that when 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 the person(s) who conducted the review, their role(s), and their signatures. | | |
| **Progress Report Due Date(s):**  06/20/2014  10/31/2014 | | |

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

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| **Criterion & Topic:**  SE 18A IEP development and content | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that IEP Teams do not consistently address age-specific considerations for students ages 14+ or social-emotional supports for students with severe behavioral needs in the Present Levels of Education Performance B section (PLEP B) of the IEP. Student records also indicated students on the autism spectrum and other students vulnerable to bullying, harassment and teasing do not consistently have IEPs that identify skills and proficiencies needed to avoid and respond to bullying, harassment and teasing. | | |
| **Description of Corrective Action:**  PowerPoint presentation and materials for age-specific considerations of students with disabilities ages 14+ and to address social-emotional supports for students with significant behaviors, access to curriculum, and considerations documented under PLEP B section. Additionally, we will create a checklist that is reviewed at every IEP Team meeting that will address anti-bullying, harassment and teasing, as well as, documentation of considerations and statements reflecting that this was discussed as a Team and then reflected on both the N1 and IEP. Review of Special Education Process and Procedures handbook (pages 53-56) on specific sections addressing this category domain with case managers, review and revise as needed. | | |
| **Title/Role(s) of Responsible Persons:**  Director  Case Managers  Out of District Coordinator | | **Expected Date of Completion:**  08/28/2014 |
| **Evidence of Completion of the Corrective Action:**  PowerPoint Presentation and materials; agenda; attendance sign-in sheet. | | |
| **Description of Internal Monitoring Procedures:**  One week per month, random selection review of completed IEPs and attendance sheets for proper documentation, waivers, etc. Documented on spreadsheet with student name and category areas. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 18A IEP development and content | **Corrective Action Plan Status:** Approved  **Status Date**: 05/12/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide evidence of staff training regarding the requirement that the PLEP B portion of the IEP appropriately documents age-specific considerations for students ages 14+ and/or social-emotional supports for students with severe behavioral needs. Also, provide evidence of training regarding the requirement that the skills and proficiencies needed to avoid and respond to bullying, harassment and teasing are appropriately addressed in the student's IEP. Evidence should consist of signed attendance sheets, agendas, and relevant training materials. This progress report is due June 20, 2014.  Conduct an internal record review of approximately 15 records from all levels of the district, post training, ensuring that Team members are documenting age-specific considerations and/or social emotional supports in PLEP B of the IEP.  Conduct an additional internal review of 10-12 student records, post training, for evidence that skills and proficiencies needed to avoid bullying, harassment and teasing are being addressed.  Please provide an analysis of the results from each internal review to include the number of records reviewed and the number of records found to be non-compliant. For any records found to be non-compliant, please provide an analysis of the root cause(s) and any steps that the district has taken to remedy the non-compliance.  This progress report is due October 31, 2014.  \*Please note that when 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 the person(s) who conducted the review, their role(s), and their signatures. | | |
| **Progress Report Due Date(s):**  06/20/2014  10/31/2014 | | |

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

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| **Criterion & Topic:**  SE 18B Determination of placement; provision of IEP to parent | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records and interviews indicated that following the development of the IEP, the district does not provide two copies of the proposed IEP and placement to the parent. | | |
| **Description of Corrective Action:**  Training will be administered to case managers on how to document two copies being sent home to the parent. Presentation of mandate and documentation process e.g., N1, IEP. | | |
| **Title/Role(s) of Responsible Persons:**  Director  Case Managers  Out of District Coordinator  School secretaries | | **Expected Date of Completion:**  12/01/2014 |
| **Evidence of Completion of the Corrective Action:**  Agenda; attendance sign-in sheet; copy of meeting minutes. | | |
| **Description of Internal Monitoring Procedures:** One week per month, random selection review of completed N1 letters and IEPs for proper documentation indicating that two copies of the IEP and placement have been presented to the parent. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:** SE 18B Determination of placement; provision of IEP to parent | **Corrective Action Plan Status:** Approved  **Status Date**: 05/12/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** Provide evidence of staff training, including signed attendance (with name and role), agenda, and any training materials regarding the immediate provision of two copies of the proposed IEP and placement to the parent. This progress report is due June 20, 2014.  Conduct an internal review of 15 records representing all levels, post training, for evidence that two copies of the proposed IEP and placement are provided to the parent and clearly documented in the student record. Provide an analysis of this review to include the number of records reviewed and the number of records founds to be non-compliant. For any records found to be non-compliant, provide an analysis of the root cause(s) and any steps that the district has taken to remedy the non-compliance. This progress report is due October 31, 2014.  \*Please note that when 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 the person(s) who conducted the review, their role(s), and their signatures. | | |
| **Progress Report Due Date(s):**  06/20/2014  10/31/2014 | | |

