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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: Westhampton

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 09/18/2014.

**Mandatory One-Year Compliance Date:** **09/18/2015**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 14 | Review and revision of IEPs | Partially Implemented |
| SE 18B | Determination of placement; provision of IEP to parent | Partially Implemented |
| SE 20 | Least restrictive program selected | Partially Implemented |
| SE 32 | Parent advisory council for special education | Partially Implemented |
| CR 7 | Information to be translated into languages other than English | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | Partially Implemented |

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

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| **Criterion & Topic:**  SE 14 Review and revision of IEPs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Student record review, documents and interviews indicate that Team meetings are not held at least annually, on or before the anniversary date of the IEP, to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. | | |
| **Description of Corrective Action:**  Annual and three year re-evaluation dates were not met at times because in the small elementary schools there are many part-time special education staff, making it difficult to schedule meetings. To correct the problem, staff will: 1. Spread out their meetings through the year. For example: if staff have several meetings in one month, they will make sure to do some earlier than the annual date.  2. Begin scheduling meetings/sending out consent for re-evaluations earlier. For example, if a re-evaluation is due in January, staff will send out consent for evaluation in September. Once consent is received, staff will set the meeting date within the 45 day window for evaluation.  3. Often staff attempt to schedule meetings with parents. Parents do not always respond in a timely manner. Staff will send out meeting invitation and attendance with a note to please call the school to reschedule if it is not a convenient time for parents. Document rescheduled meetings in the files. | | |
| **Title/Role(s) of Responsible Persons:**  Irene Ryan, Pupil Services Director  Deane Bates, Principal | | **Expected Date of Completion:**  09/18/2015 |
| **Evidence of Completion of the Corrective Action:**  1. Sign-in and agendas from monthly meetings. | | |
| **Description of Internal Monitoring Procedures:**  Review of the monthly due dates and documentation in the records with staff at our monthly department meetings.  Internal records check midway through the school year and at the end of the school year. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 14 Review and revision of IEPs | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 12/16/2014  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district identified the root cause for not meeting annual timelines and will address the non-compliance by spreading out annual Team meetings throughout the school year. The district's description included re-evaluation timelines that are not identified as an issue in this finding. The district needs to develop procedures for scheduling annual Team meetings and notifying, providing follow up and documenting communications with parents to ensure annual timelines are met. In addition, the district needs to provide a monitoring plan to outline who is responsible for ensuring continued compliance. | | |
| **Department Order of Corrective Action:**    Submit detailed procedures for ensuring annual timelines are met, a description of an internal tracking and oversight system with individuals clearly designated responsible for compliance monitoring, and a date by which responsible staff members are trained on the new procedures and the internal tracking and oversight system. | | |
| **Required Elements of Progress Report(s):**  The district will submit to the Department a copy of a detailed set of procedures developed to ensure that the annual review and revision of IEPs are held on or before the anniversary date of the IEP, and to include documentation of communication with parents, and submit copies of the meeting notes, dated attendance sheet with staff role and signature and copies of materials presented at the monthly department meetings of responsible staff members on the procedures for ensuring the annual review and revision of IEPs, by February 13, 2015.  Submit to the Department a copy of the internal tracking and oversight system with periodic review by designated person(s) responsible to ensure compliance exists by February 13, 2015.  Submit to the Department the results of an administrative review of records for students who had annual IEP Team meetings after March 1, 2015, subsequent to corrective actions, to ensure the district is conducting Team meetings at least annually, on or before the anniversary date of the IEP. Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to address any identified noncompliance, by May 18, 2015.  \*Please note 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 records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  02/13/2015  05/18/2015 | | |

