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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: Shutesbury

CPR Onsite Year: 2014-2015

Program Area: Special Education

All corrective action must be fully implemented and all noncompliance corrected as soon as possible and no later than one year from the issuance of the Coordinated Program Review Final Report dated 02/06/2015.

**Mandatory One-Year Compliance Date:** **02/06/2016**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 32 | Parent advisory council for special education | 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 21 | Staff training regarding civil rights responsibilities | Partially Implemented |
| CR 24 | Curriculum review | Not Implemented |
| CR 25 | Institutional self-evaluation | Not Implemented |

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

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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 Shutesbury Public Schools has not established its own Parent Advisory Council (PAC), but participates as a member of the larger Erving School Union 28 PAC. The district has not applied to the Department for a waiver to implement their PAC in this manner. | | |
| **Description of Corrective Action:**  Historically, the Director maintained consistent effort to establish PACs at each district Elementary school. meetings were posted in the school newsletter, and efforts through person-to-person contact were made. Despite these efforts. parent attendance was very poor. Often one parent, and more often, no parents attended the meetings.  The collaboration of a small, though active and committed group of parents from the four Union districts has been, and is anticipated to remain beneficial to the students due to the shared vision of this PAC. Shutesbury Public Schools proposes to continue to implement the PAC according to current practice: As a community within the Erving School Union #28, including the four Union districts, Shutesbury parents of students with disabilities who are eligible for special education services are welcome and encouraged to participate in the Erving School Union #28 PAC. The members of the Erving School Union PAC collaborate toward common goals: parent education, parent and student support, and community networking and outreach. All efforts are focused on the educational and social well-being of students with disabilities. The Director of Student Support Services attends all meetings, conducts training and shares information, and has formed a relationship with each family. For our Union, this collaborative format has strengthened our purpose and parent participation. As agreed upon by the PAC, meetings are held in a rotation between the Erving Elementary School and the Leverett Elementary School, as these schools are most centrally located. In addition, the PAC has a relationship with the Community Network for Children (CNC), and PAC members also attend eight evening parent support group meetings a year in collaboration with CNC. This relationship has provided a safe forum for parents to share concerns and to provide up port to one another, and to access the Director of Student Support Services and the CNC Director who facilitates these meetings. | | |
| **Title/Role(s) of Responsible Persons:**  Prudence Marsh, Ed.D., Director of Student Support Services | | **Expected Date of Completion:**  09/01/2015 |
| **Evidence of Completion of the Corrective Action:**  A Request For Alternative Compliance Waiver form to implement the PAC in the above described manner was submitted on 2/4/2015 via US mail to Darlene Lynch, Director, Program Quality Assurance. This request was approved via a letter from Darlene Lynch dated February 20, 2015. | | |
| **Description of Internal Monitoring Procedures:**  The Director of Student Support Services serves as facilitator of the PAC, and monitors the process to ensure that all Massachusetts requirements and regulations for PACs are implemented, including: offering membership to all parents of students found eligible for special education services in each district; conducting at least one training annually on the rights of students and their parents and guardians; and meeting at regular intervals. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Approved  **Status Date:** 03/30/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  The district must submit a copy of the letter from the Department approving a waiver for the 2014-2015 school year specific to the regulation requiring the district to establish a parent advisory council on special education by April 9, 2015. | | |
| **Progress Report Due Date(s):**  04/09/2015 | | |

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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 district's nondiscrimination policy does not contain the required protected category of gender identity. | | |
| **Description of Corrective Action:**  The Shutesbury District/Elementary School updated policies and staffing changes that were entered into the 2014-2015 school handbook. However, it was brought to our attention during the CPR in October 2014, that the handbook did "not contain the required protected category of gender identity." | | |
| **Title/Role(s) of Responsible Persons:**  Prudence Marsh, Ed.D., Director of Student Support Services | | **Expected Date of Completion:**  09/01/2015 |
| **Evidence of Completion of the Corrective Action:**  Robert Mahler, Superintendent of the Erving School Union #28, is working with the Shutesbury school committee to update policies. This spring, between Aril and June 2015, the required protected category of gender identity will be added to the existing Shutesbury School District Policy Prohibiting Discrimination and Harassment. | | |
| **Description of Internal Monitoring Procedures:**  To ensure that all information is correct and current, all content and policies that comprise the Shutesbury Family handbook are reviewed each year. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved  **Status Date:** 03/30/2015  **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 nondiscrimination policy with the protected category of gender identity added by September 29, 2015.  The district will submit to the Department evidence that the updated policy has been disseminated to staff, students and parents for the 2014-2015 school year by September 29, 2015. | | |
| **Progress Report Due Date(s):**  09/29/2015 | | |