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| **Criterion & Topic:**  SE 19 Extended evaluation | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Student records and interviews indicated that IEP Teams use the extended evaluation process in circumstances where students are not currently being evaluated for eligibility or IEP development. Record review indicated the following issues: 1) IEP Teams do not consistently determine what evaluation time period is necessary or the types of information needed to develop an IEP prior to obtaining parental consent; 2) extended evaluations consistently exceed eight school weeks; 3) IEP Teams do not reconvene promptly to develop an IEP when the evaluations are complete; and 4) the district uses the extended evaluation as a placement for students with disciplinary issues. | | |
| **Description of Corrective Action:**  PowerPoint presentation on proper use of Extended Evaluation Process and procedures training; Create samples of completed EEs; Review and revise the Special Education Process and Procedures Handbook (page 31) including an example of expectation; Materials. Review, discuss, and demonstrate the difference of an EE and IASES. | | |
| **Title/Role(s) of Responsible Persons:**  Director  Case Managers  Out of District Coordinator | | **Expected Date of Completion:**  02/01/2015 |
| **Evidence of Completion of the Corrective Action:**  PowerPoint and materials training; revised page of handbook noting change; agenda; Attendance and sign-in sheet. | | |
| **Description of Internal Monitoring Procedures:**  When team chairpersons (case managers) suspect or have an EE case, they will notify Director to ensure proper procedure. Monitoring will be completed on each EE case by the team chairperson with oversight from the Director. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 19 Extended evaluation | **Corrective Action Plan Status:** Approved  **Status Date**: 05/12/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide evidence of staff training regarding Extended Evaluations, including signed attendance (with name and role), agenda and any training materials. This progress report is due June 20, 2014.  Conduct an internal review of 5-10 student records, post training, ensuring that in the event an Extended Evaluation is being proposed, Team members follow revised procedures appropriately. Please provide an analysis of this review to include the number of records reviewed and the number of records found to be non-compliant. For any records found to be non-compliant, please provide an analysis of the root cause(s) and any steps that the district has taken to remedy the non-compliance. This progress report is due October 31, 2014.  \*Please note that when 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 the person(s) who conducted the review, their role(s), and their signatures. | | |
| **Progress Report Due Date(s):**  06/20/2014  10/31/2014 | | |

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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 Non-Participation Justification statements in IEPs do not always indicate why the removal of the student from the general education classroom is considered critical to the student's program or provide the basis for the IEP Team's 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:** Training on Non-Participation Justification statements; review and discuss work sample statements and compare generic statements to more robust justifications. | | |
| **Title/Role(s) of Responsible Persons:** Director  Case Managers  Out of District Coordinator | | **Expected Date of Completion:**  12/01/2014 |
| **Evidence of Completion of the Corrective Action:** Training materials; PowerPoint presentation; work samples created in professional development activity; Agenda; Attendance and sign-in sheet. | | |
| **Description of Internal Monitoring Procedures:** One week per month, random selection review of completed IEPs with specific focus on Non-Participation Justification statements that reflect robust explanations. Documented on spreadsheet with student name and category areas. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:** SE 20 Least restrictive program selected | **Corrective Action Plan Status:** Approved  **Status Date**: 05/12/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** Provide evidence of staff training regarding Non-participation Justification statements, including signed attendance (with name and role), agenda and any training materials. This progress report is due June 20, 2014.  Conduct an internal review of 15 records with IEPs developed post training for evidence that Non-participation Justification Statements clearly indicate why removal of the student from the general education classroom is considered critical to the student's program and the basis for the IEP Team's conclusion. Please provide an analysis of this review to include the number of records reviewed and the number of records found to be non-compliant. For any records found to be non-compliant, please provide an analysis of the root cause(s) and any steps that the district has taken to remedy the non-compliance. This progress report is due October 31, 2014.  \*Please note that when 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 the person(s) who conducted the review, their role(s), and their signatures. | | |
| **Progress Report Due Date(s):**  06/20/2014  10/31/2014 | | |