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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:**  Student record review, documents and interviews indicate that following the IEP Team meeting, the district provides summary notes of the Team to the parents, but they do not issue the parent two (2) copies of the proposed IEP and proposed placement, along with the required notice, within ten school working days of the provision of the summary. | | |
| **Description of Corrective Action:**  Staff, including administrators, were not aware that 2 copies of the proposed IEP needed to be sent home to parents.  Staff provided a draft IEP for the parent, but did not know they needed to send home a meeting summary with the parent.  Special education staff have begun a monthly department meeting with the principal and pupil services director to monitor progress on findings and to discuss issues that may arise.  The Pupil services director will meet with special education secretaries to update them on what documentation needs to be in the file. | | |
| **Title/Role(s) of Responsible Persons:**  Irene Ryan, Director of Pupil Services  Deane Bates, Principal | | **Expected Date of Completion:**  09/18/2015 |
| **Evidence of Completion of the Corrective Action:**  1. A copy of the Meeting Summary form will be kept in the student record with a note, sent home with parent at meeting.  2. Staff sending home the IEP will make note in the file that two copies were sent home to parents and the date.  3. Sign-in sheets from monthly meetings. | | |
| **Description of Internal Monitoring Procedures:**  Midyear and end of year record reviews. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 18B Determination of placement; provision of IEP to parent | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 12/16/2014  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district provided an explanation of the root cause for not issuing the parent two (2) copies of the proposed IEP and proposed placement, along with the required notice, within the specified timeline. While the district indicated monthly department meetings have begun for special education staff, training specific to the use of the Notice of Proposed District Action Form (N1) to document sending two copies of the IEP was not addressed. | | |
| **Department Order of Corrective Action:**  Submit detailed procedures for ensuring the parent is issued two copies of the proposed IEP and proposed placement, along with the required notice, Notice of Proposed School District Action (N1), a description of an internal tracking and oversight system with individuals clearly designated responsible for compliance monitoring, and evidence from staff meetings that required staff members have been trained on the new procedures and internal tracking and oversight system. | | |
| **Required Elements of Progress Report(s):**  The district must submit to the Department a copy of a detailed set of procedures outlining the process to ensure parents are provided two copies of the proposed IEP and proposed placement along with the required notice (N1), within ten school working days of the provision of the summary, by February 13, 2015.  Submit copies of the meeting notes and materials presented at the monthly meeting, including dated attendance sheet with staff role and signature, that specifically addressed the use of the N1 to document sending two copies of the IEP to the parent within ten school working days of the provision of the summary, by February 13, 2015.  Submit to the Department a copy of the internal tracking and oversight system with periodic review by designated person(s) responsible to ensure compliance exists by February 13, 2015.  Submit to the Department the results of an administrative review of student records Team meetings conducted after March 1, 2015, subsequent to corrective actions to ensure the district is issuing the parent two copies of the proposed IEP and proposed placement, along with the required notice, within ten school working days of the provision of the summary. Indicate the number of student records reviewed, the number found to be compliant, an explanation of the root cause of any continued non-compliance and a description of additional corrective actions taken by the district to address any identified non-compliance, by May 18, 2015.  \*Please note 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 records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  02/13/2015  05/18/2015 | | |