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

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| **Criterion & Topic:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicate that written materials and other media the district uses to publicize the district's school do not include the required protected category of gender identity. | | |
| **Description of Corrective Action:**  The Shutesbury School District/Elementary School has an updated (Feb/2015) letterhead/clause that now includes the protected category of gender identity. This letterhead and clause is on all correspondence/written material that is sent to families and the community on behalf of the school. | | |
| **Title/Role(s) of Responsible Persons:**  Prudence Marsh, Ed.D., Director of Student Support Services | | **Expected Date of Completion:**  02/15/2015 |
| **Evidence of Completion of the Corrective Action:**  The clause at the bottom of the Shutesbury Elementary School letterhead now states: "The Shutesbury School District assures that all programs, activities, and employment opportunities are offered without regard to race, color, national origin, gender, gender identity, disability, economic status, homelessness, religion, or sexual orientation." | | |
| **Description of Internal Monitoring Procedures:**  To ensure that all content used to publicize the school district remains correct and current, all content and policies are reviewed and updated yearly. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved  **Status Date:** 03/30/2015  **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 sample letterhead and a list of materials and publications that contain the notice that the district utilizes to publicize the district's school to ensure that written materials and other media include the protected category of gender identity by April 9, 2015. | | |
| **Progress Report Due Date(s):**  04/09/2015 | | |

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

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| **Criterion & Topic:**  CR 21 Staff training regarding civil rights responsibilities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicate that annual in-service training for all school personnel regarding civil rights responsibilities, including the prevention of discrimination and harassment does not include the protected category of gender identity. | | |
| **Description of Corrective Action:**  Each year, in September, the Director of Student Support Services has presented an in-service training to all school personnel regarding civil rights responsibilities, including the prevention of discrimination and harassment based on race, color, gender, religion, national origin, sexual orientation, age, and homelessness. This training has not previously included the protected category of gender identity. Based on the Shutesbury Coordinated Program Review, the Erving School Union #28 Superintendent, the Director of Student Support Services, and the Shutesbury Elementary School Principal, are now aware of the requirement to include the protected category of gender identity in the civil rights in-service training regarding prevention of discrimination and harassment. | | |
| **Title/Role(s) of Responsible Persons:**  Prudence Marsh, Ed.D., Director of Student Support Services | | **Expected Date of Completion:**  09/30/2015 |
| **Evidence of Completion of the Corrective Action:**  In September, 2015, the Director of Student Support Services will present an in-service training to all school personnel regarding civil rights responsibilities, including the prevention of discrimination and harassment based on race, color, gender, gender identity, religion, national origin, sexual orientation, age, and homelessness. During the September, 2015 training, critical focus will be placed on issues of gender identity as these pertain to the prevention of discrimination and harassment in our schools. All staff will be given documentation regarding the law "An Act Relative to Gender Identity" that went into effect on July, 1, 2012, including the accompanying DESE guidance document, clarifying how the law and its accompanying regulations apply to school districts, and the actions we can take to ensure the well-being of all our students, staff, and families. | | |
| **Description of Internal Monitoring Procedures:**  The annual Civil Rights training will maintain current and consistent information regarding school district civil rights responsibilities, ensuring that all staffs are informed with the most recent information and guidance from DESE. If and when there are questions and/or concerns regarding discrimination or harassment, the Superintendent, the Director of Student Support Services, the school Principal, and involved staff members will discuss necessary issues, and take the appropriate actions to ensure the continued well-being of all students, staff, and families. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 21 Staff training regarding civil rights responsibilities | **Corrective Action Plan Status:** Approved  **Status Date:** 03/30/2015  **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 copies of the agenda, dated attendance sheet with staff role and signature and copies of materials presented to all school personnel regarding civil rights responsibilities, including the prevention of discrimination and harassment to include the protected category of gender identity by September 29, 2015. | | |
| **Progress Report Due Date(s):**  09/29/2015 | | |