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| **Criterion & Topic:**  SE 32 Parent advisory council for special education | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Interviews with administration and special education parent advisory council (PAC) members and document review indicated that the PAC does not participate in the evaluation of the district's special education programs. | | |
| **Description of Corrective Action:**  Formed TSEAPC Committee (October 2013) to work collaboratively on program development input, review of programs and input, review and discuss prepared surveys for various programs and input. | | |
| **Title/Role(s) of Responsible Persons:**  Director  Superintendent  School Committee Member(s)  Co-Chairs of TSEPAC | | **Expected Date of Completion:**  02/01/2015 |
| **Evidence of Completion of the Corrective Action:**  Agenda; Minutes; Materials reviewed and discussed. | | |
| **Description of Internal Monitoring Procedures:**  Bi-monthly meetings; Review of minutes; Discussion with Co-chairs. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Approved  **Status Date**: 05/12/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please provide evidence of the Parent Advisory Council's (PAC) participation in the evaluation of the district's special education programs. This progress report is due October 31, 2014. | | |
| **Progress Report Due Date(s):**  10/31/2014 | | |

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| **Criterion & Topic:**  SE 55 Special education facilities and classrooms | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Observations conducted at the North Street Elementary School confirmed that related services are provided in an alcove adjacent to the art room, separated only by a curtain, which compromises students' confidentiality and creates auditory distractions. | | |
| **Description of Corrective Action:**  Set-up partitions/dividers and ensure compliance with fire codes and egress. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent  Building Principal  Director | | **Expected Date of Completion:**  02/01/2015 |
| **Evidence of Completion of the Corrective Action:**  Snapshot of set-up from different room angles | | |
| **Description of Internal Monitoring Procedures:**  Invite DESE CPR Chairperson for site visit; monitor on-going by building principle and Director. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Approved  **Status Date**: 05/12/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please submit a detailed plan that will ensure confidentiality and eliminate auditory distractions for students receiving related services at the North Street Elementary School. This progress report is due June 13, 2014. The Department will conduct an onsite visit to the North Street Elementary School to verify that the noncompliance has been corrected on or before October 31, 2014. | | |
| **Progress Report Due Date(s):**  06/20/2014  10/31/2014 | | |

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| **Criterion & Topic:**  CR 7B Structured learning time | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicated that students in grades 11 and 12 do not participate in physical education. | | |
| **Description of Corrective Action:**  Present policy regarding pregnant students will be revised to address CPR findings. In addition, letter forwarded to student by high school principal will also be revised to reflect CPR findings; i.e., returning to school and resuming all academic and extracurricular activities as prior to departure. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent / School Committee Members  Assistant Superintendent  High School Principal | | **Expected Date of Completion:**  08/28/2014 |
| **Evidence of Completion of the Corrective Action:**  Adoption of new policy by TPS School Committee. New policy will be placed in TPS policy manual and posted to the TPS website. | | |
| **Description of Internal Monitoring Procedures:**  Student Pregnancy Policy will be updated on an as-needed basis via the annual review of the school handbooks. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 7B Structured learning time | **Corrective Action Plan Status:** Disapproved  **Status Date**: 05/12/2014 | |
| **Basis for Status Decision:**  The district submitted a corrective action plan that does not correspond with this criterion or address the finding from the Coordinated Program Review. | | |
| **Department Order of Corrective Action:**  The district must submit a proposal for corrective action that addresses the fact that 11th and 12th graders are currently not required to participate in physical education as a graduation requirement. | | |
| **Required Elements of Progress Report(s):**  The district must propose a plan to update its policy regarding the requirement for 11th and 12th graders to participate in physical education as part of graduation requirements. This progress report is due June 20, 2014.  The district must then provide evidence that the updated policy has been put into effect for the 2014-2015 school year. This progress report is due October 31, 2014. | | |
| **Progress Report Due Date(s):**  06/20/2014  10/31/2014 | | |