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

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| **Criterion & Topic:**  SE 20 Least restrictive program selected | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Student record review, documents and interviews indicate that the Non-participation Justification statement on a student's IEP does not state how the nature or severity of the student's disability limits his or her participation in the regular education setting, or how the student's education could not be achieved with the use of supplementary aids and services. | | |
| **Description of Corrective Action:**  Staff stated that students were removed from the general education setting, but did not state why. The principal and I are meeting regularly with staff for Professional Development to consider why students are taken out of general education and whether or not they can remain in general education to receive services. If they need to be removed, then the PD will also focus on how to write a non-participation justification statement that answers the question of "why" the student needs to be removed from general education to receive their services. | | |
| **Title/Role(s) of Responsible Persons:**  Irene Ryan, Pupil Services Director  Deane Bates, Principal | | **Expected Date of Completion:**  09/18/2015 |
| **Evidence of Completion of the Corrective Action:**  1. Look at special education programming in the school, including groups of students who are pulled out and determine whether any can be serviced in the general education setting.  2. Ongoing professional development on writing this section of the IEP. Sign-in sheets and agendas. | | |
| **Description of Internal Monitoring Procedures:**  Internal record review to ensure statements are being completed.  Internal monitoring of students and where they are serviced. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 20 Least restrictive program selected | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 12/16/2014  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district provided an explanation of the root cause for not stating the reason why students are removed from the general education setting in the Non-participation Justification statement. The district indicated it will provide ongoing professional development on how to write a non-participation justification statement to remedy the non-compliance.  While the district indicated it will review the special education programming in the school, it is the IEP Team's role to state how the nature or severity of the student's disability limits his or her participation in the regular education setting, or how the student's education could not be achieved with the use of supplementary aids and services. | | |
| **Department Order of Corrective Action:**  Submit detailed procedures for ensuring the least restrictive environment is considered and documented in the non-justification statement as part of the IEP Team process, evidence that responsible staff members are trained on the new procedures, and a description of the frequency and person(s) responsible for monitoring ongoing compliance. | | |
| **Required Elements of Progress Report(s):**  The district must submit to the Department a copy of a detailed set of procedures outlining the IEP Team process for considering the Least Restrictive Environment (LRE), by February 13, 2015.  The district will submit to the Department a copy of the agenda, dated staff attendance sheet with staff signature and role, and materials from the training presented to staff on the consideration and writing of non-participation justification statements on the removal of special needs students from the general education environment, by February 13, 2015.  Submit to the Department a copy of the internal tracking and oversight system with periodic review by designated person(s) responsible to ensure compliance exists by February 13, 2015.  Submit to the Department the results of an administrative review of student records for Team meetings held after March 1, 2015, subsequent to corrective actions, to ensure the district is appropriately and thoroughly justifying on a student's IEP that the least restrictive program is being selected and documented on the IEP. Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to address any identified noncompliance, by May 18, 2015.  \*Please note 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 records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  02/13/2015  05/18/2015 | | |

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| **Criterion & Topic:**  SE 32 Parent advisory council for special education | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Documents and interviews indicate that Westhampton Public Schools has not established its own Parent Advisory Council (PAC), but participates as a member of the larger Hampshire Regional School District PAC, approved by waiver by the Department for the 2012-2013 school year. That waiver has now expired and must be resubmitted for approval for the 2014-2015 school year. | | |
| **Description of Corrective Action:**  The pupil services director is now aware that the waive needs to be filed annually and will file a waiver to include Westhampton in the regional PAC annually.  The principal and staff will assist the pupil services director in recruiting at least one representative from the school to serve on the PAC. | | |
| **Title/Role(s) of Responsible Persons:**  Irene Ryan, Pupil Services Director  Deane Bates, Principal | | **Expected Date of Completion:**  09/18/2015 |
| **Evidence of Completion of the Corrective Action:**  Attendance from PAC meetings and training.  Agendas from monthly meetings. | | |
| **Description of Internal Monitoring Procedures:**  The pupil services director will continue to provide evidence of connect ed calls going to the whole district, copy of the waiver application and sign-ins from meetings. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Approved  **Status Date:** 12/16/2014  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  The district must provide a copy of a letter from the Department approving the waiver for the 2014-2015 school year by February 13, 2015. | | |
| **Progress Report Due Date(s):**  02/13/2015 | | |

