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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: Gloucester

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 10/06/2017.

**Mandatory One-Year Compliance Date:** **10/06/2018**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 8 | IEP Team composition and attendance | Partially Implemented |
| SE 13 | Progress Reports and content | Partially Implemented |
| SE 15 | Outreach by the School District (Student Find) | Partially Implemented |
| SE 39A | Procedures used to provide services to eligible students enrolled in private schools at private expense whose parents reside in the district | Partially Implemented |
| SE 39B | Procedures used to provide services to eligible students who are enrolled at private expense in private schools in the district and whose parents reside out of state | Partially Implemented |
| CR 7 | Information to be translated into languages other than English | Partially Implemented |
| CR 7B | Structured learning time | Partially Implemented |
| CR 9 | Hiring and employment practices of prospective employers of students | 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 13 | Availability of information and academic counseling on general curricular and occupational/vocational opportunities | 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 |
| ELE 5 | Program Placement and Structure | Partially Implemented |
| ELE 6 | Program Exit and Readiness | Partially Implemented |
| ELE 10 | Parental Notification | Partially Implemented |
| ELE 11 | Equal Access to Academic Programs and Services | Partially Implemented |
| ELE 12 | Equal Access to Nonacademic and Extracurricular Programs | Partially Implemented |

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| **Criterion & Topic:**  SE 8 IEP Team composition and attendance | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that when the district and parent agree that the attendance of a Team member is not necessary, the district and the parent do not consistently record this agreement in writing. Specifically, when high school guidance counselors are invited to IEP Team meetings but do not attend, the district does not document the agreement. | | |
| **Description of Corrective Action:**  By Nov. 20, 2017, the Director of Special Education will disseminate to building program leaders the policy regarding IEP Team composition and attendance reviewing specifically in SE 8 (13b,c) Members of the TEAM attend TEAM meetings unless: the district and parent agree in writing, that the attendance of the TEAM member is not necessary because the member's area of the curriculum or related services is not being modified or discussed OR the district and the parent agree, in writing to excuse a required Team member's participation and the excused member provides written input into the development of the IEP to the parent and the IEP Team prior to the meeting.  The building based program leaders will hold a training with their special education staff to review this provision, attendance will be taken so that all district special educators will participate in this training.  In January, April, and June of 2018, the director of special education will perform an on-site random selection of student files to review for evidence of compliance to this criterion. | | |
| **Title/Role(s) of Responsible Persons:**  Patricia Wegmann, Director of Special Education | | **Expected Date of Completion:**  06/08/2017 |
| **Evidence of Completion of the Corrective Action:**  The Director will draft and agenda for the program leader meeting and take attendance so that all 8 program leaders participate in the initial training.  The Program leaders will draft a training agenda for the building based staff and produce a signed participant sheet. | | |
| **Description of Internal Monitoring Procedures:**  In January, and June of 2018, the director of special education will perform an on-site random selection of student files to review for evidence of compliance to this criterion. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 8 IEP Team composition and attendance | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 11/14/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The proposed frequency of internal monitoring is limited to one year (January-June 2018), which does not ensure ongoing compliance. | | |
| **Department Order of Corrective Action:**  Develop an internal oversight and tracking system to ensure that when related service staff such as guidance counselors are invited to IEP Team meetings but do not attend, the district consistently documents the parent's and Team's agreement in writing. The system should include oversight and periodic reviews by an administrator to ensure ongoing compliance. | | |
| **Required Elements of Progress Report(s):**  By January 8, 2018, submit evidence of building program leaders' training on policies regarding IEP team composition, and procedures for documenting the Team's & parent's agreement to excuse a Team member. from the IEP team meeting. Include the agenda, signed attendance sheet, name and role of presenter, and training materials.  By January 8, 2018, submit evidence of the subsequent building-level training on policies regarding IEP team composition, and procedures for obtaining parental consent to an excusal from the IEP team meeting. Include the agendas, signed attendance sheets, name and role of presenters, and training materials.  By January 8, 2018 submit a detailed description of the district's internal oversight and tracking system, including the name and role of the person designated for oversight.  By April 27, 2018, submit the results of an internal review of 10 high school records with IEP meetings subsequent to implementation of all corrective actions for evidence that all Team excusals are documented in writing in advance of the meeting. Provide a detailed summary of the internal review including the number of records reviewed, and the number showing that progress reports included details on the student's progress toward meeting each IEP goal. If non-compliance is identified, report the specific actions taken to correct it and report the root cause(s) of the ongoing non-compliance as well as a plan to remedy it.  Please note that when 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 record review; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and their signature(s). | | |
| **Progress Report Due Date(s):**  01/08/2018  04/27/2018 | | |