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| **Criterion & Topic:**  CR 8 Accessibility of extracurricular activities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicated that the district's policies regarding accessibility of extracurricular activities do not include the list of protected categories. | | |
| **Description of Corrective Action:**  Present policies reflect corrective language as stated in the DESE CPR Draft report dated March 18, 2014. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent / School Committee Members  Policy Sub-Committee  Building Principals | | **Expected Date of Completion:**  08/28/2014 |
| **Evidence of Completion of the Corrective Action:**  Policy Sub-Committee meeting dates, School Committee meeting dates (to review and adopt updated/revised policies). New policies & recommended policy revisions will be listed on SC agenda. | | |
| **Description of Internal Monitoring Procedures:**  Quarterly meetings of Policy Sub-Committee. In addition, annual review of all school, parent/student handbooks and materials. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 8 Accessibility of extracurricular activities | **Corrective Action Plan Status:** Approved  **Status Date**: 05/12/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide evidence that the district's policy regarding accessibility of extracurricular activities has been updated to include all protected categories. This progress report is due June 20, 2014. | | |
| **Progress Report Due Date(s):**  06/20/2014 | | |

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

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| **Criterion & Topic:**  CR 9 Hiring and employment practices of prospective employers of students | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicated that the statement signed by employers recruiting at the high school does not include gender identity as a protected category. | | |
| **Description of Corrective Action:**  Formalized letter to all potential employers of TMHS interns will reflect recommendations as noted in the DESE CPR report dated March 18, 2014. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent  High School Principal  Internship Program Director | | **Expected Date of Completion:**  08/28/2014 |
| **Evidence of Completion of the Corrective Action:**  Updated communication materials between school system and potential employers of our internship students. Materials will be forwarded to DESE. | | |
| **Description of Internal Monitoring Procedures:**  Annual review of all materials associated with internship program. Updates to be reflected in annual TMHS Curriculum Guide forwarded to all parent/guardian/student each March. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 9 Hiring and employment practices of prospective employers of students | **Corrective Action Plan Status:** Approved  **Status Date**: 05/12/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide evidence that the district's statement for employers to sign regarding hiring and employment of students has been updated to include gender identity as a protected category. This progress report is due June 20, 2014. | | |
| **Progress Report Due Date(s):**  06/20/2014 | | |

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| **Criterion & Topic:**  CR 10A Student handbooks and codes of conduct | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of the district's student handbooks and codes of conduct revealed that gender identity is not included in the nondiscrimination policy as a protected category. | | |
| **Description of Corrective Action:**  Updated student handbooks to include gender identity as one of the protected classes. Student handbooks will be reviewed annually. | | |
| **Title/Role(s) of Responsible Persons:**  Building Principals  Assistant Principals  Student Handbook Sub-Committee, if applicable | | **Expected Date of Completion:**  08/28/2014 |
| **Evidence of Completion of the Corrective Action:**  Updated student handbooks to include gender identity as one of the protected classes. Student handbooks will be reviewed annually and on an as-needed basis. | | |
| **Description of Internal Monitoring Procedures:**  Student handbooks will be reviewed annually and on an as-needed basis. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved  **Status Date**: 05/12/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide evidence that the district's student handbooks and codes of conduct have been updated to include gender identity as a protected category. This progress report is due June 20, 2014. | | |
| **Progress Report Due Date(s):**  06/20/2014 | | |

