|  |
| --- |
| **MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**  **Program Quality Assurance Services** |

##### COORDINATED PROGRAM REVIEW

## CORRECTIVE ACTION PLAN

Charter School or District: Tantasqua

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 04/29/2016.

**Mandatory One-Year Compliance Date:** **04/29/2017**

**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 6 | Availability of in-school programs for pregnant students | Partially Implemented |
| CR 7B | Structured learning time | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10C | Student Discipline | Partially Implemented |
| CR 17A | Use of physical restraint on any student enrolled in a publicly-funded education program | Implementation In Progress |
| CR 24 | Curriculum review | Partially Implemented |
| CR 25 | Institutional self-evaluation | Partially Implemented |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  SE 32 Parent advisory council for special education | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Based on interviews, the district currently operates a regional parent advisory council that addresses the requirements of this criterion with representation from each school district. However, the district's ESE approved waiver has expired and needs to be renewed. | | |
| **Description of Corrective Action:**  The Special Education Director will complete the Request for Waiver as provided in Special Education Regulations: Alternative Compliance 603 CMR 28.03(5). The Waiver will be submitted every three years for renewal.  Waiver submitted December 2015, final approval April 25, 2016. | | |
| **Title/Role(s) of Responsible Persons:**  Special Education Director | | **Expected Date of Completion:**  04/25/2016 |
| **Evidence of Completion of the Corrective Action:**  Submitted copy of Waiver | | |
| **Description of Internal Monitoring Procedures:**  Special Education Director will annually monitor dates for renewal | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Approved  **Status Date:** 05/13/2016  **Correction Status:** Corrected | |
| **Basis for Decision:**  The district submitted a copy of the letter from the Department approving a waiver which allows Tantasqua Jr. High, Tantasqua Sr. High and the Vocational school to participate as a member of the larger Tantasqua  Regional parent advisory council on special education, | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  CR 6 Availability of in-school programs for pregnant students | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  While a specific policy on the availability of in-school programs for pregnant students is not required, a review of Tantasqua Regional Junior High School's documents indicated that students who are pregnant and wish to remain in school must first obtain the certification of a physician, which is not required for other physical or emotional conditions requiring the attention of a physician. Additionally, interviews demonstrated that staff members do not have a consistent understanding of the application of Title IX to these students. The policy in the Tantasqua Regional High School Handbook is appropriate in that it does not require certification of a physician for pregnant students to remain in school. | | |
| **Description of Corrective Action:**  The Assistant Superintendent for Learning and Teaching will provide training for the Leadership Team on the following: Title IX: 20 U.S.C. 1681; 34 CFR 106.40(b)  Availability of in-school programs for pregnant students  1. Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave.  2. The district does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school unless it requires such certification for all students for other physical or emotional conditions requiring the attention of a physician.  Principals will provide training to staff regarding the availability of in-school programs for pregnant students and the understanding of the application of Title IX to these students.  Policy JIE, Pregnant Students will be rescinded by June 2016 | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent for Learning and Teaching | | **Expected Date of Completion:**  06/22/2016 |
| **Evidence of Completion of the Corrective Action:**  Copies of agendas, attendance sheets & handouts regarding training on availability of in-school programs for pregnant students and Title IX application  Rescinded Policy | | |
| **Description of Internal Monitoring Procedures:**  Yearly review of Title IX training | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 6 Availability of in-school programs for pregnant students | **Corrective Action Plan Status:** Approved  **Status Date:** 05/13/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please submit evidence of training for relevant staff on the applicability of Title IX to pregnant students and the discontinuation of requiring a physician's certification for pregnant students, along with an agenda, signed attendance sheets, and examples of training materials, and the school committee's approved meeting minutes or a link to the approved minutes, demonstrating the rescinding of policy JIE on pregnant students, by June 30, 2016. | | |
| **Progress Report Due Date(s):**  06/30/2016 | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  CR 7B Structured learning time | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that high school students take physical education in grades 9, 10 and 11, instead of all four years as required. | | |
| **Description of Corrective Action:**  PE/Wellness will be reviewed by High School Principal, PE Department Head and staff. Scheduling adjustments will be identified and implemented to ensure students receive  PE/Wellness in the twelve grade (all 4 years as required). | | |
| **Title/Role(s) of Responsible Persons:**  Principal (s) | | **Expected Date of Completion:**  11/23/2016 |
| **Evidence of Completion of the Corrective Action:**  Statement of assurance from principals will reflect it as a requirement. | | |
| **Description of Internal Monitoring Procedures:**  Principals and administration will review structured learning time annually in the spring of each school year for the following year. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 7B Structured learning time | **Corrective Action Plan Status:** Approved  **Status Date:** 05/13/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please submit a the program of studies for the 2016-2017 school year that indicates high school students receive PE/Wellness in grades 9-12, as required, along with a statement of assurance, by November 30, 2016. | | |
| **Progress Report Due Date(s):**  11/30/2016 | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  CR 10A Student handbooks and codes of conduct | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Staff interviews indicated that the practice at Tantasqua Regional High School and Tantasqua Regional Junior High School is to include students with Section 504 Accommodation Plans in the disciplinary procedures for students with disabilities; however, document review indicated that there are no procedures for the discipline of students with Section 504 Accommodation Plans included in either the high school or the junior high school code of conduct. | | |
| **Description of Corrective Action:**  Review and update documents, including student handbook, to include appropriate procedures for the discipline of students with disabilities with Section 504 Accommodations Plans. | | |
| **Title/Role(s) of Responsible Persons:**  Special Education Director  Principals | | **Expected Date of Completion:**  02/23/2016 |
| **Evidence of Completion of the Corrective Action:**  Copy of updated Handbook | | |
| **Description of Internal Monitoring Procedures:**  Comprehensive yearly review of handbook. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved  **Status Date:** 05/13/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please submit a copy of the 2016-2017 student handbooks, or a link to the handbooks, from the high school and junior high school to demonstrate that procedures for the discipline of students with Section 504 Accommodation Plans have been included in the codes of conduct, by November 30, 2016. | | |