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

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| **Criterion & Topic:**  CR 24 Curriculum review | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Document review and interviews indicate that the district does not have a procedure to ensure that individual teachers in the district review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. | | |
| **Description of Corrective Action:**  Historically, consistent with the Massachusetts regulation 603 CMR 26.00, the Shutesbury School Committee passed a policy titled "Access to Equal Educational Opportunity in the Basic Instructional Program" that was last updated in 2007. The policy states:  (1) The District shall, "through its curricula, encourage respect for the human and civil rights of all individuals regardless of color, sex. religion, national origin or sexual orientation."  (2) The teachers in the District "shall review all instructional and educational materials for simplistic and demeaning generalizations, lacking educational merit, on the basis of race, color, sex, religion, national origin, or sexual orientation. Appropriate activities, discussions and or supplementary materials shall be used to provide balance and context for any such stereotypes depicted in such materials", that have been chosen for other valid educational purposes. Whenever possible, the District will remove any discriminatory materials when instructionally, logistically, and financially possible, to be replaced by materials that depict a broad variety of positive roles consistent with the intent of 603 CMR 26.00.  Historically, to ensure that all teachers are aware of this District policy, and to secure documentation that each teacher has reviewed all instructional and educational materials for simplistic and demeaning generalizations, teachers are required to complete a document "Annual Examination of Educational Materials for Simplistic and Demeaning Generalizations".  Corrective Action Plan:  (1) In the spring of 2015, the Shutesbury School Committee will update the "Access to Equal Educational Opportunity in the Basic Instructional Program" policy to include the protected category of gender identity.  (2) By June 1, 2015, the Shutesbury School Principal and the Director of Student Support Services, will hold a staff meeting where staff will be informed about the requirement regarding the District's policy and administrative procedures to ensure that teachers annually review all educational materials for simplistic and demeaning generalizations lacking educational merit on the basis of race, color, gender, gender identity, religion, national origin, and sexual orientation.  (3) By June 15, 2015, all teachers will complete an updated revision of the "Annual Examination of Educational Materials for Simplistic and Demeaning Generalizations" document that includes teacher responses to the following:  -examination of curriculum and instructional materials that the teacher uses to ensure that these do not contain simplistic or demeaning generalizations, lacking educational merit, on the basis of race, color, gender, gender identity, religion, national origin, and sexual orientation.  -steps to eliminate any simplistic and demeaning generalizations in curriculum, materials and/or instruction  -lists of materials needed | | |
| **Title/Role(s) of Responsible Persons:**  Prudence Marsh, Ed.D., Director of Student Support Services | | **Expected Date of Completion:**  06/15/2015 |
| **Evidence of Completion of the Corrective Action:**  Updated policy as described above, and Annual Examination of Educational Materials for Simplistic and Demeaning Generalizations completed by all teachers by June 15, 2015, and collected by the Director of Student Support Services. | | |
| **Description of Internal Monitoring Procedures:**  The Shutesbury District/Elementary School will maintain updated policies, review procedures annually, and require all teachers to complete Annual Examination of Educational Materials documentation annually. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 24 Curriculum review | **Corrective Action Plan Status:** Approved  **Status Date:** 03/30/2015  **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 copies of the updated Access to Equal Educational Opportunity in the Basic Instructional Program policy and the Annual Examination of Educational Materials for Simplistic and Demeaning Generalizations that include the protected category of gender identity by June 29, 2015.  Submit copies of the agenda, dated attendance sheet with staff role and signature and copies of materials presented at the staff meeting conducted regarding the district's new policy and administrative procedures to ensure that teachers annually review all educational materials simplistic and demeaning generalizations lacking educational merit on the basis of race, color, gender, gender identity, religion, national origin, and sexual orientation by June 29, 2015.  Submit copies of the completed revised Annual Examination of Educational Materials for Simplistic and Demeaning Generalizations for all teachers that provides their responses specific to the examination of all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation by June 29, 2015. | | |
| **Progress Report Due Date(s):**  06/29/2015 | | |