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| **Criterion & Topic:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Documents review revealed that the district's written materials and other media used to publicize its schools do not include gender identity in the nondiscrimination statement. | | |
| **Description of Corrective Action:**  Present policies reflect inclusion of all protected classes, including gender identity, as stated in the DESE CPR Draft report dated March 18, 2014. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent / School Committee Members  Building Principals  Policy Sub-Committee | | **Expected Date of Completion:**  08/28/2014 |
| **Evidence of Completion of the Corrective Action:**  Policy Sub-Committee meeting dates, along with School Committee meeting dates (to review and adopt updated/revised policies). New policies & recommended policy revisions will be listed on SC agenda. | | |
| **Description of Internal Monitoring Procedures:**  Policy Sub-Committee meeting dates, along with School Committee meeting dates (to review and adopt updated/revised policies). | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved  **Status Date**: 05/12/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide evidence that gender identity has been included in the district's policy regarding annual and continuous notification concerning nondiscrimination and coordinators. This progress report is due June 20, 2014. | | |
| **Progress Report Due Date(s):**  06/20/2014 | | |

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| **Criterion & Topic:**  CR 15 Non-discriminatory administration of scholarships, prizes and awards | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review demonstrated that the district's policies regarding nondiscriminatory administration of scholarships, prizes and awards do not include the list of protected categories. | | |
| **Description of Corrective Action:**  Present materials will be updated to reflect recommendations of DESE CPR Draft report dated March 18, 2014. These materials will reflect inclusion of gender identity as one of the protected classes. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent / School Committee Members  Building Principals  Policy Sub-Committee | | **Expected Date of Completion:**  01/31/2015 |
| **Evidence of Completion of the Corrective Action:**  Updated materials will be forwarded to the DESE. | | |
| **Description of Internal Monitoring Procedures:**  Policy Sub-Committee meeting dates, School Committee meeting dates, and TMHS Scholarship Committee meeting dates. Student handbooks and scholarship, prize and award materials will be revised to reflect changes in policies. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 15 Non-discriminatory administration of scholarships, prizes and awards | **Corrective Action Plan Status:** Approved  **Status Date**: 05/12/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide evidence that the district's policy regarding non-discriminatory administration of scholarships, prizes and awards has been updated to include all protected categories. This progress report is due June 20, 2014. | | |
| **Progress Report Due Date(s):**  06/20/2014 | | |

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

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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:**  Document review indicated the following issues with the written notice provided to students 16 or over leaving school without a high school diploma and their parents: 1) the notice is not sent to the student in question; 2) the notice is not sent within 10 days of the student's 15th consecutive day of unexcused absence; 3) the notice does not offer an extension of not more than 14 days to meet with a school representative. | | |
| **Description of Corrective Action:**  Immediate revision to present letter with recommended additions as stated in DESE CPR Draft report dated March 18, 2014. | | |
| **Title/Role(s) of Responsible Persons:**  High School Administration | | **Expected Date of Completion:**  08/28/2014 |
| **Evidence of Completion of the Corrective Action:**  Submission of new letter, with revisions, to DESE. | | |
| **Description of Internal Monitoring Procedures:**  Annual review of parent/student handbook. | | |
| 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**: 05/12/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide evidence that the district has updated and brought into compliance its notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion. This progress report is due June 20, 2014. | | |
| **Progress Report Due Date(s):**  06/20/2014 | | |

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

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| **Criterion & Topic:**  CR 18A School district employment practices | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review revealed that the district's policies regarding its employment practices do not include the list of protected categories. | | |
| **Description of Corrective Action:**  Present policies reflect corrective language as stated in the DESE CPR Draft report dated March 18, 2014. All employment practice materials will reflect inclusion of gender identity as one of the protected classes. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent / School Committee Members  Policy Sub-Committee  Building Principals | | **Expected Date of Completion:**  02/01/2015 |
| **Evidence of Completion of the Corrective Action:**  Policy Sub-Committee meeting dates, School Committee meeting dates (to review and adopt updated/revised policies). New policies & recommended policy revisions will be listed on SC agenda. | | |
| **Description of Internal Monitoring Procedures:**  Policy Sub-Committee meetings. Posting of all new policies and revised policies will be included in the TPS Policy Manual and posted to the TPS website. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 18A School district employment practices | **Corrective Action Plan Status:** Approved  **Status Date**: 05/12/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide evidence that the district's policy regarding employment practices has been updated to include all protected categories. This progress report is due June 20, 2014. | | |
| **Progress Report Due Date(s):**  06/20/2014 | | |