| **Progress Report Due Date(s):**  11/30/2016 | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  CR 10C Student Discipline | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the district implements the regional discipline policy and procedures, which have been adopted by the district's school committee. However, the district did not provide a School-Wide Education Service Plan, and the Notice of Suspension and Hearing does not contain all required information. Specifically, at Tantasqua Regional High School, the notice is not addressed to both the parent and student and does not inform them of the right to interpreter services. At Tantasqua Regional Junior High School, the notice is not addressed to both the parent and student, it does not explain that they are entitled to a meeting before a suspension is imposed to dispute charges and present an explanation, and the notice does not provide a date, time and location for a hearing. In addition, the written notice sent by the junior high school states that if a re-entry meeting is required prior the student's return to school, the parent will be notified. A re-entry meeting is not required by regulation and may extend the student's exclusion from school. | | |
| **Description of Corrective Action:**  1.Review and update document: Written Notice of Suspension, to include the following:  a. Evidence the notice is addressed to both student and parent (Specifically for High School and Junior  High school)  Specifically for the Junior High School:  b. Right to interpreter service  c. An opportunity for the student to dispute the charges and present an explanation before suspension  d. The date, time, and location of the hearing  e. Rescind the requirement that the parent attend a re-entry meeting prior to the students return to  school , which is not required by regulation and may extend the student's exclusion from school  2. Provide a School-Wide Education Service Plan | | |
| **Title/Role(s) of Responsible Persons:**  Junior and Senior High School Principals | | **Expected Date of Completion:**  09/30/2016 |
| **Evidence of Completion of the Corrective Action:**  Copy of updated Letter  Copy of School- Wide Education Service Plan | | |
| **Description of Internal Monitoring Procedures:**  Yearly review of handbook and process | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10C Student Discipline | **Corrective Action Plan Status:** Approved  **Status Date:** 05/13/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please submit a copy of the School-Wide Education Service Plan and copies of the Notice of Suspension from the high school and junior high that include all required information, by June 30, 2016.  Submit evidence of training on the revised policy and procedures to the district's leadership team, including training agenda, examples of training materials, and attendance sheet, by June 30, 2016. | | |
| **Progress Report Due Date(s):**  06/30/2016 | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program | | **CPR Rating:**  Implementation In Progress |
| **Department CPR Findings:**  Document review and interviews indicated that the district meets current requirements for physical restraint. The district identified program staff to serve as school-wide resources for the administration of restraint and provided them with in-depth training on both de-escalation and the use of physical restraint. Staff were informed in early fall that a revised restraint prevention and behavior support policy and new procedures would be implemented in January. The district has begun revising its policy and procedures and preparing training materials. | | |
| **Description of Corrective Action:**  1. The district will revise and update the JKAA Policy to include the development of a behavior support policy and alternatives to physical restraint and the prohibition of medication restraint, mechanical restraint, prone restraint, and seclusion.  2. The Special Education Director will review with the Leadership Team:  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 and method of physical restraint in emergency situations; a statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted pursuant to 603 CMR 46.03(1)(b), seclusion, and the use of restraint inconsistent with 603 CMR 46.03; a description of the program's training requirements, reporting requirements, and follow-up procedures; a procedure for receiving and investigating complaints; a procedure for conducting periodic review of data and documentation on the program's use of restraint; a procedure for implementing the reporting requirements; a procedure for making both oral and written notification to the parent; and a procedure for the use of time-out | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent, Special Education Director  Principal | | **Expected Date of Completion:**  09/30/2016 |
| **Evidence of Completion of the Corrective Action:**  Copy of revised Policy JKAA  Copies of agendas, attendance sheets & handouts regarding training | | |
| **Description of Internal Monitoring Procedures:**  Yearly review of policy and training. | | |
| 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:** 05/13/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit the updated restraint prevention and behavior support policy and procedures, which include 1)methods to prevent student violence, self-injurious behavior and suicide;2) methods to engage parents and youth in discussion about restraint prevention and use; 3) an explanation of the alternatives to physical restraint and method of physical restraint in emergency situations; 4) the prohibition of certain restraints; reporting requirements; follow-up procedures; 5) a procedure for receiving and investigating complaints; 6) a procedure for conducting periodic review of data and documentation on the use of restraint; 7) a procedure to implement the reporting requirements; 8) a procedure to make both oral and written notification to the parent; and 9) a procedure to use time-out by June 30, 2016.  Submit evidence of training to staff, including training materials, agenda and signed attendance by June 30, 2016. | | |
| **Progress Report Due Date(s):**  06/30/2016 | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  CR 24 Curriculum review | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that individual teachers at the junior high school and in the career/vocational technical education program review 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. However, at the high school, panels of teachers, rather than individual teachers, review educational materials. | | |
| **Description of Corrective Action:**  Review updated procedures to ensure individual teachers at the high school review 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.  Provide training to building principals and teachers on updated procedures. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent for Learning and Teaching  Principal(s)  Assistant Principal (s) | | **Expected Date of Completion:**  10/31/2016 |
| **Evidence of Completion of the Corrective Action:**  Copies of agendas, attendance sheets & handouts regarding training | | |
| **Description of Internal Monitoring Procedures:**  Comprehensive yearly review of procedures for review of educational materials. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 24 Curriculum review | **Corrective Action Plan Status:** Approved  **Status Date:** 05/13/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit updated procedures to ensure individual teachers at the high school review 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 30, 2016  Provide evidence of training to building principals and teachers on updated procedures by November 2016. | | |
| **Progress Report Due Date(s):**  11/30/2016 | | |

