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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: West Boylston

CPR Onsite Year: 2015-2016

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 08/30/2016.

**Mandatory One-Year Compliance Date:** **08/30/2017**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 24 | Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | Partially Implemented |
| CR 10C | Student Discipline | Partially Implemented |
| CR 16 | Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | Partially Implemented |
| CR 17A | Use of physical restraint on any student enrolled in a publicly-funded education program | 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 24 Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Student record review and interviews indicate that the district's Notice of Proposed School District Action (N1) does not consistently include a description of any other options that the district considered and the reasons why those options were rejected; a description of each evaluation procedure, test, record or report used as a basis for the proposed action; or other factors relevant to the district's decision. | | |
| **Description of Corrective Action:**  The district will retrain all special education personnel to be sure they are clear that they must note any other options that were considered and why those were rejected; a description of each evaluation procedure, test, record or report used as a basis for the proposed action; or other factors relevant to the district's decision. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education | | **Expected Date of Completion:**  06/30/2017 |
| **Evidence of Completion of the Corrective Action:**  Training session manual and list of attendees. Randomly selected plans will be pulled to be sure they have these included this information. | | |
| **Description of Internal Monitoring Procedures:**  The special education director will conduct bi-annual internal record reviews to be sure that all IEPs contain the required information. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 24 Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE | **Corrective Action Plan Status:** Approved  **Status Date:** 10/11/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please review Administrative Advisory SPED 2001-4 Finding of No Eligibility for Special Education at http://www.doe.mass.edu/sped/advisories/01\_4.html.  Submit evidence of training (agenda, materials used and dated attendance list with staff signature/role) provided to special education personnel on the district procedures to ensure that the Notice of Proposed School District Action (N1) consistently includes the required content by November 18, 2016.  Conduct a review of a sample of records for students across all grade levels for IEP Team meetings that occur subsequent to implementation of all corrective actions, for evidence that the N1 consistently includes the required content. Indicate the number of records reviewed; the number found to be compliant; an explanation of the root cause(s) for any continued non-compliance and a description of additional corrective actions taken by the district to address any identified non-compliance by February 16, 2017.  \*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):**  12/12/2016  02/16/2017 | | |

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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 indicates that the student handbook for Major Edwards Elementary School does not include a non-discrimination policy that is consistent with M.G.L. c.76, s.5, and affirms the school's non-tolerance for harassment and discrimination based on race, color, national origin, sex, gender identity, religion or sexual orientation. In addition, the non-discrimination policy in the student handbook for West Boylston Middle/High School does not consistently include the protected category of gender identity when it is cited throughout the handbook. | | |
| **Description of Corrective Action:**  The Major Edwards school handbook will be updated to include a non-discrimination policy that is consistent with M.G.L. c.76, s.5 and affirms the school's non-tolerance for harassment and discrimination based on race, color, national origin, sex, gender identity, relation or sexual orientation.  The Middle High School handbook will be amended so that it consistently identifies gender identity as a protected class throughout the entire handbook. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education | | **Expected Date of Completion:**  06/30/2017 |
| **Evidence of Completion of the Corrective Action:**  Handbooks will be updated to contain the proper language. Changes will be made to all versions of the handbook both print and online. Faculty will be directed to review the changes. Updated handbooks will be provided to families. Handbooks with the required changes will be submitted. | | |
| **Description of Internal Monitoring Procedures:**  Careful review of all versions of the handbook will be undertaken to ensure compliance to this regulation. Training will be provided to secretarial staff to ensure that they are aware that this language may not be modified except as new regulations become adopted. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved  **Status Date:** 10/11/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit a copy of the section of the student handbook and code of conduct for Major Edwards Elementary School that includes a non-discrimination policy that affirms the school's non-tolerance for harassment and discrimination based on race, color, national origin, sex, gender identity, religion or sexual orientation by November 18, 2016.  Submit a copy of the section of the student handbook for West Boylston Middle/High School that includes the non-discrimination policy with the protected category of gender identity added, and a link to the handbook on the district website, to evidence that gender identity is cited consistently throughout the handbook, by November 18, 2017. | | |
| **Progress Report Due Date(s):**  12/12/2016  02/16/2017 | | |

