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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: Danvers

CPR Onsite Year: 2013-2014

Program Area: Special Education

All corrective action must be fully implemented and all noncompliance corrected as soon as possible and no later than one year from the issuance of the Coordinated Program Review Final Report dated 08/29/2014.

**Mandatory One-Year Compliance Date:** **08/29/2015**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 2 | Required and optional assessments | Partially Implemented |
| SE 18B | Determination of placement; provision of IEP to parent | Partially Implemented |
| SE 20 | Least restrictive program selected | Partially Implemented |
| SE 24 | Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE | Partially Implemented |
| SE 25 | Parental consent | Partially Implemented |
| SE 46 | Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district | Partially Implemented |
| SE 54 | Professional development | Not Implemented |
| SE 56 | Special education programs and services are evaluated | Partially Implemented |
| CR 8 | Accessibility of extracurricular activities | 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 12A | Annual and continuous notification concerning nondiscrimination and coordinators | 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 21 | Staff training regarding civil rights responsibilities | Not Implemented |
| CR 24 | Curriculum review | Partially Implemented |
| CR 25 | Institutional self-evaluation | Not Implemented |

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| **Criterion & Topic:** SE 2 Required and optional assessments | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Student records and staff interviews indicated that the district does not consistently complete educational assessments, specifically a history of the student's educational progress in the general curriculum. |
| **Description of Corrective Action:** Team Chairpersons, School Psychologists and Principals will be trained on the need to consistently complete educational assessments inclusive of student's history of educational progress in the general curriculum for all initial referrals and re-evaluations. Random file review to take place before end of January 2015. |
| **Title/Role(s) of Responsible Persons:**Director of Student ServicesChairpersonsSchool PsychologistsPrincipals | **Expected Date of Completion:**01/31/2015 |
| **Evidence of Completion of the Corrective Action:**Agenda and/or sign in sheets or memos of the training. Results of random file review to be completed in January 2015. |
| **Description of Internal Monitoring Procedures:** A random review of IEP's generated between November 2014 and January 2015 will be completed to ensure implementation of consistent completion of educational assessments/history. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 2 Required and optional assessments | **Corrective Action Plan Status:** Partially Approved **Status Date**: 10/15/2014 |
| **Basis for Decision:** The district’s proposed internal monitoring process does not address the need for ongoing monitoring to ensure continued compliance. |
| **Department Order of Corrective Action:**Develop an internal oversight and monitoring system to ensure that educational assessments inclusive of student's history of educational progress in the general curriculum for all initial referrals and re-evaluations are completed. The system should include oversight and periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance. |
| **Required Elements of Progress Report(s):** For those students identified by the Department in need of Educational Assessments A, submit documentation as described in the Student Issues Worksheet, mailed to the district via regular post. This progress report is due December 12, 2014. Provide evidence of the staff training, including signed attendance sheets (with name and role), agenda, and any training materials regarding the completion of educational assessments, particularly the requirement that a student's historical progress in the general curriculum be included. This progress report is due December 12, 2014. Submit a description of the district's internal oversight and monitoring system with periodic reviews, along with the name/role of the designated person’s progress report is due December 12, 2014.Conduct an internal review of approximately 10 records with initial evaluations/re-evaluations conducted post training for evidence that educational assessments were completed. Provide an analysis of this review to include the number of records reviewed and the number of records founds to be non-compliant. For any records found to be non-compliant, provide an analysis of the root cause(s) and any steps that the district has taken to remedy the non-compliance. This progress report is due February 27, 2015. 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 the person(s) who conducted the review, their role(s), and their signatures. |
| **Progress Report Due Date(s):** 12/12/201402/27/2015 |

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| **Criterion & Topic:** SE 18B Determination of placement; provision of IEP to parent | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records indicated that, following the development of the IEP, the district provides a Team meeting summary, but does not always send the proposed IEP and placement within ten days to the parent. |
| **Description of Corrective Action:** Team Chairs, School Psychologists, Student Liaisons will be trained on timelines specifically regarding sending the proposed IEP and placement recommendations within ten days to the parent. Random file review to take place before the end of January 2015. |
| **Title/Role(s) of Responsible Persons:**Director of Student ServicesSchool PsychologistsTeam ChairpersonsStudent Liaisons | **Expected Date of Completion:**01/31/2015 |
| **Evidence of Completion of the Corrective Action:**Agendas and/or sign in sheets or memos of the training. Results of the random file review to be completed by January 2015. |
| **Description of Internal Monitoring Procedures:** A random review of IEPS and N1 letters generated between November 2014 and January 2015 will be completed to ensure implementation of the proper timelines particularly sending proposed IEP and placement recommendations. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 18B Determination of placement; provision of IEP to parent | **Corrective Action Plan Status:** Partially Approved **Status Date**: 10/15/2014 |
| **Basis for Decision:** The district’s proposed internal monitoring process does not address the need for ongoing monitoring to ensure continued compliance. |
| **Department Order of Corrective Action:**Develop an internal oversight and monitoring system to ensure that parents receive copies of the proposed IEP within 10 days of the IEP meeting. The system should include oversight and periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance. |
| **Required Elements of Progress Report(s):** Provide evidence of the staff training, including signed attendance sheets (with name and role), agenda, and any training materials regarding the sending of a proposed IEP and placement within ten days to the parent. This progress report is due December 12, 2014. Submit a description of the district's internal oversight and monitoring system with periodic reviews, along with the name/role of the designated person. This progress report is due December 12, 2014. Conduct an internal review of approximately 10 records with IEP development post-training for evidence that the proposed IEP and placement were sent to parents within ten days. Provide an analysis of this review to include the number of records reviewed and the number of records founds to be non-compliant. For any records found to be non-compliant, provide an analysis of the root cause(s) and any steps that the district has taken to remedy the non-compliance. This progress report is due February 27, 2014. 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 the person(s) who conducted the review, their role(s), and their signatures. |
| **Progress Report Due Date(s):** 12/12/201402/27/2015 |