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

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  CR 25 Institutional self-evaluation | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicated that the district does not formally evaluate of all aspects of its 7-12 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:**  The district will review and develop a formal evaluation process which will include:  1.the evaluation all aspects of its K-6 program 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.  2. Develop a survey  3. Analyze data  4. Leadership training of any recommended changes  5. Staff training of any recommended changes | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent for Learning and Teaching  Principal  Assistant Principals | | **Expected Date of Completion:**  11/30/2016 |
| **Evidence of Completion of the Corrective Action:**  Copies of survey, documentation of analysis and process, training agenda's used by district to ensure equal access for all students | | |
| **Description of Internal Monitoring Procedures:**  Yearly evaluation, results and training | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 05/13/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district description refers to an evaluation of its k-6 program. The evaluation must focus on the district's 7-12 program. | | |
| **Department Order of Corrective Action:**  The district needs to conduct an institutional self evaluation of all aspects of its 7-12 program. | | |
| **Required Elements of Progress Report(s):**  Please submit a detailed description of the components that will be included in the evaluation of the 7-12 program to ensure that students from any protected category are not excluded from participating in any program or extracurricular activity. This will include the timeline for distributing, collecting and analyzing the surveys developed as well as a narrative description of how the district will ensure the evaluation's annual use by June 30, 2016.  The district must submit a copy of the institutional self-evaluation, conclusions reached, and resolution of any identified issues by November 30, 2016. | | |
| **Progress Report Due Date(s):**  06/30/2016  11/30/2016 | | |