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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:**  Document review and interviews indicate that the district's Bullying Prevention and Intervention Plan does not extend protections to students who are bullied by a member of the school staff. In addition, the student handbooks and the faculty handbook do not contain the relevant provisions addressing the bullying of students by a school staff member and do not clarify that a member of the school staff may be named the "aggressor" or "perpetrator" in a bullying report. | | |
| **Description of Corrective Action:**  The current bullying prevention plan does not indicate that the protection from bullying extends protection to students who are bullied by a member of the school staff. The student and faculty handbooks do not contain the relevant provisions addressing the bulling of students by a staff members and do not clarify that a member of the school staff may be names the aggressor or perpetrator in a bullying report. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education | | **Expected Date of Completion:**  06/30/2016 |
| **Evidence of Completion of the Corrective Action:**  Revised Bullying Prevention plan will be submitted containing all of these elements.  Staff will be trained on the bullying prevention plan and informed of these new and important changes.  Faculty and student handbooks will be revised to include the new bullying prevention plan. Handbooks will be distributed to all staff members, students and families. | | |
| **Description of Internal Monitoring Procedures:**  Training on the new regulations will take place for all staff. Bullying prevention documents will be revised to include applicable categories. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved  **Status Date:** 10/11/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide a copy of the district's revised Bullying Prevention and Intervention Plan that extends protections to students who are bullied by a member of the school staff by November 18, 2016.  Submit a copy of the section of the student handbook for each district school and the faculty handbook that clarify that a member of the school staff may be named the "aggressor" or "perpetrator" in a bullying report and include the relevant provisions addressing the bullying of students by a school staff member by November 18, 2016.  Submit evidence of training (agenda, materials used and dated attendance list with staff signature/role) provided to all district staff on the district's revised Bullying Prevention and Intervention Plan by November 18, 2016. | | |
| **Progress Report Due Date(s):**  12/12/2016  02/16/2017 | | |

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

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| **Criterion & Topic:**  CR 10C Student Discipline | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicates that the district's student discipline policies and procedures do not include all required content. Specifically, the procedures for in-school suspensions do not address:  1) The principal's responsibility to inform the student of the disciplinary charge, the basis for the charge, the opportunity to dispute the charges and explain the circumstances;  2) The requirement to inform the student of the length of suspension which may not exceed 10 days, cumulatively or consecutively, in a school year;  3) The principal's responsibility to orally inform the parent of the disciplinary offense, the reasons for concluding that the student committed the infraction and the length of the in-school suspension;  4) The principal's responsibility to invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior;  5) The need to schedule the parent meeting for the day of the suspension or as soon as possible and the need for the principal to document at least two attempts to reach the parent for the purpose of orally informing the parent; and  6) The need for the principal to send written notice to the student and the parent about the in-school suspension, inviting the parent to a meeting if such meeting has not occurred, which must be delivered on the day of the suspension.  The policy and procedures do not include a system for periodic review of discipline data by special populations.  Additionally, the written notice of hearing and suspension for a long-term suspension does not include the right of the student and parents to appeal to the superintendent. This written notice is addressed only to the parent and does not indicate written notice has also been provided to the student. | | |
| **Description of Corrective Action:**  The disciplinary policies for in-school suspension will be revised to include all of the listed components to ensure full compliance with the regulation. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent | | **Expected Date of Completion:**  06/30/2017 |
| **Evidence of Completion of the Corrective Action:**  Revised Policy will be submitted  Principals will be trained on the implementation of the new policy  Internal review will occur twice annually to ensure that all principals are adhering to these regulations  Templates used by administrators for in-school suspension reports will be revised to include all required components. Evidence of these revisions will be submitted. | | |
| **Description of Internal Monitoring Procedures:**  Internal review of in-school suspension cases will occur twice annually to ensure that principals are adhering to the regulation. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10C Student Discipline | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 10/11/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district's description indicates the disciplinary policies for in-school suspension will be revised. However, the district did not address developing a system for periodic review of discipline data by special populations. Also, the district does not address revising the written notice of hearing and suspension for a long-term suspension to include the right of the student and parents to appeal to the superintendent and document that this notice is provided to both the parent and the student. | | |
| **Department Order of Corrective Action:**  The district must revise the student discipline policies and procedures to include a system for periodic review of discipline data by special populations and revise the written notice of hearing and suspension to include the right of student and parents to appeal to the superintendent. The district must also document hat this notice is provided to both the parent and the student. | | |
| **Required Elements of Progress Report(s):**  Submit a copy of the district's revised procedures for in-school suspensions that address 1) the principal's responsibility to inform the student of the disciplinary charge, the basis for the charge, the opportunity to dispute the charges and explain the circumstances; 2) requirement to inform the student of the length of the suspension which may not exceed 10 days, cumulatively or consecutively, in a school year; 3) the principal's responsibility to orally inform the parent of the disciplinary offense, the reason for concluding that the student committed the infraction and the length of the in-school suspension; the principal's responsibility to invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to behavior; 5) the need to schedule the parent meeting for the day of the suspension or as soon as possible and the need for the principal to document at least 2 attempt to reach the parent for the purpose of orally informing the parent; and 6) the need for the principal to send written notice to the student and the parent about the in-school suspension, inviting the parent to a meeting if such meeting has not occurred, which must be delivered on the day of the suspension by November 18, 2016.  Submit the description of the system for periodic review of discipline data by special populations by November 18, 2016.  Submit a copy of the revised written notice of hearing and suspension that includes the right of the student and parents to appeal to the superintendent, and evidence that the notice is provided to the student, as well as to the parent by November 18, 2016.  Submit evidence of training (agenda and dated attendance list with staff signature/role) provided to district staff on the revised procedures by February 16, 2017. | | |
| **Progress Report Due Date(s):**  12/12/2016  02/16/2017 | | |