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

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| **Criterion & Topic:**  CR 24 Curriculum review | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of the district's documents indicated that while individual teachers review educational materials for simplistic and demeaning generalizations, gender identity is not included as one of the protected categories in the review process. | | |
| **Description of Corrective Action:**  Present materials utilized for review of educational materials will be revised to reflect consideration of all the protected classes. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent  Building Principals | | **Expected Date of Completion:**  01/31/2015 |
| **Evidence of Completion of the Corrective Action:**  Revised materials will be forwarded to the DESE. | | |
| **Description of Internal Monitoring Procedures:**  Annual review of evaluation process; public access & review of all Pre-K recommended curriculum/textbook adoptions. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 24 Curriculum review | **Corrective Action Plan Status:** Approved  **Status Date**: 05/12/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide evidence that all teaching staff will include gender identity as a protected category when reviewing educational materials for simplistic and demeaning generalizations. This progress report is due June 20, 2014. | | |
| **Progress Report Due Date(s):**  06/20/2014 | | |

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

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| **Criterion & Topic:**  CR 25 Institutional self-evaluation | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and interviews revealed that the district does not formally evaluate all aspects of its 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:**  To create a formalized process to address CPR findings as stated in DESE CPR Draft report dated March 18, 2014. The process will include utilization of a specific tool or process for gathering data in a specific areas and/or on members of the protected classes to better gauge the level of participation in all aspects of the TPS community. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent  Building Principals | | **Expected Date of Completion:**  02/28/2015 |
| **Evidence of Completion of the Corrective Action:**  Completion of a formalized process and data collection & visual supports. | | |
| **Description of Internal Monitoring Procedures:**  District-wide Evaluation SARC dates, District-wide Professional Development surveys, & Curriculum SARC meeting dates via Curriculum calendar. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved  **Status Date**: 05/12/2014 | |
| **Basis for Status Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide samples of the district's newly developed instruments, such as surveys, templates or tools, used for the purpose of civil rights institutional self-evaluation. This progress report is due June 20, 2014.  Submit the results of the district's institutional self-evaluation utilizing these newly developed procedures. This progress report is due October 31, 2014. | | |
| **Progress Report Due Date(s):**  06/20/2014  10/31/2014 | | |

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

District: Tewksbury Public Schools

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Brenda Theriault-Regan, Assistant Superintendent

CAP Form will expand to as many lines as necessary. Before completing and emailing to pqacap@doe.mass.edu, please see separate *Instructions for Completing Corrective Action Plans.*

All corrective action must be fully implemented and all noncompliance corrected as soon as possible and no later than one year from the issuance of the Coordinated Program Review Final Report to the school or district.