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| **Criterion & Topic:**  SE 13 Progress Reports and content | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that although parents receive progress reports at least as often as parents are informed of the progress of non-disabled students, high school progress reports do not consistently include written information on the student's progress towards the annual goals in the IEP. | | |
| **Description of Corrective Action:**  By November 15, 2017, the Director of Special Education will provide to the GHS Special Education Program Leader a training agenda for her to utilize for specific training regarding SE13 (2) in regard to Progress report information which should include written information on the student's progress toward the annual goals in the IEP. By December 1, the Special Education program leader at GHS will provide a training for the special education staff at GHS. | | |
| **Title/Role(s) of Responsible Persons:**  Patricia Wegmann, Director of Special Education  Lisa Williams, Special Education Program Leader GHS | | **Expected Date of Completion:**  06/10/2018 |
| **Evidence of Completion of the Corrective Action:**  The Director of Special education will show evidence of meeting with the GHS special education program leader by producing a copy of the agenda and signed participant sheet.  The Gloucester High Program Leader will show evidence of her meeting with GHS special education staff by producing a copy of the agenda and a signed participant sheet. | | |
| **Description of Internal Monitoring Procedures:**  The Director of Special Education will monitor the compliance by doing a random sampling of progress reports at GHS during the progress report periods of January, April, and June. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 13 Progress Reports and content | **Corrective Action Plan Status:** Approved  **Status Date:** 11/14/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 8, 2018 submit evidence of training for special education teachers, related service providers, and Team Chairpersons on writing progress reports that provide written information on the student's progress toward each IEP goal. Include the agenda, signed attendance sheet, name and role of presenter and the training materials.  By January 8, 2018 clarify that the district's internal oversight and tracking system is ongoing and not only for the 2017-18 SY.  By April 27, 2018, submit the results of an internal review of 10 high school records with progress reports completed subsequent to implementation of all corrective actions for evidence that progress reports include written information on the student's progress towards each annual goal in the IEP. Provide a detailed summary of the internal review including the number of records reviewed, and the number showing that progress reports included details on the student's progress toward meeting each IEP goal. If non-compliance is identified, report the specific actions taken to correct it and report the root cause(s) of the ongoing non-compliance as well as a plan to remedy it.  \*Please note that when 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 record review; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature(s). | | |
| **Progress Report Due Date(s):**  01/08/2018  04/27/2018 | | |

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| **Criterion & Topic:**  SE 15 Outreach by the School District (Student Find) | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that although the district has frequent outreach and continuous liaison with private nursery schools, day care facilities, and early intervention programs, from which promotion or transfer of students in need of special education may be expected, or which would include students in need of special education, the district does not conduct outreach to private/parochial schools within the district in accordance with federal requirements. | | |
| **Description of Corrective Action:**  The Director of Special Education will make more frequent and continuous outreach to the one private school within our geographical bounds. This outreach will include 2 face to face meetings with the principal of Faith Christian school to review the procedures for referring students who they may suspect have a disability. | | |
| **Title/Role(s) of Responsible Persons:**  Patricia Wegmann | | **Expected Date of Completion:**  10/06/2018 |
| **Evidence of Completion of the Corrective Action:**  Evidence will be shown by meeting agenda and signed participant sheet including Staff member participant from Faith Christian School. One meeting will take place during the spring of 2018, and another in the fall of 2018. | | |
| **Description of Internal Monitoring Procedures:**  The Director of Special Education will schedule 2 regular meetings with Faith Christian School as part of the district's annual meeting procedures. This procedure will be reported out annually to the school committee. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 15 Outreach by the School District (Student Find) | **Corrective Action Plan Status:** Approved  **Status Date:** 11/14/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 8, 2018 provide evidence of outreach to the Faith Christian School, including evidence of the consultation process from the September 2017 meeting, copies of correspondence, written affirmation signed by the private school, and/or home school, and documentation from the meeting, including attendance logs, meeting agenda, and meeting notes.    Please include documentation for any additional correspondence or meetings held between November 2017 and January 2018.  Include with the submission a description of how the district conducts child find for resident students enrolled in private schools outside of the district, including correspondence to the private schools and written affirmations to document face-to-face meetings. Documentation should include attendance logs, agendas, and meeting notes.  Please also include the number of resident home-schooled students identified by the district's student find activities. | | |
| **Progress Report Due Date(s):**  01/08/2018 | | |

