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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: Dartmouth

CPR Onsite Year: 2016-2017

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 08/25/2017.

**Mandatory One-Year Compliance Date:** **08/25/2018**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| CR 7C | Early release of high school seniors | Partially Implemented |
| CR 9 | Hiring and employment practices of prospective employers of students | Partially Implemented |
| CR 17A | Use of physical restraint on any student enrolled in a publicly-funded education program | Partially Implemented |
| ELE 5 | Program Placement and Structure | Partially Implemented |
| ELE 6 | Program Exit and Readiness | Partially Implemented |
| ELE 14 | Licensure Requirements | Partially Implemented |
| ELE 17 | Program Evaluation | Not Implemented |

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| **Criterion & Topic:**  CR 7C Early release of high school seniors | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the early release of high school seniors is more than 12 school days before the regular scheduled closing date of the high school. | | |
| **Description of Corrective Action:**  A review of documents and staff interviews indicated that the early release of high school seniors is more than 12 school days before the regular scheduled closing date of the high school. | | |
| **Title/Role(s) of Responsible Persons:**  Michelle Roy, Asst. Supt. | | **Expected Date of Completion:**  09/12/2017 |
| **Evidence of Completion of the Corrective Action:**  Calendar was reviewed by the Superintendent and last day for seniors verified to be within 12 day requirement. | | |
| **Description of Internal Monitoring Procedures:**  Annual review of calendar will include specific notation clearly marking the last day for seniors.  Superintendent will review prior to submission to School Committee for approval to ensure 12 day window for exiting seniors is within compliance. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 7C Early release of high school seniors | **Corrective Action Plan Status:** Approved  **Status Date:** 09/19/2017  **Correction Status:** Corrected | |
| **Basis for Decision:**  The district has provided evidence indicating that the early release of high school seniors for the 2017-2018 school year is less then 12 school days before the regular scheduled closing date of the high school. In addition, the Superintendent will be reviewing the date for the senior's last day on the school calendar each year, prior to school committee approval. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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| **Criterion & Topic:**  CR 9 Hiring and employment practices of prospective employers of students | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the district's non-discrimination statement for prospective employers of students does not include sex and gender identity as protected categories. | | |
| **Description of Corrective Action:**  A review of documents indicated that the district's non-discrimination statement for prospective employers of students does not include sex and gender identity as protected categories. | | |
| **Title/Role(s) of Responsible Persons:**  Michelle Roy, Asst. Supt. | | **Expected Date of Completion:**  09/12/2017 |
| **Evidence of Completion of the Corrective Action:**  Our EOE verification form for prospective employers of students has been updated to include gender and gender identity as protected categories. | | |
| **Description of Internal Monitoring Procedures:**  This form will be updated in accordance to any changes in our non-discrimination policy. The EOE form in particular will now be under the oversight of our new Director of Student Support and Clinical Services and in this new role they will work with our Asst. Supt. who oversees policy reviews to ensure the updating of future forms. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 9 Hiring and employment practices of prospective employers of students | **Corrective Action Plan Status:** Approved  **Status Date:** 09/19/2017  **Correction Status:** Corrected | |
| **Basis for Decision:**  The district has provided evidence indicating that the EOE verification form (non-discrimination) for prospective employers of students has been updated to include sex and gender identity as protected categories. The district will have the the Director of Student Support and Clinical Services oversee policy reviews each year and when seeking school committee approval. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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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:**  A review of documents and staff interviews indicated that the district does not make available to parents of enrolled students its restraint prevention and behavior support policy and procedures. | | |
| **Description of Corrective Action:**  A review of documents and staff interviews indicated that the district does not make available to parents of enrolled students its restraint prevention and behavior support policy and procedures. | | |
| **Title/Role(s) of Responsible Persons:**  Elizabeth Cabral-Townson, Pupil Support Services Administrator | | **Expected Date of Completion:**  08/25/2018 |
| **Evidence of Completion of the Corrective Action:**  On August 28, 2017, the Dartmouth High School handbook was approved, with the addition of the restraint policy included in the handbook.  The elementary and middle school handbooks will incorporate the restraint policy for the 2018-2019 school year.  Principals will present slides regarding the restraint policy to parents during Open House or a PTO meeting once per year, beginning in the 2017-2018 school year. | | |
| **Description of Internal Monitoring Procedures:**  Emails will be sent to principals once per year, asking them to identify the date and time of the parent meeting when the restraint policy is reviewed. | | |
| 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:** Partially Approved  **Status Date:** 10/03/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district has submitted a District School Committee approved high school handbook which includes the restraint policy and procedures. However, the middle school and elementary school handbooks with the restraint policy and procedures have not been approved by the District School Committee. Therefore, not all of the parents of enrolled students have the district restraint policy and procedures available to them. | | |
| **Department Order of Corrective Action:**  The district will provide evidence to DESE that indicate all parents of enrolled students have access to the restraint policy and procedures. This evidence should demonstrate all parents have been given the opportunity to review the district restraint policy, which include a letter sent out by the district to each parent or some form of electronic communication, such as a connect ed or robo call, in addition to the posting of the complete policy on the website by November 3, 2017. | | |
| **Required Elements of Progress Report(s):**  Please submit evidence that all parents have been given the opportunity to review the district restraint policy, including a letter sent out by the district to each parent or some form of electronic communication, such as a connect ed or robo call, in addition to the posting of the complete accepted policy on the website by November 3, 2017. | | |
| **Progress Report Due Date(s):**  11/03/2017 | | |

