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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: Seekonk

CPR Onsite Year: 2017-2018

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 09/18/2018.

**Mandatory One-Year Compliance Date:** **09/18/2019**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 32 | Parent advisory council for special education | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | Partially Implemented |
| ELE 8 | Declining Entry to a Program | Partially Implemented |
| ELE 13 | Follow-up Support | Partially Implemented |
| ELE 14 | Licensure Requirements | Partially Implemented |
| ELE 17 | Program Evaluation | Not Implemented |
| ELE 18 | Records of ELs | Partially Implemented |

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| **Criterion & Topic:**  SE 32 Parent advisory council for special education | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documentation and interviews indicated that the district has an established special education parent advisory council (SEPAC); however, the SEPAC does not participate in the planning, development, and evaluation of the district's special education programs. | | |
| **Description of Corrective Action:**  A review of documentation and interviews indicated that district has established SEPAC, however, SEPAC does not participate in the planning and development.  Corrective Action Plan  The documentation, which includes meeting minutes, agenda, and sign in sheet for our annual Special Ed Task Force to review programming, conduct a needs assessment with attendance of the SEPAC President, Laura Calverley,(as parent) on September 10,2018. She also reported on School To Career at SHS as she is the Attleboro Partnership for School to Career Liaison for Seekonk.  Documentation was uploaded under additional documents.  The documentation, which includes meeting minutes, agenda, and sign in sheet for our annual Special Ed Task Force to review programming, conduct a needs assessment with attendance of the SEPAC President, Laura Calverley,(as parent) on September 10,2018. She also reported on School To Career at SHS as she is the Attleboro Partnership for School to Career Liaison for Seekonk. | | |
| **Title/Role(s) of Responsible Persons:**  Susan Doe, Special Ed Director | | **Expected Date of Completion:**  11/01/2018 |
| **Evidence of Completion of the Corrective Action:**  Seekonk will provide documentation of meeting summary, agenda, and sign in sheet to document meeting with the SEPAC President at Special Ed Task Force this fall. We will continue with this practice of inviting the SEPAC President to the Special Ed Task Force to provide input on special education programs every year. Documentation under additional documents.  The documentation, which includes meeting minutes, agenda, and sign in sheet for our annual Special Ed Task Force to review programming, conduct a needs assessment with attendance of the SEPAC President, Laura Calverley,(as parent) on September 10,2018. She also reported on School To Career at SHS as she is the Attleboro Partnership for School to Career Liaison for Seekonk. | | |
| **Description of Internal Monitoring Procedures:**  All required documentation of scheduled annual Special Ed Task Force Meetings will be kept on file and Seekonk will maintain the following documentation and make it available to the Department upon request: a) Meeting agenda b) Date of the meeting c) Name of person(s) who attended the Special Ed Task Force, and their signature(s). The district will contact the SEPAC President annually to solicit her input when deciding on any future program proposals. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Approved  **Status Date:** 10/15/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By February 11, 2019 submit evidence of SEPAC participation in the planning, development and evaluation of the district's special education. The evidence could include date agenda, signed attendance sheet and meeting notes. | | |
| **Progress Report Due Date(s):**    02/11/2019 | | |

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| **Criterion & Topic:**  CR 10B Bullying Intervention and Prevention | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documentation indicated that the employee handbook does not contain the relevant sections of the amended Bullying Prevention and Intervention Plan relating to the duties of faculty and staff and relevant provisions addressing the bullying of students by a school staff member. | | |
| **Description of Corrective Action:**  A review of documentation indicated that the employee handbook does not contain the relevant sections of the amended Bullying Prevention and Intervention pan relating to the duties of faculty, staff, and relevant provisions addressing the bullying of students by a school staff member.  We have added bullying information in Seekonk Personnel Policy as requested by CPR review as a corrective action. Please see pages 37-40.  Employee handbook was amended in July 2018 to reflect the addition of the Bullying information on pages 37-40.  Personnel Policy was added for approval by the School Committee on the October 10,2018. | | |
| **Title/Role(s) of Responsible Persons:**  Susan Doe, Special Education Director | | **Expected Date of Completion:**  11/01/2018 |
| **Evidence of Completion of the Corrective Action:**  We have added bullying information in Seekonk Personnel Policy handbook as a corrective action.  School Committee agenda, bullying intervention and prevention and revised personnel policy handbook, will be uploaded in additional documents. | | |
| **Description of Internal Monitoring Procedures:**  We will update personnel policy handbook whenever a policy is approved. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved  **Status Date:** 10/15/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 7, 2018 submit a copy of the employee handbook revised to include the relevant sections of the amended Bullying Prevention and Intervention Plan relating to the duties of faculty and staff and relevant provisions addressing the bullying of students by a school staff member. Additionally, submit evidence that the revised employee handbook has been approved by the school committee.  By December 7, 2018 provide evidence that information about the updated employee handbook has been disseminated to the staff. | | |
| **Progress Report Due Date(s):**  12/07/2018  02/11/2019 | | |