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| **Criterion & Topic:**  SE 39A Procedures used to provide services to eligible students enrolled in private schools at private expense whose parents reside in the district | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that while the district has procedures to provide services to eligible students enrolled in private schools at private expense whose parents reside in the district, the district does not consult with private schools in accordance with federal requirements. | | |
| **Description of Corrective Action:**  The Director of Special Education will continue to post the child find notification in the local newspaper as well as on the District website. The District will make more frequent and continuous outreach to the one private school in our district holding 2 meetings annually to discuss the process for referring students whom they suspect may have a disability as well as the district's proportionate share responsibilities. | | |
| **Title/Role(s) of Responsible Persons:**  Patricia Wegmann, Director of Special Education | | **Expected Date of Completion:**  10/06/2018 |
| **Evidence of Completion of the Corrective Action:**  Evidence will be the newspaper posting and website posting as well as agenda and participant sheet for the two annual meetings. The agenda will include the process for referring students whom they suspect have a disability as well as a discussion regarding proportionate share. | | |
| **Description of Internal Monitoring Procedures:**  The District Director of Special Education will make 2 regular meeting part of their annual meeting procedures. This procedure will be reported out annually to the school committee. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 39A Procedures used to provide services to eligible students enrolled in private schools at private expense whose parents reside in the district | **Corrective Action Plan Status:** Approved  **Status Date:** 11/14/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By April 27, 2018, submit evidence of the Spring 2018 outreach meeting to the Faith Christian School, including evidence of the consultation process, written affirmation signed by the private school, and/or home school, and documentation from the meeting, including attendance logs, meeting agenda, and meeting notes.  By April 27, 2018, submit service plans to demonstrate use of proportionate share funds for identified students who reside in the district and attend private schools located in the district and for resident students who attend private schools outside the district.  By April 27, 2018, submit any written explanations by the district regarding services if there is a disagreement between the LEA & private school officials. | | |
| **Progress Report Due Date(s):**  04/27/2018 | | |

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| **Criterion & Topic:**  SE 39B Procedures used to provide services to eligible students who are enrolled at private expense in private schools in the district and whose parents reside out of state | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that while the district has procedures to provide services to eligible students who are enrolled at private expense in private schools in the district and whose parents reside out of state, the district does not consult with private schools in accordance with federal requirements. | | |
| **Description of Corrective Action:**  The Director of Special Education will continue to post the child find notification in the local newspaper as well as on the District website. The District will make more frequent and continuous outreach to the one private school in our district holding 2 meetings annually to discuss the process for referring students whom they suspect may have a disability as well as the district's proportionate share responsibilities. | | |
| **Title/Role(s) of Responsible Persons:**  Patricia Wegmann, Director of Special Education | | **Expected Date of Completion:**  10/06/2018 |
| **Evidence of Completion of the Corrective Action:**  Evidence will be the newspaper posting and website posting as well as agenda and participant sheet for the two annual meetings. The agenda will include the process for referring students whom they suspect have a disability as well as a discussion regarding proportionate share. | | |
| **Description of Internal Monitoring Procedures:**  The Director of Special Education will schedule 2 regular meetings with Faith Christian School as part of the district's annual meeting procedures. This procedure will be reported out annually to the school committee. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 39B Procedures used to provide services to eligible students who are enrolled at private expense in private schools in the district and whose parents reside out of state | **Corrective Action Plan Status:** Approved  **Status Date:** 11/14/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By April 27, 2018, submit service plans to demonstrate use of proportionate share funds for identified students who attend private schools located in the district but whose parents reside out of state.  By April 27, 2018, submit written explanations by the district regarding services if there is a disagreement between the LEA & private school officials, if applicable, providing written justification for services provided. | | |
| **Progress Report Due Date(s):**  04/27/2018 | | |

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| **Criterion & Topic:**  CR 7 Information to be translated into languages other than English | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the district does not consistently translate important information and documents, such as handbooks and codes of conduct, into its major languages of Spanish and Portuguese. Document review also indicated that school or program recruitment and promotional materials being disseminated to residents in the area served by the school or program are not translated into the major languages spoken by residents with limited English skills. | | |
| **Description of Corrective Action:**  A number of documents referred to in this CPR finding have been translated into Spanish and Portuguese since the onsite visit. These will be documented in the first Progress Report. The others will be completed by the expected date of completion, listed above, with the exception of the Program of Studies (April 1, 2018). These documents include handbooks, codes of conduct and school/program recruitment and promotional materials. Second, school and/or program recruitment and promotional materials being disseminated to residents in the area served by the school or program will be translated into the major languages spoken by residents with limited English skills.  For accomplish the above, we have assigned an administrator solely responsible for this work. This administrator has already completed a "Translated Document Inventory", which will serve as a completion and monitoring tool. For example, the following documents have been translated: Enrollment and Registration materials, students handbooks, field trip forms, Free/Reduced Lunch Information, Health and Wellness Information and Forms, essential policies (bullying, harassment, civil rights, etc.). These will also be cited in the first Progress Report  All documents above will be translated into Span. and Portuguese prior to Jan. 1, 2018 (again except the HS Program of Studies). Translated documents will be posted on the district website and shared internally among schools for easy access and updating. Hard copies will be available in school offices, libraries, and guidance departments. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent | | **Expected Date of Completion:**  01/01/2018 |
| **Evidence of Completion of the Corrective Action:**  Translated documents, electronic, and hard copy, along with the completed checklist for those documents. | | |
| **Description of Internal Monitoring Procedures:**  The assistant superintendent has developed a checklist of seminal documents that require translation. He will be working directly with the company responsible for translation of documents. As mentioned above, we have assigned an administrator solely responsible for this work. This administrator has already completed a "Translated Document Inventory", referred to above, which will serve as a completion and monitoring tool | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 7 Information to be translated into languages other than English | **Corrective Action Plan Status:** Approved  **Status Date:** 11/14/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 8, 2018, submit website links to Portuguese and Spanish translations of the district's code of conduct, high school handbook, Bullying Prevention and Intervention Plan, and recruitment/promotional materials, demonstrating their accessibility to families.  By January 8, 2018, submit sample notices to parents translated into the district's primary languages informing them that translations are available upon request.  By April 27, 2018, submit the website link to the Program of Studies translated into the district's primary languages. | | |
| **Progress Report Due Date(s):**  01/08/2018  04/27/2018 | | |