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

District: Tantasqua Regional Public Schools

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Tantasqua School District/Brenda Looney

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: May 12, 2017**

|  |  |  |  |
| --- | --- | --- | --- |
| 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:**  *When determining whether a school district’s ELE program complies with federal and state laws and regulations, the Department applies the three-pronged test established by the United States Court of Appeals for the Fifth Circuit in Castañeda vs. Pickard. “OELAAA Form 2: Integration of Castañeda’s Three-Pronged Test into ELE Program Review Process” is a tool developed by the Department for this purpose and is used to evaluate the adequacy of a district's program for ELLs. Since the documentation submitted by the district included a blank copy of the form there is no indication that ELE services provided by the district reflect a sound educational approach recognized as a legitimate educational strategy to teach ELL students English language skills in the four language domains: speaking, listening, reading and writing. Please see* [*http://www.doe.mass.edu/ell/guidance/guidance.pdf*](http://www.doe.mass.edu/ell/guidance/guidance.pdf) | | | |
| **Narrative Description of Corrective Action:**  The District will complete and submit a copy of the *OELAAA Form 2: Integration of Castañeda’s Three-Pronged Test into ELE Program Review* *Process* form.  This will support the ELE services provided by the district reflect a sound educational approach recognized as a legitimate educational strategy to teach ELL students English language skills in the four language domains: speaking, listening, reading and writing.  Provide updated review and training for Leadership and responsible staff. | | | |
| **Title/Role of Person(s) Responsible for Implementation:**  Building Principal  ELL Licensed Teacher | | **Expected Date of Completion for Each Corrective Action Activity:**  December, 2016 | |
| **Evidence of Completion of the Corrective Action:**      1. Submitted form.  2. Leadership and staff training agenda, handouts and sign-in sheets. | | | |
| **Description of Internal Monitoring Procedures:**      Annual review and use of the *OELAAA Form 2: Integration of Castañeda’s Three-Pronged Test into ELE Program Review* *Process.* | | | |
| 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 the *Castañeda* test by the progress report due date. Please ensure that your answers to the questions on the test reflect the changes that the district will implement in order to comply with federal and state laws and regulations. 2. Please explain how the district will monitor the progress and completion of the program goals identified in the *Castañeda* test. Please include the names of the responsible staff who will be involved in the process. 3. Please complete district information in the attached spreadsheet labeled ELL List by school for each ELL student in the district. | | | |
| **Progress Report Due Date(s): September 28, 2016** | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic: ELE 14 Licensure Requirements** | | | **Rating: Partially Implemented** |
| **Department CPR Finding:**  *District documentation and staff interviews indicated that the district does not have at least one teacher assigned to provide ESL instruction who has an English as a Second Language or Transitional Bilingual Education, or ELL license as required under G.L. c.71, § 38G and 603 CMR 7.04(3).* | | | |
| **Narrative Description of Corrective Action:**  The District will have at least one teacher assigned to provide ESL instruction who has an English as a Second Language or Transitional Bilingual Education, or ELL license as required under G.L. c.71, § 38G and 603 CMR 7.04(3). | | | |
| **Title/Role of Person(s) Responsible for Implementation:**  Building Principal | | **Expected Date of Completion for Each Corrective Action Activity:**  September 1 , 2016 | |
| **Evidence of Completion of the Corrective Action:**      Copy of appropriate Licensure | | | |
| **Description of Internal Monitoring Procedures:**      Periodic monitoring of Licensure status | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion: ELE 14**  **Licensure Requirements** | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:**  The district stated that the district would have at least one ESL licensed teacher assigned to provide ESL instruction; however the proposed corrective action does not include what the district’s plan is to achieve this goal. | | | |
| **Department Order of Corrective Action:** N/A | | | |
| **Required Elements of Progress Report(s):**   * Submit evidence of the licensure of the current ESL teacher(s) by the progress report due date by **September 28, 2016**. * Provided that the district could not fill the position by the due date of this progress report, submit a report explaining the program director’s efforts to fill the position and a copy of any job posting and application information that may remain on file. | | | |
| **Progress Report Due Date(s): September 28, 2016** | | | |