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| **Criterion & Topic:**  ELE 5 Program Placement and Structure | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the district does not have an ESL curriculum. Although the district wants to proceed with the task of developing an ESL curriculum, there was no indication that the district had a plan in place for this task at the time of the onsite visit. The district should note that an ESL curriculum is integral to an effective ELE program in which English learners (ELs) become English proficient at a rapid pace. | | |
| **Description of Corrective Action:**  A review of documents and staff interviews indicated that the district does not have an ESL curriculum. Although the district wants to proceed with the task of developing an ESL curriculum, there was no indication that the district had a plan in place for this task at the time of the onsite visit. The district should note that an ESL curriculum is integral to an effective ELE program in which English learners (ELs) become English proficient at a rapid pace. | | |
| **Title/Role(s) of Responsible Persons:**  Michelle Roy, Asst. Supt. | | **Expected Date of Completion:**  08/25/2018 |
| **Evidence of Completion of the Corrective Action:**  ELE Specialist met this past summer to begin developing ESL curriculum. They completed 20 hours of work towards this task. Additionally, the department is dedicating their monthly meetings for the 2017-2018 school year towards their continued work in this area. Their goal is to complete 22 units of study over the course of 3 years across the grade spans Pk-K (3 units), 1-2 (4 units), 3-5 (5 units), 6-8 (5 units) and 9-12 (5 units). These units will be developed by our licensed ELE specialists. These staff members will meet monthly and throughout the summer months. | | |
| **Description of Internal Monitoring Procedures:**  All Units of study will be mapped within our curriculum management system (Rubicon Atlas) and reviewed annually. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 5 Program Placement and Structure | **Corrective Action Plan Status:** Approved  **Status Date:** 09/19/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  1- Please submit the timeline that shows executive milestones of the project, estimated completion and implementation timeframe. Please note that the plan should reflect the content to be taught and address the instructional needs of the EL population at all levels.  2- Please submit a sample unit developed by the district. | | |
| **Progress Report Due Date(s):**  01/16/2018 | | |

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| **Criterion & Topic:**  ELE 6 Program Exit and Readiness | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that some students have been reclassified as Former English Learners (FELs) at the WIDA proficiency level as low as 3.2. ELs at this proficiency level require significant support to participate meaningfully in all aspects of the district's general education program and therefore should not be considered for reclassification. The district's current reclassification procedures are not in compliance with 603 CMR 14.02 that requires districts to establish exit criteria in accordance with the Department's guidelines. | | |
| **Description of Corrective Action:**  A review of documents indicated that some students have been reclassified as Former English Learners (FELs) at the WIDA proficiency level as low as 3.2. ELs at this proficiency level require significant support to participate meaningfully in all aspects of the district's general education program and therefore should not be considered for reclassification. The district's current reclassification procedures are not in compliance with 603 CMR 14.02 that requires districts to establish exit criteria in accordance with the Department's guidelines. | | |
| **Title/Role(s) of Responsible Persons:**  Michelle Roy, Asst. Supt. | | **Expected Date of Completion:**  08/25/2018 |
| **Evidence of Completion of the Corrective Action:**  Our ELL Handbook has been updated to include another level of review prior to exiting students. This level requires the ELE Specialist meet with the Asst. Supt. who oversees the department. This final level will include a review of evidence that the student is able to successfully participate in grade appropriate content and perform on par with their peers as well as meeting the ACCESS exiting criteria. | | |
| **Description of Internal Monitoring Procedures:**  Assistant Superintendent who oversees this department will meet with all ELE Specialist at the beginning and end of each school year. The ELE Department will annually update exiting criteria to align with any changes from the state guidance. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 6 Program Exit and Readiness | **Corrective Action Plan Status:** Approved  **Status Date:** 09/19/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  1-Submit the district's revised reclassification policies and procedures.  2- Provide training to all staff members involved in the reclassification process to ensure that they are all knowledgeable about the changes and submit the training materials, sign-in sheets and agendas. | | |
| **Progress Report Due Date(s):**  01/16/2018 | | |