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| **Criterion & Topic:**  ELE 8 Declining Entry to a Program | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documentation and student records indicated that the district does not actively monitor the progress of students whose parents opted out of the ELE program to ensure that these students' linguistic and academic needs are met, and to further ensure that the district takes affirmative steps and appropriate action as required by Title VI and EEOA to provide these students access to the district's educational programs. | | |
| **Description of Corrective Action:**  1.The EL Director will provide updated protocol and procedures of monitoring process for Opted out and reclassified students was provided to ESL teachers and principals during ELE Task Force on October 1,2018. Each school will review the monitoring procedures and process of how ESL team meetings occur two times per year for four years. The team needs to document these discussions for each student whose parents have opted out of the ELE Program to ensure that these students' linguistic and academic needs are met.  2.The ELE director will provide the principals the monitoring polices/procedures of EL and opted out students at  October 9,2018 Administrative Meeting, sign in sheet will be uploaded under additional documents of this meeting. Principals will then provide a copy of revised reclassification process at a faculty meeting to all teachers.  3.Principals will provide all faculty with the monitoring procedures for reclassified and Opted out students.  4.The principals will schedule time for the teachers to meet two times per year for each opted out student. In this way, it will be outlined so they are aware of the procedural changes and the need to document the meetings.  5.The District ESL Teacher and SEI Endorsed Core Academic Teacher Teams will meet and document student progress through regularly scheduled ELL team meetings and will document meeting. They will provide academic supports as needed. 6.The EL Director and ESL teachers will meet throughout the year and review the monitoring policies/procedures of ELL and opt out students and revise as needed.  Seekonk will submit copies of updated, revised policies. and other supporting documents by June 2019.  Internal review including all required ELE documentation.  Seekonk will maintain the following documentation and make it available to the Department upon request.  El Director will provide documentation of 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. | | |
| **Title/Role(s) of Responsible Persons:**  ELE Director, District Administrators, School Administrators and ESL teachers | | **Expected Date of Completion:**  06/26/2019 |
| **Evidence of Completion of the Corrective Action:**  Seekonk will submit copies of updated, revised policies. and other supporting documents by June 2019. | | |
| **Description of Internal Monitoring Procedures:**  Internal review including all required ELE documentation.  Seekonk will maintain the following documentation and make it available to the Department upon request.  El Director will provide documentation of 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. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 8 Declining Entry to a Program | **Corrective Action Plan Status:** Approved  **Status Date:** 10/17/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By 12/7/2018 the district will submit 1) updated protocol and procedures of monitoring process for Opted out and reclassified students provided to principals including meeting agenda, training materials, sign-in sheets 2) meeting agenda and sign-in sheets for school review of the monitoring procedures and process.  By 2/11/2019, the district will submit samples of monitoring form completed for opt-out students. | | |
| **Progress Report Due Date(s):**  12/07/2018  02/11/2019 | | |