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

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| **Criterion & Topic:**  CR 25 Institutional self-evaluation | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Document review and interviews indicate that the district does not annually evaluate all aspects of its K-6 programming to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. | | |
| **Description of Corrective Action:**  Historically, the Shutesbury Elementary School District has requested that teachers complete an "Annual Institutional Self-Evaluation of Educational Programs" form, and that staff directing extracurricular activities complete an "Annual Institutional Self-Evaluation of Extracurricular Programs" form. The form requested of teachers regarding educational programs includes a statement: "To the best of your knowledge, do you have any students in your classroom who have been denied access to any of these educational activities due to race, color, sex, religion, national origin, limited English proficiency, sexual orientation, disability or housing status. Listed activities: Language Arts, Math, Science, Social Studies, recess, lunch, bus transportation, Music, Art, Physical Education, library, technology, field trips, any other school activity. The form requested of directors of extracurricular activities requests descriptions of the program, the application process, and criteria for entry, and who is responsible for determining admittance to the program. Also requested is a list of any students who applied to the program but were not admitted, with an explanation of why the student was not admitted. | | |
| **Title/Role(s) of Responsible Persons:**  Prudence Marsh, Ed.D., Director of Special Education & Student Support Services | | **Expected Date of Completion:**  06/15/2015 |
| **Evidence of Completion of the Corrective Action:**  The Shutesbury Elementary School principal, and the Director of Special Education and Student Support Services will provide a thorough explanation of the requirement that all students have access to all programs, including athletics and extracurricular activities. Updated forms that include the category of GENDER IDENTITY will be reviewed and distributed to staff who will be required to complete these forms at the meeting. | | |
| **Description of Internal Monitoring Procedures:**  It is expected that the "Annual Evaluation of Educational Programs" for student access will be completed as this procedure will be REQUIRED rather than requested. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 03/30/2015  **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 newly developed annual institutional self-evaluation of educational programs form that includes the protected category of gender identity by June 29, 2015.  Submit to the Department a copy of the most recent evaluation, conclusions reached, and resolution of any identified issues as a result of the district's annual evaluation of all aspects of its K-6 programming to ensure all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status have equal access to all programs, including athletics and other extracurricular activities by June 29, 2015. | | |
| **Progress Report Due Date(s):**  06/29/2015 | | |