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| **Criterion & Topic:**  CR 7B Structured learning time | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that although high school students must take at least 10 credit hours of physical education or health to graduate, seniors are not required to take physical education. | | |
| **Description of Corrective Action:**  We have increased the number of credit hours to 10 for Health and Physical Education over the last few years. Students take Health as freshmen; often PE is scheduled as well. The high school will list Physical Education as a one-semester required subject for seniors in 2018-19. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent, Principal | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  The Program of Studies will include Physical Education as a senior requirement. | | |
| **Description of Internal Monitoring Procedures:**  Principal with Site-Based Council will adjust the Program of Studies to meet this criterion and to include Physical Education in course sequence for the Senior Year. The Program of Studies will be referred the School Committee for approval. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 7B Structured learning time | **Corrective Action Plan Status:** Approved  **Status Date:** 11/14/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 8, 2018, the district will submit evidence of the training provided to high school principals, guidance counselors and physical education teachers on the requirements that physical education is required for all students every year of high school. Evidence of training will include training agenda, attendance sheet with name(s)/role(s), copies of the materials presented and the name/role of the presenter.  By January 8, 2018, the district will submit a Principal's Structured Learning Time Worksheet, available in the WBMS Document Library, to verify that Gloucester High School students are enrolled in some form of physical education/health each year of high school.  By April 27, 2018, submit a copy of the pages of the district's Course of Studies for the 2018-19 school year, which includes a requirement of physical education for all students in every year of high school. | | |
| **Progress Report Due Date(s):**  01/08/2018  04/27/2018 | | |

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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 although the district requires employers recruiting at the school to sign a statement that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices, the statement does not address the protected categories of gender identity and sexual orientation. | | |
| **Description of Corrective Action:**  The statement of assurance from cooperating employers currently asks about the protective categories of race, color, religion, sex, national origin, age, marital status, veteran status, disability, or any other legally protected group. This statement will be modified to include gender identity and sexual orientation. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent | | **Expected Date of Completion:**  12/01/2017 |
| **Evidence of Completion of the Corrective Action:**  The district will provide an amended Statement of Assurance document from cooperating employers. | | |
| **Description of Internal Monitoring Procedures:**  This is a straightforward adjustment to the Statement of Assurance document. The district has already amended its non-discrimination statement for official documents to include all protected categories (read gender identity and sexual orientation). The document in question has been used for some time and requires an update. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 9 Hiring and employment practices of prospective employers of students | **Corrective Action Plan Status:** Approved  **Status Date:** 11/14/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 8, 2018, submit the approved, revised statement for prospective employers recruiting at the high school to sign, stating that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices regardless of race, color, national origin, sex, gender identity, handicap, religion and sexual orientation. | | |
| **Progress Report Due Date(s):**  01/08/2018 | | |

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| **Criterion & Topic:**  CR 10A Student handbooks and codes of conduct | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the code of conduct does not address the district's responsibility to provide every student with an opportunity to make academic progress during the period of suspension whether in-school, out-of-school, or expulsion. | | |
| **Description of Corrective Action:**  The district recognizes the responsibility to provide every student with an opportunity to make academic progress during a period of suspension regardless of length (i.e., short-term or long-term), and location. As a result of the CPR self-assessment, the district's current student handbooks (2017-18) and formal letters indicating a suspension or expulsion now have language stating that during a suspension or expulsion, students will have the opportunity to make up assignments, tests, papers, and other school work as needed to make academic progress during his/her suspension or expulsion from school. Evidence will be provided with the first Progress Report. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent, Principals | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  Student handbooks' codes of conduct now explicitly state that it is the district's responsibility to provide every student with an opportunity to make academic progress during the period of suspension whether in-school, out-of-school, or expulsion. Again, evidence will be provided with the first Progress Report. | | |
| **Description of Internal Monitoring Procedures:**  Modifications to student handbooks were presented to the School Committee for approval by June 30, 2017, and are presented each spring. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved  **Status Date:** 11/14/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 8, 2018, submit a copy of the section of the codes of conduct that include a description of the district's responsibility to provide every student with an opportunity to make academic progress during the period of suspension, whether in school or out of school, or expulsion.  By January 8, 2018, provide evidence that the codes of conduct have been updated, and that notice of this update has been disseminated to staff, students and parents. The district may provide an website link to the revised student handbook/code of conduct as evidence of dissemination. | | |
| **Progress Report Due Date(s):**  01/08/2018  04/27/2018 | | |