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| **Criterion & Topic:**  ELE 13 Follow-up Support | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documentation indicated that the district does not actively monitor the progress of students who have exited the ELE program and provide support to those students, as needed. | | |
| **Description of Corrective Action:**  1.Seekonk updated procedures for identifying and properly reclassifying students who enroll in the district after having been reclassified at a previous school district. Once properly identified, the FEL students will be monitored by the ESL teacher and ELE coordinator for a period of four years. The ELE Policy Manual will add updated procedures.  2.Seekonk District actively monitors students who have exited the ELE program for four years and provides language support to those students if needed. A Team meeting monitoring form was created to provide documentation of the ESL team meetings that occur biannually along with the current monitoring forms.  3.The principals will schedule time for the ESL Teacher and Core Academic teachers to meet at all schools on a bi-annual basis.  All students who were reclassified as FELs have already demonstrated English proficiency skills. The four year monitoring period will commence from the date the student was reclassified, whether such reclassification occurred while at Seekonk or at a previous school.  4.The ELE Director will collaborate with the principals to ensure that the time is scheduled for ESL teachers and Core Academic Teacher teams are meeting bi-annual.  5.The ELE Director will collaborate with the principals to ensure that the time is scheduled for ESL teachers and Core Academic Teacher teams are meeting two times a year. district policy is in compliance for FEL monitoring by progress report due date. Evidence will be provided  6.March 2019, Documentation will be provided.  7.Seekonk will maintain the following documentation and make it available to the Department upon request.  8.ELE Director will provide documentation of 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.  Seekonk will submit evidence showing that the district monitors students who have been reclassified as FELs.  Seekonk will provide training to all staff to ensure that they are all knowledgeable about the ESL monitoring Team meetings and process along with documentation of these meetings. Seekonk will submit the training materials, sign-in sheets and agendas by the progress report due date.  The ELE Director will collaborate with the principals to ensure that the time is scheduled for ESL teachers and Core Academic Teacher teams are meeting two times a year. | | |
| **Title/Role(s) of Responsible Persons:**  ELE Director, district administrators, school administrators, and ESL teachers. | | **Expected Date of Completion:**  03/26/2019 |
| **Evidence of Completion of the Corrective Action:**  Seekonk will submit evidence showing that the district monitors students who have been reclassified as FELs.  Seekonk will provide training to all staff to ensure that they are all knowledgeable about the ESL monitoring Team meetings and process along with documentation of these meetings. Seekonk will submit the training materials, sign-in sheets and agendas by the progress report due date. | | |
| **Description of Internal Monitoring Procedures:**  The ELE Director will review FEL records to assess if meetings occurred. The ELE director will meet with the HMS and SHS principals to ensure that the time is scheduled for ESL teachers and Core Academic Teacher teams are meeting two times a year. Evidence will be provided that the principals provided times.  March 2019, Documentation will be provided. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 13 Follow-up Support | **Corrective Action Plan Status:** Approved  **Status Date:** 10/17/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By 12/7/2018 the district will submit 1) revised FEL monitoring policy and procedures 2) FEL monitoring form 3) meeting agenda and sign-in sheets for training provided to staff regarding the changes in policy/procedures.  By 2/11/2019, the district will submit samples of monitoring form completed for reclassified students. | | |
| **Progress Report Due Date(s):**  12/07/2018  02/11/2019 | | |