**Mandatory One-Year Compliance Date: September 2, 2015**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE 5  Program Placement and Structure | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *District documentation submitted by the district indicates that current hours of ESL instruction ELLs receive are insufficient at all levels of English proficiency and are, therefore, inconsistent with Department guidelines. Please see the “Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners August 2013” as found on* [*http://www.doe.mass.edu/ell/guidance\_laws.html*](http://www.doe.mass.edu/ell/guidance_laws.html). | | | |
| **Narrative Description of Corrective Action:**  In the 2013-2014 school year, the District expanded one (1) ELL teacher’s part-time hours to a full time position. We also hired an additional ELL teacher for fifteen (15) hours per week in December of 2013. (completed)  For the start of the 2014-2015 school year, the District hired the part-time ELL teacher for an additional five (5) hours per week; bringing her from fifteen (15) hours per week, to twenty (20) hours per week. This was an above budget expenditure made in an attempt to address the need to increase the ELL instructional hours necessary for our students. (completed)  As per DESE regulations, all teachers with ELL students in their class this year, are participating in a DESE approved SEI Endorsement course in the 2014-2015 school year. (June 2015)  For the 2015-2016 school year, the District is seeking funds, to expand the twenty (20) hour position to a full time ELL teaching position. (August 2015: Pending TPS School Budget funding availability)  The District is also exploring a more efficient grouping and or redistricting option for our ELL students to maximize the ELL teacher instructional time. (August 2015) | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Superintendent | | **Expected Date of Completion for Each Corrective Action Activity:** August 2015 | |
| **Evidence of Completion of the Corrective Action:**  Letters of hiring for additional positions  September 4, 2014 ELL Planning Meeting Agenda  SEI Endorsements from SY14-15 attending teachers/administrators  Meeting agendas/notes regarding status on new position  Redistricting status notes | | | |
| **Description of Internal Monitoring Procedures:**  The ELL Lead Teacher will continue to report the hours of ESL instruction to the Superintendent and Asst. Superintendent,using the DESE instructional time formula for ELL students. This will assist the Superintendent’s decisions on ELL hiring needs.  The ELL Lead Teacher will monitor the Level and school placement of ELL students to maximize instructional time. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 5  Program Placement and Structure | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** N/A | | | |
| **Department Order of Corrective Action:** N/A | | | |
| **Required Elements of Progress Report(s):**  Please complete district information in the attached spreadsheet labeled *ELL List* **by school** for each ELL student in the district. | | | |
| **Progress Report Due Date(s): January 16, 2015** | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE 10 Parent Notification | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *While the district consistently sends initial notification upon identification of ELL students to parents and guardians, a review of the student records indicated that it does not send notification annually thereafter, but only sends the results of annual assessments. In addition, the initial notification that is sent home is missing key elements, including the following: 1) how the programming will meet the educational strengths and needs of the student, 2) how it will specifically help the child learn English, 3) specific exit requirements, 4) information on the parents’ right to apply for a waiver, and 5) how Title III will meet the objectives of the student’s Individualized Education Plan (IEP), if applicable. Finally, the district does not send language proficiency progress reports with the same frequency as general education, as only two reports are sent out for ELE while general education progress reports are sent quarterly.* | | | |
| **Narrative Description of Corrective Action:**  The District has developed and implemented an “Annual and Initial Eligibility Form”. (complete)  This new form was shared to all school principals and all school ELL staff. (complete)  It will also be uploaded to an internal resource site for all staff to access as needed. (Jan 2015)  All schools will inform the staff of the ELL forms at the beginning school year faculty meetings. (complete)  The completed form will be sent home annually to parents. If needed, parents will be sent home the form in their native language. (June 2015)  A quarterly ELL Progress Report will be developed and sent home to parents (in the native language if needed) as well. (January 2015)  Access Assessment Reports will be sent home with accompanying letters (in the native language if needed) annually. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** ELL Lead Teacher & Asst. Supt. | | **Expected Date of Completion for Each Corrective Action Activity:** June 2015 | |
| **Evidence of Completion of the Corrective Action:**  “Annual and Initial Eligibility Form”  Quarterly ELL Progress Reporting Forms | | | |
| **Description of Internal Monitoring Procedures:**  A copy of the annual completed form and progress reports will be kept in the students’ ELL folder.  The Asst. Superintendent will collect each school’s faculty meeting agenda to document that ELL forms and protocols are communicated to staff annually. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 10 Parent Notification | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** Please note that the Department has developed a parent notification template, available at <http://www.doe.mass.edu/ell/resources.html> and translated into ten languages. | | | |