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| **Criterion & Topic:**  CR 7 Information to be translated into languages other than English | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Interviews and documents indicate that the district has established a system of oral interpretation to assist parents/guardians with limited English skills but important information and documents, such as handbooks, codes of conduct, and notices going home, are not being translated into the major languages spoken by parents or guardians with limited English skills. | | |
| **Description of Corrective Action:**  The school office staff will begin using the translated forms available on the DESE website to determine the parent's preference for translation, if any.  At this time, the school has one family with two children who have filled out the family home language form in English. On the form they indicated that they speak Spanish at home. While the form was not available to them in Spanish at the time, they prefer all correspondence from the school be in English. | | |
| **Title/Role(s) of Responsible Persons:**  Irene Ryan, Pupil Services Director  Deane Bates, Principal | | **Expected Date of Completion:**  09/18/2015 |
| **Evidence of Completion of the Corrective Action:**  1. A procedure will be written for all families who register students. Part of the procedure will be that every family is asked what language they prefer for the home language survey. Home language survey forms will be provided in whatever language the parent/guardians prefer. If there is another language preferred, all pertinent documentation going home will be translated into the preferred language.  2. The family will be asked if they would like to fill out a family home language survey in Spanish. If they do so it will be in the children's file. If not, there will be a note made that the family was asked and they declined, given their documented preference for English. | | |
| **Description of Internal Monitoring Procedures:**  Principal will review each enrollment file upon registration. The principal will contact staff regarding preferred language so that parent/guardian's needs will be met. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 7 Information to be translated into languages other than English | **Corrective Action Plan Status:** Approved  **Status Date:** 12/16/2014  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  The district will submit to the Department a copy of the new procedures developed to ensure that important information and documents, such as handbooks, codes of conduct, and notices going home, are translated into the major languages spoken by parents or guardians with limited English skills, by February 13, 2015.  The district will submit to the Department results of the follow-up with the one family identified to determine if they would like important information and documents, such as handbooks, codes of conduct, and notices going home to be translated into Spanish, and will document the response in the student record, by February 13, 2015.  The district will submit to the Department a copy of the agenda, dated staff attendance sheet with staff signature and role, and materials from the training presented to school office staff and any other responsible staff on the newly developed procedures, by February 13, 2015. | | |
| **Progress Report Due Date(s):**  02/13/2015 | | |

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

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| **Criterion & Topic:**  CR 10A Student handbooks and codes of conduct | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicate that the student handbook does not include procedures for the discipline of students with Section 504 Accommodation Plans. The handbook does not contain procedures for accepting, investigating and resolving complaints alleging discrimination or harassment, or the disciplinary measures that the school may impose if it determines that harassment or discrimination has occurred. | | |
| **Description of Corrective Action:**  Section 504 was added to the discipline section of the handbook.  A section will be added to the handbook that will contain procedures for accepting, investigating and resolving complaints alleging discrimination or harassment or the disciplinary measure that the school may impose if it determines that harassment or discrimination has occurred. | | |
| **Title/Role(s) of Responsible Persons:**  Irene Ryan, Pupil Services Director  Deane Bates, Principal | | **Expected Date of Completion:**  09/18/2015 |
| **Evidence of Completion of the Corrective Action:**  The next edition of the Westhampton Elementary Handbook will contain this information. | | |
| **Description of Internal Monitoring Procedures:**  The handbook will be reviewed annually to ensure it meets the regulatory standards. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved  **Status Date:** 12/16/2014  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  The district will submit to the Department a copy of the section of the student handbook that includes the procedures for the discipline of students with Section 504 Accommodation Plans and a copy of the proposed procedures for accepting, investigating and resolving complaints alleging discrimination or harassment, by February 13, 2015.  The district will submit to the Department evidence that the updated procedures have been disseminated to staff, students and parents for the 2014-2015 school year, by February 13, 2015. | | |
| **Progress Report Due Date(s):**  02/13/2015 | | |

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

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| **Criterion & Topic:**  CR 10B Bullying Intervention and Prevention | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Interviews and documents indicate that, although the district has an appropriate Bullying Intervention and Prevention Plan, it is not translated for students, parents or guardians with limited English speaking skills. | | |
| **Description of Corrective Action:**  The Bullying Intervention and Prevention Plan will be translated for any family who have limited English speaking skills. School staff who send out the Bullying Intervention and Prevention Plan will check parent/guardian preference for the language they identify on the home language survey.  (See CR\_7) | | |
| **Title/Role(s) of Responsible Persons:**  Irene Ryan, Pupil Services Director  Deane Bates, Principal | | **Expected Date of Completion:**  09/18/2015 |
| **Evidence of Completion of the Corrective Action:**  Bullying Intervention and Prevention Plan will be translated as directed by family preference. | | |
| **Description of Internal Monitoring Procedures:**  Enrollment paperwork will be checked at the beginning and middle of the school year to ensure the procedure is followed. See CR\_7 | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved  **Status Date:** 12/16/2014  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  The district will submit to the Department a copy of the new procedures developed to ensure that important information and documents, such as handbooks, codes of conduct, and notices going home, are translated into the major languages spoken by parents or guardians with limited English skills, by February 13, 2015.  The district will submit to the Department a copy of the agenda, dated staff attendance sheet with staff signature and role, and materials from the training presented to school office staff and any other responsible staff on the newly developed procedures, by February 13, 2015. | | |
| **Progress Report Due Date(s):**  02/13/2015 | | |