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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 and interviews indicate that the district has not developed a written notice to provide to students and their parents within five days of the student's tenth consecutive absence that offers at least two dates and times for an exit interview with the superintendent or designee before the student permanently leaves school. This notice to schedule the exit interview must also:  Be provided to the student and the parent/guardian of the student in English and the primary language of the parent or guardian (to the extent practicable);  Include contact information for scheduling the interview;  Indicate that all parties shall agree to the date and time;  Explain that the interview will occur within 10 days of the notice; and  Indicate that the date and time of the interview may be extended an additional 14 days, at the request of the parent or guardian. | | |
| **Description of Corrective Action:**  Revision of procedures for giving notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent | | **Expected Date of Completion:**  06/30/2017 |
| **Evidence of Completion of the Corrective Action:**  Revised notices  Training of principals in procedure  Implementation notes | | |
| **Description of Internal Monitoring Procedures:**  A review of every student fitting this category will be undertaken every six months to ensure compliance to the procedure and notification standards. | | |
| 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:** 10/11/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Review the following document:  High School Exit Intervention Model Protocol at http://www.doe.mass.edu/dropout/2014-05ExitProtocol.pdf  Submit a copy of the procedures developed to ensure written notice is provided to students and their parents within five days of the student's tenth consecutive absence by November 18, 2016.  Submit a copy of the notice sent by the district to students and their parents within five days of the student's tenth consecutive absence that includes all required elements by November 18, 2016.  Submit evidence of training (meeting notes and attendance list with staff signature/role) provided to the high school principal on the new procedures by February 16, 2017.  Submit completed copies of the notice sent by the district to any student and their parents within five days of the student's tenth consecutive absence by February 16, 2017. | | |
| **Progress Report Due Date(s):**  12/12/2016  02/16/2017 | | |

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

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| **Criterion & Topic:**  CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicate that the district's written restraint prevention and behavior support policy and procedures do not include all required content consistent with new regulatory requirements that went into effect January 1, 2016. The policy and procedures do not include:  Methods for preventing student violence, self-injurious behavior and suicide;  Methods for engaging parents and youth in discussions about restraint prevention and use;  A description and explanation of the program's alternatives to physical restraint;  The method of physical restraint in emergency situations;  The prohibition of medication restraint, mechanical restraint and prone restraint unless permitted pursuant to 603 CMR 46.03(1)(b) or the use of restraint inconsistent with 603 CMR 46.00;  A procedure for the use of time out. | | |
| **Description of Corrective Action:**  Revision of written policy and procedures related to the use of physical restraint  The district would like to point out that a copy of a slideshow which was presented for all teachers on the new physical restraint policy and protocols was included in the materials which were submitted for this CPR review. That training was provided to all staff members in January of 2016. New staff members have also received this training as they have been hired. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education | | **Expected Date of Completion:**  06/30/2017 |
| **Evidence of Completion of the Corrective Action:**  Revision of written policies to reflect the following:  a. methods for preventing student violence, self-injurious behavior and suicide;  b. methods for engaging parents and youth in discussions about restraint prevention and use;  c. A description and explanation of the program's alternatives to physical restraint:  d. The method of physical restraint in emergency situations;  e. The prohibition of medication restrain, mechanical restraint and prone restraint unless permitted pursuant to 603 CMR 46.03(1)(b) or the use of restraint inconsistent with 603 CMR 46.00;  f. a procedure for the use of time out | | |
| **Description of Internal Monitoring Procedures:**  Log indicating the training date for each staff member  Schedule for refresher training for all staff | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program | **Corrective Action Plan Status:** Approved  **Status Date:** 10/11/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit the revised written restraint prevention and behavior support policy and procedures consistent with new regulations effective January 1, 2016 that include: 1)methods for preventing student violence; 2) self-injurious behavior and suicide; 3) methods for engaging parents and youth in discussions about restraint prevention and use; 4) a description and explanation of the program's alternatives to physical restraint; 5) the method of physical restraint in emergency situations; 6) the prohibition of medication restraint, mechanical restraint and prone restraint unless permitted pursuant to 603 CMR 46.03(1)(b) or the use of restraint inconsistent with 603 CMR 46.00 and 7) a procedure for the use of time out by November 18, 2016.  Submit evidence of training (attendance list with staff signature/role) provided within the first month of school for all staff on the revised restraint prevention and behavior support policy and procedures by November 18, 2016. | | |
| **Progress Report Due Date(s):**  12/12/2016 | | |