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| **Criterion & Topic:**  ELE 14 Licensure Requirements | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and Educator Licensure and Renewal (ELAR) indicated that not all district ESL teachers who provide students with ESL instruction hold an ESL license or a current waiver issued by the Massachusetts Department of Elementary and Secondary Education. | | |
| **Description of Corrective Action:**  A review of documents and Educator Licensure and Renewal (ELAR) indicated that not all district ESL teachers who provide students with ESL instruction hold an ESL license or a current waiver issued by the Massachusetts Department of Elementary and Secondary Education. | | |
| **Title/Role(s) of Responsible Persons:**  Michelle Roy, Asst. Supt. | | **Expected Date of Completion:**  09/13/2017 |
| **Evidence of Completion of the Corrective Action:**  All district ESL teachers now hold an ESL license. | | |
| **Description of Internal Monitoring Procedures:**  The Asst. Supt. will meet with the Superintendent annually to ensure all staff hold the appropriate license. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 14 Licensure Requirements | **Corrective Action Plan Status:** Approved  **Status Date:** 09/19/2017  **Correction Status:** Corrected | |
| **Basis for Decision:**  The district provided the license information for teachers assigned to teach ESL. No further progress report is required for this criterion. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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| **Criterion & Topic:**  ELE 17 Program Evaluation | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Documentation submitted for this criterion is limited to a copy of legal requirements for ELE criteria and 2012 progress reports completed to correct the noncompliance identified during the previous CPR visit. The Department concludes that the district does not have a comprehensive process to evaluate the effectiveness of its ELE programming in developing students' English language skills and increasing their ability to participate meaningfully in the district's educational program. | | |
| **Description of Corrective Action:**  Documentation submitted for this criterion is limited to a copy of legal requirements for ELE criteria and 2012 progress reports completed to correct the noncompliance identified during the previous CPR visit. The Department concludes that the district does not have a comprehensive process to evaluate the effectiveness of its ELE programming in developing students' English language skills and increasing their ability to participate meaningfully in the district's educational program. | | |
| **Title/Role(s) of Responsible Persons:**  Michelle Roy, Asst. Supt. | | **Expected Date of Completion:**  08/25/2018 |
| **Evidence of Completion of the Corrective Action:**  The district will complete a program evaluation utilizing the DESE provided tool by mid-August of each school year. | | |
| **Description of Internal Monitoring Procedures:**  Evidence of annual program evaluations will be submitted to the Superintendent prior to the beginning of each school year. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 17 Program Evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 09/19/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  1- By January 16, 2018 provide the following information :  - names and the assignments of the staff members who will be involved in the district's program evaluation;  - qualitative and quantitative data that will be analyzed;  - meeting dates and agendas including a timeline for the process.  2- By August 1, 2018, complete the program evaluation tool that is available at http://www.doe.mass.edu/ell/ProgramEvaluation.pdf The district must complete all of the components of the attached form in order to evaluate the effectiveness of its ELE program in developing students' English language skills and increasing their ability to participate meaningfully in the district's educational program.  3- By August 1, 2018, provide information regarding the strengths and areas of improvement the district identified as a result of its ELE program evaluation. Include in your progress report a plan of action to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation to improve the effectiveness of the program at promoting and supporting the rapid acquisition of English language proficiency by ELs. | | |
| **Progress Report Due Date(s):**  01/16/2018  08/01/2018 | | |