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

District: Westhampton Public Schools

Corrective Action Plan Review

Program Area: English Learner Education

Prepared by: Gail Lucey, Dir. of Curriculum

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: November 13, 2015**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic: ELE 4 Waiver Procedures** | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Student record review, documents and interviews indicate that the district’s parent notification letter does not inform the parent or guardian about their right to apply for a waiver or decline enrollment in the district’s ELE program. Also, see ELE 10.* | | | |
| **Narrative Description of Corrective Action:**  Westhampton Public Schools will revise the parent notification letter to include information for parents or guardians about their right to apply for a waiver or decline enrollment in the district’s ELL program and guidelines on how to do this. The parent notification letter will be distributed on a yearly basis including FY15 school year. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Dir. of ELL Program; and , Building Principal | | **Expected Date of Completion for Each Corrective Action Activity:** April 1, 2015 | |
| **Evidence of Completion of the Corrective Action:** Revised letter distributed and parent response is filed in student record | | | |
| **Description of Internal Monitoring Procedures:** Director of ELL Program will meet with the Building Principal on a monthly basis to review all ELL parent or guardian communications to ensure compliance: Yearly program evaluation | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 4 Waiver Procedures | **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):**  The district must submit a copy of the revised Parent Notification Letter that informs the parent or guardian about their right to apply for a waiver or decline enrollment in the district’s ELE program by, **February 23, 2015. \*Please note: A template for the Parent Notification Letter, waiver procedures and waiver forms can be found at:** [**www.doe.mass.edu/ell/resources.html**](http://www.doe.mass.edu/ell/resources.html)**.**  The district must provide a description of the plan that details how they will monitor to ensure continued compliance. This plan must include person(s) responsible for monitoring, how often reviews will be conducted and how review activities will be documented by, **February 23, 2015.**  Report the results of a student record review to ensure that all parents of ELL students received the annual Parent Notification Letter that informed the parent or guardian of their right to apply for a waiver or decline enrollment in the district’s ELE program, and that this was documented in each student’s file. Report the number of records reviewed and the number of records in compliance. For any records found to be out of compliance, the district must conduct a root cause analysis of the noncompliance and provide a description of the root cause along with a description of the district’s plan to remedy remaining noncompliance by **May 18, 2015.**  **\*Please note 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 records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their roles(s) and signatures(s).** | | | |
| **Progress Report Due Date(s): February 23, 2015; May 18, 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:** *Documentation submitted by the district reveals 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).  *Document review indicated that the district does not have an ESL curriculum used for direct ESL instruction or a plan to develop one that is aligned to the Massachusetts Curriculum Frameworks and the WIDA ELD Standards. See the Department’s WIDA English Language Development Standards Implementation Guide (Part I) at* [*http://www.doe.mass.edu/ell/wida/Guidance-p1.pdf*](http://www.doe.mass.edu/ell/wida/Guidance-p1.pdf) | | | |
| **Narrative Description of Corrective Action:** Westhampton Public School administration is reviewing the current hours of ESL instruction that each ELL is receiving to document and align instructional hours with Department guidelines. ACCESS data is being reviewed to ensure that students will receive the following hours for ESL instruction: Entering (Level 1) – minimum of 2.5 hours a day of direct instruction; Developing (Level 3) – 1-2 hours a day; Expanding and Bridging 2.5 hours a week; and, Reaching or FLEP students will be monitored for two years.  Westhampton Public School will formalize the current ESL curriculum and create ESL curriculum documents that are aligned with Massachusetts Curriculum Frameworks and the WIDA ELD Standards.  Professional development and consultation is being provided by the Collaborative for Educational Services in Northampton. The Director of ELL Program is attending a WIDA day-long workshop. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Dir. of ELL Program and Building Principal | | **Expected Date of Completion for Each Corrective Action Activity:** April 15, 2015 | |
| **Evidence of Completion of the Corrective Action:** List of students enrolled in the ELL with documented instructional hours; ESL curriculum documents that are aligned with Massachusetts Curriculum Frameworks and WIDA ELD Standards | | | |