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| **Criterion & Topic:**  CR 10B Bullying Intervention and Prevention | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the Bullying Prevention and Intervention Plan published in the high school handbook is not amended, consistent with G.L. c. 71, s. 37O(d), to extend protections to students who are bullied by a member of the school staff. | | |
| **Description of Corrective Action:**  This finding has already been amended in the 2017-18 high school student handbook (the onsite committee did not have the opportunity to review this revised handbook. The 2017-18 Gloucester High School Student Handbook states the following under its discussion of bullying:  1.1 Bullying  "Bullying" is defined as the repeated use by one or more students or by a member of a school staff including, but not limited to an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional of a written, verbal, or electronic expression, or a physical act, or gesture, or any combination thereof, directed at a victim that..."  This will be documented in the first Progress Report. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent, Gloucester High School Principal | | **Expected Date of Completion:**  10/16/2017 |
| **Evidence of Completion of the Corrective Action:**  The above-mentioned Gloucester High School 2017-18 Student Handbook will provide the evidence of completion | | |
| **Description of Internal Monitoring Procedures:**  The student handbook review by the school administration and the Site-Based Council that takes place each spring will continue to incorporate updates to all regulations listed in the handbook | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved  **Status Date:** 11/02/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 8, 2018, submit web links to the updated Bullying Prevention and Intervention Plan with protections for students who are bullied by a member of the school staff on the district's home web site and each of the district's school's web sites. | | |
| **Progress Report Due Date(s):**  01/08/2018 | | |

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| **Criterion & Topic:**  CR 10C Student Discipline | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and administrative interviews indicated that although the district collects and annually reports data to the Department regarding in-school suspensions, short- and long-term suspensions, expulsions, and emergency removals, the district has not developed a system for periodic review of discipline data by principals to assess the extent of suspensions and removals or the impact of such disciplinary action on selected student populations. | | |
| **Description of Corrective Action:**  The district will establish a procedure and a document/form, possibly modeled on reporting criteria to the ESE, which will document in-school suspensions, short-and long-term suspensions, expulsions, and emergency removals. The district will also determine the frequency of reporting (two times per year). The purpose of these reviews will be to look for patterns in disciplinary action with respect to student groups and subgroups affected, types of offenses, frequency of offenses, and the types of actions taken to invoke suspensions only when other means of redress have been considered. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent, Principals | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  The district form, dates of review, and preliminary data input will be in place by the expected date of completion. | | |
| **Description of Internal Monitoring Procedures:**  The district will form a committee of administrators to develop the form and establish the times for reporting and review. The superintendent and the assistant superintendent will monitor submissions and analysis of the data. We will specifically looking to the Student Information Management System to see if it will produce reports that provide the necessary information. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10C Student Discipline | **Corrective Action Plan Status:** Approved  **Status Date:** 11/14/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  The district's proposed corrective action indicates that a committee of administrators will develop the format/frequency of the disciplinary data review. The district will ensure that principals are trained & responsible for the oversight of disciplinary data at their schools so that they are reviewing the impact of disciplinary practices on student subgroups at the school level.  By January 8, 2018, submit the form, established timelines for reporting and review, and/or SIMS reports that will provide the necessary information system for a school-level periodic review of discipline data by principals.  By January 8, 2018 submit evidence of training for principals on the procedures for reviewing student disciplinary data. Submit the agenda, signed attendance sheet, name and role of presenter, and training materials.  By April 27, 2018 submit a sample of the periodic data review of suspensions and removals for selected student populations from the HS, MS, and one of the elementary schools (if applicable). Include a narrative interpretation of the data review and impact of removal for the subgroups of selected students, along with any changes made to reduce the suspensions, such as through use of alternatives to suspension. | | |
| **Progress Report Due Date(s):**  01/08/2018  04/27/2018 | | |