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| **Criterion & Topic:**  ELE 14 Licensure Requirements | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Staff interviews and the relevant SEI endorsement data indicated that most core academic teachers assigned to provide sheltered English instruction to English learners hold the SEI Teacher Endorsement, but some do not. | | |
| **Description of Corrective Action:**  Protocols for Tracking SEI Endorsement for CAT  Sample Letter to CAT and Protocol is attached through additional documents. | | |
| **Title/Role(s) of Responsible Persons:**  Susan Doe and Assistant Superintendent with input from the principals | | **Expected Date of Completion:**  08/01/2019 |
| **Evidence of Completion of the Corrective Action:**  Protocols for Tracking SEI Endorsement for CAT  Principals will Submit SEI Data submitted to Assistant Superintendent and EL Director:  1. Principals will fill out SEI endorsement chart in September to assure that all ESL students with Core Academic Teachers (CAT) are endorsed, and all supervisors of CATs with ELs are endorsed.  2. SEI endorsement form will be updated when the SEI endorsement status of the core academic teachers change.  3. Seekonk provides information of SEI courses that become available for unendorsed educator(s) earn their endorsement.  4. Assistant Superintendent provides a letter to all teachers needing SEI endorsement with a timeline towards earning SEI endorsement.  5. Training is provided to new district administrators to ensure compliance with procedure and placement of students. Evidence of training materials, sign-in sheets and agendas will be kept on file.  6. SEI endorsement form will provide updated information regarding the SEI endorsement status of the core academic teachers of ELs in the district.  7. Principals will complete the table attached to the protocol with each ESL teacher's input.  8. Principals will submit tables in the ELE 2019 folder in Google Drive.  9. Each principal will sign a statement documenting that each school makes every reasonable effort to ensure that ELs are assigned only to core academic teachers who hold the SEI Endorsement.  Sample Letter to CAT and Protocol is attached through additional documents.  January 2019, Internal audit will provide Evidence to state that identified CAT teachers requiring SEI Endorsement have been identified and were sent a letter by the Asst. Superintendent.  By 8/1/ 2019, Documentation will be provided that the teachers identified received endorsement, are enrolled in an SEI course, or are in the process of enrolling in the course. | | |
| **Description of Internal Monitoring Procedures:**  By June 2019, Documentation will be provided that the teachers identified are enrolled in an SEI course or are in the process of enrolling in the course. Assistant Superintendent, Principals, and EL Director will continue to monitor teachers on an ongoing basis. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 14 Licensure Requirements | **Corrective Action Plan Status:** Approved  **Status Date:** 10/17/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By 12/7/2018 the district will submit:  1- Provide information on the support the district will provide to help the unendorsed educator(s) earn their endorsement and a timeline that shows the educators' efforts towards earning their SEI endorsement.  2- Please submit the district's plan to ensure that ELs are assigned only to core academic teachers who hold the SEI endorsement.  3- Please provide training to district administrators to ensure compliance with procedure and placement of students. Submit the training materials, sign-in sheets and agendas by the progress report due date.  By 5/24/2019, please submit the completed SEI endorsement form available in the Document Library to provide information regarding the SEI endorsement status of the core academic teachers of ELs in the district. | | |
| **Progress Report Due Date(s):**  12/07/2018  05/24/2019 | | |