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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:**  Document review and interviews indicate that the district does not evaluate all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. | | |
| **Description of Corrective Action:**  Revision of annual institutional self evaluation to include that all students have access to all programs including athletics and other extra-curricular activities. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent | | **Expected Date of Completion:**  06/30/2017 |
| **Evidence of Completion of the Corrective Action:**  Review process documents  Report from the FY17 review | | |
| **Description of Internal Monitoring Procedures:**  Survey data will be collected annually and included in a district report which will remain as an archive.  Programmatic changes resulting from any trouble areas will be documented in the District Improvement Plan | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 10/11/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide a copy of the revised institutional self-evaluation developed to ensure all aspects of the district's K-12 program are evaluated annually and that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status have equal access to all programs, including athletics and other extracurricular activities by November 18, 2016.  Submit a copy of the institutional self-evaluation, conclusions reached and resolution of any identified issues by February 16, 2017. | | |
| **Progress Report Due Date(s):**  12/12/2016  02/16/2017  06/13/2017 | | |

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

District: West Boylston Public Schools

Corrective Action Plan Review

Program Area: English Learner Education

Prepared by: West Boylston Public Schools / Elizabeth Schaper

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: August 30, 2017**

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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 indicates that when a parent requests written translation into the primary language of the home on the Home Language Survey, the parent notification letter is not consistently translated by the district upon identification of a student as ELL and annually thereafter.* | | | |
| **Narrative Description of Corrective Action:** The district will implement a process that will provide families with documents translated into the language indicated on the home language survey. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Director of Special Education | | **Expected Date of Completion for Each Corrective Action Activity:** 6/30/2017 | |
| **Evidence of Completion of the Corrective Action:** Translated documents matched with the language indicated on home language survey. | | | |
| **Description of Internal Monitoring Procedures:** Translated documents will be kept on file for review by the Director of Special Education who oversees ELL services. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:**  **ELE 10** | **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):** Submit a description of the process developed by the district to ensure that when a parent requests written translation into the primary language of the home on the Home Language Survey documents will be translated into the language indicated on the Home Language Survey **by November 14, 2016.**  Conduct a review of EL student records for evidence that when a parent requests written translation into the primary language of the home on the Home Language Survey the parent notification letter is consistently translated by the district upon identification of a student as ELL and annually thereafter. Indicate the number of ELL student records reviewed, and for any ELL student record that does not contain the required initial translations, note the reason for the non-compliance, and detail steps the district is taking to remedy any non-compliance found, if applicable, **by March 6, 2017.**  **\*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): November 14, 2016; March 6, 2017** | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic: ELE 18 Records of LEP Students** | | | **Rating: Partially Implemented** |
| **Department CPR Finding:** *Student record review indicates when a parent requests written translation on the Home Language Survey, information in the record to include report cards and progress reports are not consistently translated into the primary language of the home.* | | | |
| **Narrative Description of Corrective Action:** The district will ensure that all report cards and progress reports are translated into the language indicated on the home language survey. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Director of Special Education | | **Expected Date of Completion for Each Corrective Action Activity:** 06/30/2017 | |
| **Evidence of Completion of the Corrective Action:** Report cards and progress reports that have been translated. | | | |
| **Description of Internal Monitoring Procedures:** District ELL personnel will submit all translated documents for review and auditing on an annual basis to ensure compliance with this regulation. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion: ELE 18** | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** The district must have a process to ensure that when a parent requests written translation on the Home Language Survey, information in the record to include report cards and progress reports will be translated into the primary language of the home. | | | |
| **Department Order of Corrective Action:** The district must develop procedures to ensure that when a parent requests written translation on the Home Language Survey, information in the record to include report cards and progress reports are consistently translated into the primary language of the home. | | | |
| **Required Elements of Progress Report(s):**  Submit a copy of the procedures developed by the district to ensure that when a parent requests written translation on the Home Language Survey, information in the record to include report cards and progress reports are consistently translated into the primary language of the home **by November 14, 2016.**  Conduct a review of EL student records for evidence that when a parent requests written translation on the Home Language Survey, information in the record to include report cards and progress reports are consistently translated into the primary language of the home. Indicate the number of ELL student records reviewed, and for any ELL student record that does not contain the required translations, note the reason for the non-compliance, and detail steps the district is taking to remedy any non-compliance found, if applicable, **by March 6, 2017.**  **\*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): November 14, 2016; March 6, 2017** | | | |