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

District: Shutesbury Public Schools

Corrective Action Plan Review

Program Area: English Learner Education

Prepared by: Prudence Marsh, Ed. D., Director of Student Support Services

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: March 24, 2016**

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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 does not include “SEI Program Description Forms” that specify the number of ESL instruction hours that all ELLs at all proficiency levels receive. Therefore, there is no indication showing that the district provides sufficient ESL instruction appropriate to the student’s level of English proficiency to ensure that ELL students gain the proficiency in English that will enable them to participate meaningfully in the district’s general education program.* | | | |
| **Narrative Description of Corrective Action:** The district did not provide evidence of the implementation of OELAAA Form 1-a: General SEI Program Description: Elementary form documenting in reference to the one ELL student: classroom composition, direct ESL instruction and hours of instruction that the student receives, the name of the licensed ESL teacher, and the subject/content area instruction that the student participates in. This documentation is necessary to provide the required evidence that the district is providing the student sufficient ESL instruction appropriate to her level of English proficiency that will enable her to participate meaningfully in the general education program. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Prudence Marsh, Ed.D. Director of Student Support Services; Jacqueline Mendonsa, Shutesbury Elementary School Principal; Elisabeth Talis, licensed ESL teacher. | | **Expected Date of Completion for Each Corrective Action Activity:** October 1, 2015 | |
| **Evidence of Completion of the Corrective Action:** The Director of Student Support Services, the Shutesbury Elementary School Principal, and the ESL teacher will meet to initiate the implementation of the OELAAA Form 1-a: General SEI Program Description: Elementary form documenting: classroom composition, direct ESL instruction and hours of instruction, the name of the licensed ESL teacher, and the subject/content area instruction that the student participates in. The ESL teacher will be responsible for maintaining the documentation. This documentation will provide the required evidence that the district is providing the student sufficient ESL instruction appropriate to her level of English proficiency that will enable her to participate meaningfully in the general education program. | | | |
| **Description of Internal Monitoring Procedures:** The Director of Student Support Services, the Shutesbury Elementary School Principal, and the ESL teacher will meet in the fall and spring of the 2015-2016 school year to review the data reported on the SEI Program Description form and the student’s progress according to the WIDA English Language Development standards and in the general curriculum. They will discuss indicated changes to the instructional program based on assessment data, student work samples, teacher observation and reports. | | | |
| 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:** OELAAA Form 1-a helps the Department understand of what the school’s and the district’s plan to provide direct ESL and sheltered content instruction to the ELL students in elementary schools. The document needs to be completed as a part of the Coordinated Program Review (CPR). The district does not need to work on this form to remedy the concern mentioned in the Department’s finding for ELE 5. | | | |
| **Department Order of Corrective Action:** N/A | | | |
| **Required Elements of Progress Report(s):**   1. Please provide a detailed plan that shows that the district is providing sufficient ESL instruction to ensure the rapid acquisition of English to all ELL students during the 2015-2016 school year. Please see the Department's Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners found at <http://www.doe.mass.edu/ell/TransitionalGuidance.pdf> for assistance. 2. Please complete district information in the attached spreadsheet labeled ELL List by school for each ELL student in the district for the 2015-2016 school year. | | | |
| **Progress Report Due Date(s): October 20, 2015** | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic: ELE 7 Parent Involvement** | | | **Rating: Not Implemented** |
| **Department CPR Finding:** *Documents and interviews indicate that the district does not have a process in place by which the district involves parents and guardians in matters regarding their children’s education and ELE programs.* | | | |
| **Narrative Description of Corrective Action:** The Shutesbury Elementary School/District offers the complete range of opportunities for all parents to participate in matters regarding their children’s education and ELE program. However, the district does not currently have a documented process in place that describes the ways in which the district involves parents and guardians in their child’s education and English Language Education program. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Prudence Marsh, Ed.D., Director of Student Support Services, Jacqueline Mendonsa, Shutesbury Elementary School Principal | | **Expected Date of Completion for Each Corrective Action Activity:** October 25, 2015 | |
| **Evidence of Completion of the Corrective Action:** The Shutesbury Elementary School/District offers the complete range of opportunities for all parents to participate in matters regarding their children’s education and ELE programs. By October 15, 2015, the district will have a written document describing and documenting outreach to parents and families of ELL students, including providing families with information about the Shutesbury PTO, the Shutesbury Safety Committee, the Shutesbury Health Committee, and the Shutesbury School Council. Evidence will be provided of the opportunities the district has offered to encourage parent/guardian involvement of ELL students in their child’s education and English Language Education program. | | | |
| **Description of Internal Monitoring Procedures:** At this time, there is only one family with a child in the Shutesbury ELL program. This family will continue to receive all materials, invitations, and outreach described above to ensure that they are fully aware of all opportunities for their participation in their child’s experience at school and in the English Language Education Program. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion: ELE 7 Parent Involvement** | **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 evidence (documentation of outreach to families of ELL students) that the district has developed ways to include parents of ELL students in matters pertaining to their children’s education and ELE programs by October 20, 2015. | | | |
| **Progress Report Due Date(s): October 20, 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:** *A review of district documentation revealed that the district has not conducted periodic evaluations of the effectiveness of its ELE program in developing students’ English language skills and increasing their ability to participate meaningfully in the educational program.* | | | |
| **Narrative Description of Corrective Action:** Prior to the entry last year of the one student who is currently an English Language Learner, The Shutesbury School District had not had a student in an ELE program in 7 years. The development of a formal program evaluation procedure and documentation tool had not been established. A review of district documentation revealed that the district must meet the requirement to conduct periodic evaluations of the effectiveness of its ELE program in developing students’ English language skills and increasing their ability to participate meaningfully in the educational program. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Prudence Marsh, Ed.D., Director of Student Support Services; Jacqueline Mendonsa, Principal, Shutesbury Elementary School | | **Expected Date of Completion for Each Corrective Action Activity:** The Shutesbury District ELE Program Evaluation will be implemented in September 2015. | |
| **Evidence of Completion of the Corrective Action:** The Shutesbury Elementary School/District will use the District ELE Program Evaluation form recommended by DESE at: [www.doe.mass.edu/ell/ProgramEvaluation.pdf](http://www.doe.mass.edu/ell/ProgramEvaluation.pdf) to meet the district requirement to conduct periodic evaluations of the effectiveness of its ELE program in developing students’ English language skills and increasing their ability to participate meaningfully in the educational program. The evaluation procedure will follow the guidelines of the District ELE Program Evaluation tool, including: establishing a Program Evaluation Team; gathering the recommended student, teacher, and program data and information; following the process to analyze the data; establishing district goals, an action plan, and a monitoring plan to review the data, action steps and frequency, establishing who will be responsible for seeing that the actions are implemented; and determining what changes must be considered or implemented to ensure success of the plan on behalf of students. | | | |
| **Description of Internal Monitoring Procedures:** As part of the District ELE Program Evaluation, a monitoring plan will be implemented to review student and program data, district goals and action steps, and to determine what changes to any aspect of the ELE program must be considered or implemented and the timelines of those proposed changes to ensure success of the plan on behalf of students. | | | |
| 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:** N/A | | | |
| **Department Order of Corrective Action:** N/A | | | |
| **Required Elements of Progress Report(s):** Please provide evidence documenting the implementation of the ELE program evaluation, including any student, policy, or survey data analyzed and any conclusions or recommendations for changes based on the data. | | | |
| **Progress Report Due Date(s): October 20, 2015** | | | |