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

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| **Criterion & Topic:**  CR 13 Availability of information and academic counseling on general curricular and occupational/vocational opportunities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the district does not ensure that information and academic counseling on general curricular and occupational/vocational opportunities are available for English learners. Specifically, document review indicated that none of the guidance documents are translated, including those on the district's website. | | |
| **Description of Corrective Action:**  Several information sources require translation. These include the student handbooks (these are completed and will be provided for the first Progress Report), the Guidance Department Website, and all related materials distributed by the GHS and O'Maley Guidance Dept.s. The GHS website includes information such as: school and district calendars; newsletters; program of studies; school profiles; college information (testing, student athlete information, etc.); scholarships/financial aid; Naviance (college search information website); career information; military information; navigating the student information management system (parent portal); and, other resources?staff, directory/websites, etc. | | |
| **Title/Role(s) of Responsible Persons:**  Supt, Asst. Supt., GHS Principal, O'Maley Middle School Principal, Guidance Departments | | **Expected Date of Completion:**  08/30/2018 |
| **Evidence of Completion of the Corrective Action:**  The documents and websites mentioned above in the description will be fully translated into Spanish and Portuguese. As needed, translation and interpreter services are currently and will continue to be provided as needed (first Progress Report documentation will be provided). | | |
| **Description of Internal Monitoring Procedures:**  The principals will work with the guidance departments of the respective schools on identifying specific documents that require translation. They, in turn, will work with the assistant superintendent to effect translations. The assistant superintendent will provide documentation of all translated documents | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 13 Availability of information and academic counseling on general curricular and occupational/vocational opportunities | **Corrective Action Plan Status:** Approved  **Status Date:** 11/14/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 8, 2018, submit website links to Portuguese and Spanish translations of the student hand books.  By April 27, 2018, submit website links to Portuguese and Spanish translations of the guidance department website and all related materials distributed by the Gloucester High School and O'Maley Innovation Middle School guidance departments. | | |
| **Progress Report Due Date(s):**  01/08/2018  04/27/2018 | | |

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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:**  A review of documents indicated that the district has developed a notice to students 16 and over and their parents which is sent within five days of the student's tenth consecutive absence and offers at least two (2) dates and times for an exit interview to discuss reasons why the student is permanently leaving school, as well as alternative education programs and services available to the student. However, document review also indicated that the district does not send annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs. | | |
| **Description of Corrective Action:**  The district recognizes that M.G.L. c. 76 § § 5 and 18, do not explicitly require school districts to provide an annual notice to inform former students who have not yet earned their competency determination to inform them of publicly funded post-high school academic support programs, but that DESE created this requirement through a memo to School Superintendents and Leaders of Charter Schools, which was issued on June 13, 2014. The district also has a draft letter prepared by the district's legal counsel for the purpose of notifying the students referred to in this criterion.  The district will establish a system whereby it will send annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs.  The high school administration will identify students who should receive notice. And, like students with 10 consecutive absences, a timeline will be established for students referred to in the finding. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent, Principal | | **Expected Date of Completion:**  04/01/2018 |
| **Evidence of Completion of the Corrective Action:**  List of students who require notification.  Modified letter based on a follow-up review by legal counsel.  Timeline for notification established.  Documentation that former students who have not yet earned their competency determination and who have not transferred to another school have been contacted and hopefully advised. | | |
| **Description of Internal Monitoring Procedures:**  The HS Principal will report out to the superintendent the results of what has been described above with documentation. | | |
| 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:** 11/14/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 8, 2018 submit the annual written notice to former students who have left the district, not enrolled elsewhere and not earned their diploma, to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs.  By April 27, 2018, submit the results of an internal review of all students 16 or older who left the district within the past two years indicating their status in obtaining a diploma or competency determination. The report should note the date the student left the district and whether they have transferred to another district. If the student has not transferred to another district, include the date the district sent the student a notice with information on the availability of publicly funded post-high school academic support programs and encouraging them to participate in available programs. | | |
| **Progress Report Due Date(s):**  01/08/2018  04/27/2018 | | |

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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:**  A review of documents indicated that although the district has developed written restraint prevention and behavior support policy and procedures consistent with 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention, the district's staff training includes a section on special circumstances that is no longer part of the revised regulations. | | |
| **Description of Corrective Action:**  The School Committee Policy Manual, File: JKAA, Restraint Prevention and Behavior Support Policy and Procedures includes the following statement:  "Physical restraint may not be used as a standard response for any student. No IEP or written behavioral plan may include physical restraint as a standard response to any behavior."  The issue is that the power point presentation, specifically Slide 325, for teachers on physical restraint, which is part of the mandatory training, was not modified to reflect the policy's language. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent, Director of Special Education | | **Expected Date of Completion:**  01/01/2018 |
| **Evidence of Completion of the Corrective Action:**  The power point section on physical restraint will be modified to reflect current regulations | | |
| **Description of Internal Monitoring Procedures:**  The superintendent will make the appropriate change to the power point and share with administration who present the topic to 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:** 11/14/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 8, 2018, submit evidence of staff training, including a copy of revised training materials, signed attendance sheets, and the name and role of presenter. | | |
| **Progress Report Due Date(s):**  01/08/2018 | | |