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| **Criterion & Topic:**  ELE 17 Program Evaluation | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  A review of documentation and interviews indicated that the district does not have a formal process to evaluate the effectiveness of its ELE program and does not document steps taken to make appropriate program adjustments or changes, if needed. | | |
| **Description of Corrective Action:**  District ELE 17 Seekonk ELE Program Evaluation Formal Process  Seekonk conducts a formal evaluation of ELE programming annually  A working team of ESL teachers, administrators, and Assistant Superintendent meet annually to ensure that Seekonk is evaluating the effectiveness of our ELE programming.  September 19, 2018 and October 1,2018 the district team met, consisting of the Assistant Superintendent, High School, middle school and elementary Principals, ELL Coordinator, and ELS teachers. This team followed the Program Evaluation protocol as outlined by the DESE with an action plan developed.  Data was prepared ahead of time for these meetings.  This team reviewed ongoing evaluation of the effectiveness of its ELE Program utilizing a number of tools and data points, including: Root Cause Analysis Tool, ACCESS for ELL's reports, MCAS data, and assessment to ensure that the district takes affirmative steps and appropriate action as required by Title VI and EEOA to provide the EL students access to the district educational programs, and outcomes of monitoring of students.  An Evaluation Tool is used to identify the root-cause analysis serves as guidance to evaluate the ESL program.  The district completes all of the components during its evaluation in order to assess 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.  1. Qualitative and quantitative data is reviewed  2. Strengths and areas of need are identified  3. Action plan is developed concerning appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation and improve the effectiveness of the program.  4. The ELE evaluation process includes a final outcome as a result of changes / adjustments based on the outcomes of the evaluation.  5. Meeting agenda's, meeting summary, signed attendance sheet, and outcome recommendations are documented.  6. A final action plan will be provided to the Superintendent to ensure that student's English language skills and the ability to participate meaningfully in the educational program is being addressed  The district will follow the document ELE Program Evaluation.  This team will follow the Program Evaluation protocol as outlined by the DESE with an action plan developed by November 1, 2018. Strengths and areas for improvement will be noted, with adjustments/changes identified in the action plan.  By November 15, 2018 The district will follow the document ELE Program Evaluation with the district team consisting of the Assistant Superintendent, Principals, and ESL Teachers the Program Evaluation protocol as outlined by the DESE with an action plan developed by November 1, 2018.  The action plan will outline strengths and areas for improvement along with adjustments/changes identified in the action plan.  By November 15, 2018, the district will submit evidence of a plan 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 as is required in G.L. c. 71A  By December 14, 2018 The district will follow the document ELE Program Evaluation with the district team consisting of the Assistant Superintendent, Principals, and ESL Teachers the Program Evaluation protocol as outlined by the DESE with an action plan developed by November 1, 2018.  By December 14, 2018, the district will submit evidence of a plan 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 as is required in G.L. c. 71A.  Seekonk ELE Director along with district administrators and ESL teachers will continue to monitor effectiveness of programming and will submit the final action plan 1-6 identified throughout 2019. | | |
| **Title/Role(s) of Responsible Persons:**  Susan Doe,EL Director along with district administrators and school administrators | | **Expected Date of Completion:**  03/26/2019 |
| **Evidence of Completion of the Corrective Action:**  By November, 2018 The district will follow the document ELE Program Evaluation with the district team consisting of the Assistant Superintendent, Principals, and ESL Teachers the Program Evaluation protocol as outlined by the DESE with an action plan developed by November 1, 2018. | | |
| **Description of Internal Monitoring Procedures:**  By December 15, 2018, the district will submit evidence of a plan 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 as is required in G.L. c. 71A  Seekonk Ell Director along with district administrators and ESL teachers will continue to monitor effectiveness of programming and will submit the final action plan 1-6 identified throughout 2019. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 17 Program Evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 10/17/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please provide the following information by 12/07/2018:  1- names and the assignments of the staff members who will be involved in the district's program evaluation,;  2- qualitative and quantitative data that will be analyzed;  3- meeting dates and agendas including a timeline for the process.  Please provide the following information by 6/30/2019:  1- Please complete a comprehensive program evaluation considering a variety of data to evaluate the effectiveness of the district's ELE program in developing students' English language skills and increasing their ability to participate meaningfully in the district's educational program.  2- Please provide information regarding the strengths and areas of improvement the district identified as a result of its ELE program evaluation.  3- Please provide 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 | | |
| **Progress Report Due Date(s):**  12/15/2018 | | |

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

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| **Criterion & Topic:**  ELE 18 Records of ELs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documentation indicated that the district does not consistently keep all the required documents in EL students' records. | | |
| **Description of Corrective Action:**  ELE 18 Some of the student files were missing documents.  A revised checklist was created and will be submitted.  By November 15, 2018, Seekonk will submit evidence of staff training, including the agenda, signed attendance sheet, name and role of presenter, and training materials which includes checklist of required documents for the student record and the procedures for maintenance of all required documentation in EL student records.  By January 17, 2019, Seekonk will submit the results of an internal review, conducted subsequent to implementation of all corrective actions, of five (5) EL records from across elementary, middle, and high school levels.  By March 17, 2019, Seekonk will provide a detailed summary of the internal review including the number of records reviewed, and the number including all required ELE documentation.  additional documents with updated checklist will be uploaded.  Internal review including the number of records reviewed, and the number including all required ELE documentation.  Seekonk will 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). | | |
| **Title/Role(s) of Responsible Persons:**  Susan Doe | | **Expected Date of Completion:**  03/26/2019 |
| **Evidence of Completion of the Corrective Action:**  An internal review including a random number of records reviewed with all required ELE documentation will assure that all documents are included in student files using the updated checklist. | | |
| **Description of Internal Monitoring Procedures:**  Internal review including the number of records reviewed, and the number including all required ELE documentation.  Seekonk will 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). | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 18 Records of ELs | **Corrective Action Plan Status:** Approved  **Status Date:** 10/17/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By 12/7/2018 the district will submit training materials, agenda, sign-in sheets regarding student record maintenance. | | |
| **Progress Report Due Date(s):**  12/07/2018 | | |