| **Description of Internal Monitoring Procedures:** Dir. of ELL will complete annual program assessment to ensure ELLs are receiving appropriate instruction for the appropriate amount of time to address their individual needs. | | | |
| 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):**  1- Please complete district information in the attached spreadsheet labeled ELL List by school for each ELL student in the district by **February 23, 2015**.  2- Provide a copy of the 2014-15 ESL teacher schedules for all grade levels district wide by **February 23, 2015**.All schedules should include the following for each block of time:   * + Names of the ELL students   + Grade level for each student;   + English proficiency level for each student   3- Submit information about the process of reviewing or developing ESL curriculum that integrates WIDA ELD standards including information such as WIDA training opportunities for the district staff, responsible district staff, meeting dates, minutes and signing sheets and timelines for implementation by **May 18, 2015**. | | | |
| **Progress Report Due Date(s): February 23, 2015; May 18, 2015** | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| Criterion & Topic: ELE 9 Instructional Grouping | | | **Rating:**  Partially Implemented |
| **Department CPR Finding:** *District documentation does not include any information showing that the district only groups ELL students of different ages together in instructional settings if their levels of English proficiency are similar.* | | | |
| **Narrative Description of Corrective Action:** Westhampton administrationwill review current ELL student groupings and make changes to ensure that ELL students of different ages receive instruction together only when their levels of English proficiency are similar | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Dir. of ELL Program and Building Principal | | **Expected Date of Completion for Each Corrective Action Activity:** March 1, 2015 | |
| **Evidence of Completion of the Corrective Action:** ELL class schedule/daily schedule | | | |
| **Description of Internal Monitoring Procedures:** Director of ELL Program will meet with the Building Principal on a monthly basis to review all ELL parent or guardian communications to ensure compliance. Yearly program evaluation will be completed. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 9 Instructional Grouping | **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, see ELE 5. | | | |
| **Progress Report Due Date(s): February 23, 2015; May 18, 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:**  *Student record review, documents and interviews indicate that upon identification of a student as ELL, and thereafter, the district does not utilize a parent notification on an annual basis that includes the reasons for identification of the student as ELL, the child’s level of English proficiency and program placement and/or the method of instruction used in the program, how the program will meet the educational strengths and needs of the student and how the program will specifically help the child learn English, the specific exit requirements, and the parents’ right to apply for a waiver or to decline to enroll their child in the program.* | | | |
| **Narrative Description of Corrective Action:** WesthamptonSchool District will revise the parent notification letter to include information for parents or guardians the reasons for identification of their child as ELL, their level of English proficiency and where they will be placed in the ELL Program, the instructional methods that will be used, how the program will meet the needs of the students, specific exit requirements, and their right to apply for a waiver or decline enrollment in the district’s ELL program. The parent notification letter will be distributed on a yearly basis including FY15 school year. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Dir. of ELL Program and Building Principal | | **Expected Date of Completion for Each Corrective Action Activity:** April 1, 2015 | |
| **Evidence of Completion of the Corrective Action:** Revised letter filed in Student record | | | |
| **Description of Internal Monitoring Procedures:** Annual Evaluation of the ELL Program | | | |
| 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:** While the district indicates that it will monitor compliance through the annual evaluation of the ELL Program, the district did not indicate the person(s) responsible for ongoing monitoring. | | | |
| **Department Order of Corrective Action:** The district must provide a description of the ongoing internal monitoring process. | | | |
| **Required Elements of Progress Report(s):**  **By February 23, 2015**, submit to the Department a copy of the revised Parent Notification Letter that will be utilized by the district to annually notify parents of the following:   1. The reasons for identification of the student as ELL; 2. The child’s level of English proficiency; 3. Program placement and/or method of instruction used in the program; 4. How the program will meet the educational strengths and needs of the student; 5. How the program will specifically help the child learn English; 6. The specific exit requirements; 7. The parents’ right to apply for a waiver, or to decline to enroll their child in the program; and 8. If the student has additional educational needs that require Special Education Services, how the Title III program will meet the objectives of the Individualized Education Program (IEP).   (See a template for the Parent Notification Form at[www.doe.mass.edu/ell/resources.html](http://www.doe.mass.edu/ell/resources.html) )  The district must provide a description of the plan that details how they will conduct on-going internal monitoring to ensure continued compliance. This plan must include person(s) responsible, how often reviews will be conducted and how review activities will be documented by **February 23, 2015.**  Report the results of a student record review to ensure that all parents of ELL students received, upon initial identification and then annually, a Parent Notification Letter containing all required elements, and it is documented in each student’s file. Report the number of records reviewed and the number of records in compliance. For any records found to be out of compliance, the district must conduct a root cause analysis of the noncompliance and provide a description of the root cause along with a description of the district’s plan to remedy remaining noncompliance by **May 18, 2015.**  **\*Please note 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 records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their roles(s) and signatures(s).** | | | |
| **Progress Report Due Date(s): February 23, 2015; May 18, 2015** | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic: ELE 18 Records of ELL Students** | | | **Rating:**  Partially Implemented |
| **Department CPR Finding:** *Student record review, documents and interviews indicate that the records of ELL students do not contain parent notification letters.* | | | |
| **Narrative Description of Corrective Action:** Williamsburg School District will revise the parent notification letter to include information for parents or guardians the reasons for identification of their child as ELL, their level of English proficiency and where they will be placed in the ELL Program, the instructional methods that will be used, how the program will meet the needs of the students, specific exit requirements, and their right to apply for a waiver or decline enrollment in the district’s ELL program. The parent notification letter will be distributed on a yearly basis including FY15 school year.  All student records will be reviewed to ensure that the Home Language Survey, an English language screening assessment, copies of the Parent Notification Letter, progress reports or report cards, and evidence that these reports were translated in the family’s home language are in the student record. If documents are missing, they will be processed and placed in the student file. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Dir. of ELL Program and Building Principal | | **Expected Date of Completion for Each Corrective Action Activity:** April 1, 2015 | |
| **Evidence of Completion of the Corrective Action:** Revised letter distributed and parent response is filed in student record. Student records have current required documents | | | |
| **Description of Internal Monitoring Procedures:** Annual Evaluation of the ELL Program | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 18 Records of ELL Students | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** While the district indicates evaluation of the ELL Program will occur annually, the description of the ongoing monitoring process did not address how the district will ensure continued compliance to include person(s) responsible. The district also provided corrective action specific to another school district that is not applicable to the requirements of this criterion and/or district. | | | |
| **Department Order of Corrective Action:** The district must provide a description of the ongoing internal monitoring process. | | | |
| **Required Elements of Progress Report(s):**  The district must provide a description of the plan that details how they will conduct on-going internal monitoring to ensure continued compliance. This plan must include person(s) responsible, how often reviews will be conducted and how review activities will be documented by **February 23, 2015.**  Report the results of a student record review to ensure that each ELL student record includes the following:   1. Home language survey; 2. Results of identification and proficiency tests and evaluations; 3. ACCESS for ELLs; 4. MCAs, PARCC or other tests chosen by the Board of Education and the district; 5. Information about students’ previous school experiences;; 6. Copies of parent notification letters; 7. Progress reports, in the native language, if necessary; 8. Report cards, in the native language, if necessary; 9. Evidence of follow-up monitoring, if applicable; 10. Documentation of parent’s consent to “opt-out” of ELL education, if applicable; and 11. Waiver documentation, if applicable   Report the number of records reviewed and the number of records in compliance. For any records found to be out of compliance, the district must conduct a root cause analysis of the noncompliance and provide a description of the root cause along with a description of the district’s plan to remedy remaining noncompliance by **May 18, 2015.**  **\*Please note 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 records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their roles(s) and signatures(s).** | | | |
| **Progress Report Due Date(s): February 23, 2015; May 18, 2015** | | | |