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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:**  A review of documents and staff interviews indicated 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:**  1. Enrollments in all academic courses including Advanced Placement, and CVTE to evaluate for representation by 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. Participation in all athletic and extracurricular activities for equal access by 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;  4. As called upon in other Civil Rights criteria as well as ELL criteria, we will examine all documentation for curricular, athletics, and other extracurricular for their ability to provide equal access.  5. A survey for parents and students will be developed to hear from stakeholders the extent to which they feel they have or do not have equal access to all of the above. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent, Assistant Superintendent | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  Data on enrollments in academic and CVTE course  Data on extracurricular participation  Data on ELL populations  The parent/guardian and student survey | | |
| **Description of Internal Monitoring Procedures:**  The supt. and the asst. supt. will work with principals in providing documentation described above. The supt. and asst. supt. will develop the survey for parents/guardians and students. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 11/14/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 8, 2018 submit the district's plan for implementation, including timeline and key staff responsible for an institutional self-evaluation to ensure the district provides equal access to all programming across all grades PreK-12.  By April 27, 2018 submit the evaluation tools and preliminary results of the self-evaluation with evidence documenting the implementation of the plan to evaluate policies and programming access.  By June 30, 2018 submit a written narrative summary on the outcomes of the institutional self-evaluation and changes the district is implementing to address any barriers to equal access. | | |
| **Progress Report Due Date(s):**  01/08/2018  04/27/2018  06/30/2018 | | |

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

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| **Criterion & Topic:**  ELE 5 Program Placement and Structure | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of the Castañeda Three-Pronged Test completed by the district and student data showing how much ESL instruction English learners (ELs) receive indicated that the district does not implement its chosen ELE program with fidelity, and ELs do not receive as much ESL instruction as the district determined necessary for ELs to make adequate progress in acquiring English and have access to the content curricula taught in the district. | | |
| **Description of Corrective Action:**  Curriculum alignment, districtwide ELL Plan, MCU  The district has dramatically increased teacher staffing from 2 FTEs to 6 FTEs since 2015-16 plus 2 tutors. In addition, 2 half-time(.5) tutors have been added as well. The district has established a Newcomer Program for new students entering the district with low levels of English acquisition. This is essentially an orientation for students new to the country which provides both academic and cultural guidance and instruction. Students who qualify, due to low English acquisition, enter the same program at the same school for a relative amount of time until the program considers the student to be ready to go to their catchment-area school. We are hoping that this program will provide a "booster" shot of sorts for new foreign students and aid them in acclimating themselves to school. This will be elaborated upon in the first Progress Report.  On Fidelity: This year, the district began implementation of its three-year plan to train upwards of thirty teachers per year in advanced SEI strategies including the pre-teaching of vocabulary, syntax, and rhetoric.  The district will be reviewing all facets of its ESL program in relation to the Next Generation ESL Project: Curriculum Resource Guide, published by ESE. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent, ELL Coordinator | | **Expected Date of Completion:**  08/30/2018 |
| **Evidence of Completion of the Corrective Action:**  Newcomer Program Progress Report  Staffing roster of ELL teachers demonstrating the increase in staff to meet program's expansion  Ongoing curriculum guide work which will be based upon and modeled after the Next Generation ESL Project: Curriculum Resource Guide and will include time on learning for ELL students based upon established guidelines. | | |
| **Description of Internal Monitoring Procedures:**  The assistant superintendent will attend at least one quarterly review meeting at each school during which time the Building Based ELL Committee members will be reviewing curriculum development and fidelity along with time on learning. At the leadership level, there will be a review of the work being done with its consistency to the Next Generation ESL Project: Curriculum Resource Guide. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 5 Program Placement and Structure | **Corrective Action Plan Status:** Approved  **Status Date:** 11/14/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 8, 2017:  The district commits in its corrective action plan to reviewing all facets of its ELE program in relation to the Next Generation ESL Project. Please revise the Castañeda test available in the Document Library. Please ensure that your answers to the questions on the test reflect the changes that the district will implement to improve the outcomes of the program.  Please provide training to all staff members involved in the education of ELs to ensure that they are knowledgeable about the program goals described in the revised Castañeda test. Submit the training materials, agendas and sign-in sheets by the due date of the progress report.  Provide the district's plan of actions to implement SEI strategies in SEI classrooms and designing lesson plans with language objectives in mind.  Provide a detailed plan on how the district administration will ensure that SEI strategies are implemented and language objectives are taught in SEI classrooms.  Please provide the Department with information about the process of developing ESL/ELD curriculum as well as the timeline that shows executive milestones of the project.  Please provide information regarding the roles and responsibilities of the staff who are assigned to the ESL curriculum project and their qualifications.  Please complete the EL roster available in the Document Library to document ESL instruction received by the district's ELs. | | |
| **Progress Report Due Date(s):**  01/08/2018 | | |

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

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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 2.6. 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:**  The district will review 603 CMR 14.02 and thereby establish exit criteria in accordance with the regulations. By the first Progress Report, the district will conduct a thorough review and update of Exit Criteria including the incorporation of ACCESS test score thresholds. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent, ELL Coordinator | | **Expected Date of Completion:**  01/01/2018 |
| **Evidence of Completion of the Corrective Action:**  Revised Exit Criteria as documented in the revised ELL Handbook and all relevant parent/guardian communications | | |
| **Description of Internal Monitoring Procedures:**  The assistant superintendent and ELL Coordinator will facilitate the review and revision of exit criteria with the district ELL Committee. School Team meetings (4 times per year) will review data and discuss progress of FLEP students and FLEP decisions. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 6 Program Exit and Readiness | **Corrective Action Plan Status:** Approved  **Status Date:** 11/14/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 8, 2017, submit the district's revised reclassification policies and procedures.  By January 8, 2017, 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.  By June 30, 2018, Please use FEL Roster available in the Document Library to provide information for all the ELs in your district who have been reclassified in the SY 2017-18. | | |
| **Progress Report Due Date(s):**  01/08/2018  06/30/2018 | | |