| **Department Order of Corrective Action:** Not Applicable | | | |
| **Required Elements of Progress Report(s):**  Submit a copy of the annual notification letter and quarterly progress report that the district will send to parents of ELE students. This progress report is due by **January 16, 2015.**  Conduct an internal record review, ensuring that annual notification letters and quarterly progress reports are being sent to the parents of ELE students with copies kept in student records. Include the number of records reviewed and the number found to be in compliance. For any records found to be noncompliant, identify the root cause for the noncompliance and any steps that the district has taken to remedy the file(s). This progress report is due by **March 27, 2015.** | | | |
| **Progress Report Due Date(s): January 16, 2015; March 27, 2015** | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE 17 Program Evaluation | | | **Rating:** Not Implemented |
| **Department CPR Finding:** *Document review and interviews indicated that the district does not have a formal process for evaluating the effectiveness of its ELE programming and does not document steps taken to make appropriate program adjustments or changes, if needed.* | | | |
| **Narrative Description of Corrective Action:**  The District is in receipt of the DESE “District ELE Program Evaluation” packet. We have had three (3) meetings since the Draft CPR ELE Report to discuss and plan the implementation of this evaluation tool. (complete)  As a first step, the District has created an informational packet for all staff members. The ELL Lead Teacher has communicated that information with all school administrators at an Administrative Council meeting. (complete)  Additionally, the ELL Lead teacher will create her own Professional Practice Goals and Action Plan towards the implementation of the Program Evaluation Tool. (November 2014)  The ELL team will seek participation from a variety of stakeholders (as suggested in the Evaluation tool noted above) to serve as the Program Evaluation Team (January 2015)  The Program Evaluation Team will develop an ELL Program Evaluation tool to be implemented at the end of the 2015 SY.  The Program Evaluation Team will report on the program effectiveness, using the new tool, to the Tewksbury School Committee at the end of the 2014-2015 school year. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** ELL Lead Teacher &Assistant Superintendent | | **Expected Date of Completion for Each Corrective Action Activity:** June 2015 | |
| **Evidence of Completion of the Corrective Action:**  Meeting Agendas and related TPS ELL informational documents shared with schools  We will provide the evidence of the Program Evaluation Tool and Evaluation results when complete | | | |
| **Description of Internal Monitoring Procedures:** Monthly ELL team meetings to plan for and implement the Program Evaluation Tool. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 17 Program Evaluation | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** Not Applicable | | | |
| **Department Order of Corrective Action:** Not Applicable | | | |
| **Required Elements of Progress Report(s):**  Submitmeeting agendas and related TPS ELL informational documents shared with schools. This progress report is due **January 16, 2015**  Submit the ELL Program Evaluation tool, along with preliminary data from the Program Evaluation Team on the district’s ELE program effectiveness. This progress report is due **March 27, 2015.** | | | |
| **Progress Report Due Date(s): January 16, 2015; March 27, 2015** | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE 18 Records of ELLs | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *A review of ELE student records indicated that ELL student records did not consistently include: information about the students’ previous school experiences and annual parent notification letters.* | | | |
| **Narrative Description of Corrective Action:**  The District has implemented an “ELL Folder Checklist” to monitor that “information about the students’ previous school experiences and annual parent notifications” are included in the ELL Student records. (completed)  The ELL Folder Checklist will be stapled into each ELL student’s orange ELL folder. (completed)  The ELL Lead Teacher has shared this folder with all ELL teachers in the District. (completed) | | | |
| **Title/Role of Person(s) Responsible for Implementation:** ELL Lead Teacher & Assistant Superintendent | | **Expected Date of Completion for Each Corrective Action Activity:** August 2014 | |
| **Evidence of Completion of the Corrective Action:**  “ELL Folder Checklist” | | | |
| **Description of Internal Monitoring Procedures:**  ELL teachers will utilize the folder checklist for all current and new students to verify that previous school experiences and annual parent notifications” are included in the ELL Student records. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 18 Records of ELLs | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** Not Applicable | | | |
| **Department Order of Corrective Action:** Not Applicable | | | |
| **Required Elements of Progress Report(s):**  Submit a copy of the newly created checklist that will be utilized to monitor the required documentation in ELE student records. This progress report is due by **January 16, 2015.**  Submit the results of an internal record review ensuring that all files contain the requirements regarding the criterion, including progress reports, information about the students’ previous school experiences, and parent notification letters*.* This progress report is due **March 27, 2015.** | | | |
| **Progress Report Due Date(s): January 16, 2015; March 27, 2015** | | | |