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

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| **Criterion & Topic:**  ELE 10 Parental Notification | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the parent notification form sent to EL parents upon students' initial identification as ELs and annually thereafter, does not include information regarding the specific exit requirements and parents' right to apply for a waiver or to decline ELE services.  A review of documents and staff interviews also indicated that the district does not send to the parents or legal guardians of students in the English learners program progress reports including, but not limited to, progress in becoming proficient in using the English language. | | |
| **Description of Corrective Action:**  Pages 5-8 of the ELL Handbook contains the necessary information regarding exit requirements, "Opting Out" and Waivers. The district will review all correspondence and notifications to ensure that they contain the necessary information with respect to exit requirements and waivers. In addition, the district will develop and implement progress reports along with timelines for the sending of those reports. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent, ELL Coordinator | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  Parent notification forms with the necessary information regarding specific exit requirements, and the right to apply for a waiver or to decline ELE services. Newly-developed progress reports will provide evidence of completion. | | |
| **Description of Internal Monitoring Procedures:**  The asst. supt. and the ELL coordinator will establish a checklist indicating the actions steps to be taken (and kept on record). | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 10 Parental Notification | **Corrective Action Plan Status:** Approved  **Status Date:** 11/14/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 8, 2018, please submit the parent notification letter the district has adopted.  By January 8, 2018, provide the district's plan including information about how often ELE progress cards will be issued and how the district will monitor the process to ensure that parents receive them in their preferred language.  By April 27, 2018, submit samples of the progress reports the district sent to parents or legal guardians to inform them of their child's progress in English language acquisition.  By June 30, 2018, submit samples of the parent notification letters sent to parents or guardians in their preferred language to inform them students' ELE program placement in the SY 2018-19. | | |
| **Progress Report Due Date(s):**  01/08/2018  04/27/2018  06/30/2018 | | |

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

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| **Criterion & Topic:**  ELE 11 Equal Access to Academic Programs and Services | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that information in notices such as activities, responsibilities, and academic standards provided to all students is not always provided to ELs in a language and mode of communication that they understand. | | |
| **Description of Corrective Action:**  ELE Criterion #11 will be addressed through Civil Rights Criterion #7. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent | | **Expected Date of Completion:**  01/01/2018 |
| **Evidence of Completion of the Corrective Action:**  Translated documents, electronic and hard copy, along with the completed checklist for those documents. The exception for the completion date above will be the Program of Studies which will be translated by 04.0.2018. | | |
| **Description of Internal Monitoring Procedures:**  The assistant superintendent has developed a checklist of seminal documents that require translation. He will be working directly with the company responsible for translation of documents. As mentioned above, we have assigned an administrator solely responsible for this work. This administrator has already completed a "Translated Document Inventory", referred to above, which will serve as a completion and monitoring tool | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 11 Equal Access to Academic Programs and Services | **Corrective Action Plan Status:** Approved  **Status Date:** 11/14/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 8, 2018, submit website links to Portuguese and Spanish translations of notices such as activities, responsibilities, and academic standards, demonstrating their accessibility to families.  By January 8, 2018, submit sample notices to parents translated into the district's primary languages informing them that translations are available upon request. | | |
| **Progress Report Due Date(s):**  01/08/2018 | | |

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

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| **Criterion & Topic:**  ELE 12 Equal Access to Nonacademic and Extracurricular Programs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that information about extracurricular activities and school events is not always provided to ELs in a language they understand. | | |
| **Description of Corrective Action:**  The district recognizes the need to provide information about extracurricular activities and school events in a language that ELs understand. | | |
| **Title/Role(s) of Responsible Persons:**  Supt., Asst. Supt., Principals, Athletic Director | | **Expected Date of Completion:**  04/01/2018 |
| **Evidence of Completion of the Corrective Action:**  The district will provide samples of information translated into primary languages of Els about extracurricular activities and school events. | | |
| **Description of Internal Monitoring Procedures:**  The superintendent will have principals and dept. managers submit samples on an ongoing basis. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 12 Equal Access to Nonacademic and Extracurricular Programs | **Corrective Action Plan Status:** Approved  **Status Date:** 11/14/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 8, 2018, submit website links to Portuguese and Spanish translations of information about extracurricular activities and school events.  By January 8, 2018, submit sample notices to parents translated into the district's primary languages informing them that translations are available upon request. | | |
| **Progress Report Due Date(s):**  01/08/2018 | | |