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| **Criterion & Topic:** SE 20 Least restrictive program selected | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records indicated that the Non-Participation Justification statement in the IEP does not always indicate why the removal of the student from the general education classroom is considered critical to the student's program and the basis for the IEP Team's conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |
| **Description of Corrective Action:** Team Chairs, School Psychologists and Student Liaisons will be trained on the need to include documentation in all IEPs with specific information regarding why the student is not able to receive service in the general education setting without supplementary aids and services. Random file review will take place prior to the end of January 2015. |
| **Title/Role(s) of Responsible Persons:**Director of Student ServicesTeam ChairpersonsSchool PsychologistsStudent Liaisons | **Expected Date of Completion:**01/31/2015 |
| **Evidence of Completion of the Corrective Action:**Agenda and/or sign in sheets and/or memos of the training. Results of the random file review to be completed by January 2015. |
| **Description of Internal Monitoring Procedures:** A random review of IEPs generated between November 2014 and January 2015 will be completed to ensure the Non-Participation Justification is completed to include why the removal of the student from general education is critical and the basis for the team's conclusion. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 20 Least restrictive program selected | **Corrective Action Plan Status:** Partially Approved **Status Date**: 10/15/2014 |
| **Basis for Decision:** The district’s proposed internal monitoring process does not address the need for ongoing monitoring to ensure continued compliance. |
| **Department Order of Corrective Action:**Develop an internal oversight and monitoring system to ensure that Non-Participation Justification statements indicate why the removal of the student from the general education classroom is considered critical to the student's program. The system should include oversight and periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance. |
| **Required Elements of Progress Report(s):** Provide evidence of the staff training conducted regarding Non-Participation Justification statements, including signed attendance sheets (with name and role), agenda and any training materials. This progress report is due December 12, 2014. Submit a description of the district's internal oversight and monitoring system with periodic reviews, along with the name/role of the designated person. This progress report is due December 12, 2014. Conduct an internal review of approximately 10 records with IEP development post-training for evidence of appropriately developed Non-Participation Justification statements. Please provide an analysis of this review to include the number of records reviewed and the number of records found to be non-compliant. For any records found to be non-compliant, please provide an analysis of the root cause(s) and any steps that the district has taken to remedy the non-compliance. This progress report is due February 27, 2015. \*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 the person(s) who conducted the review, their role(s), and their signatures. |
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| **Criterion & Topic:** SE 24 Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records indicated that the Notices of School District Action (N1) do not consistently include the following components: 1) an explanation of why the agency proposed or refused to take action; 2) a description of any other options that the agency considered and the reasons why those options were rejected; and 3) a description of each evaluation procedure, test, record or report the agency used as a basis for the proposed or refused action. |
| **Description of Corrective Action:** Team Chairs, School Psychologists, Student Liaisons will be trained on assuring that the N1 includes an explanation of the proposed of refused action, a description of other options and reasons options were rejected as well as a description of the evaluation procedure, test, record of report used as a basis for the proposed or refused action. Random file review will take place prior to the end of January 2015. |
| **Title/Role(s) of Responsible Persons:**Director of Student ServicesTeam ChairpersonsSchool PsychologistsStudent Liaisons | **Expected Date of Completion:**01/31/2015 |
| **Evidence of Completion of the Corrective Action:**Agendas and/or sign in sheets and/or memos of the training. Results of the random file revue to be completed by January 2015. |
| **Description of Internal Monitoring Procedures:** A random review of IEPs generated between November 2014 and January 2015 will be completed to ensure the required components of the N1 as noted above are included consistently. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 24 Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE | **Corrective Action Plan Status:** Partially Approved **Status Date**: 10/15/2014 |
| **Basis for Decision:** The district’s proposed internal monitoring process does not address the need for ongoing monitoring to ensure continued compliance. |
| **Department Order of Corrective Action:** Develop an internal oversight and monitoring system to ensure that Notices of Proposed District Action (N1s) address all required questions. The system should include oversight and periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance. |
| **Required Elements of Progress Report(s):** Provide evidence of the staff training conducted regarding the completion of the district's Notice of School District Action (N1), including signed attendance sheets, agenda, and examples of materials. This progress report is due December 12, 2014. Submit a description of the district's internal oversight and monitoring system with periodic reviews, along with the name/role of the designated person. This progress report is due December 12, 2014. Conduct an internal review of approximately 10 records with IEP activity post-training, to ensure that all components of the N1 are addressed. Please provide an analysis of this review to include the number of records reviewed and the number of records found to be non-compliant. For any records found to be non-compliant, please provide an analysis of the root cause(s) and any steps that the district has taken to remedy the non-compliance. This progress report is due February 27, 2015. \*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 the person(s) who conducted the review, their role(s), and their signatures. |
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| **Criterion & Topic:** SE 25 Parental consent | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records indicated that when the participation or consent of the parent is required and the parent fails or refuses to participate, the district's attempts to secure the consent of the parent are not consistently documented. |
| **Description of Corrective Action:** Team Chairs, School Psychologists, Student Liaisons will be trained on assuring consistent documentation of attempts to secure parental consent or participation. Random file review to take place before the end of January 2015. |
| **Title/Role(s) of Responsible Persons:**Director of Student ServicesTeam ChairpersonsSchool PsychologistsStudent Liaisons | **Expected Date of Completion:**05/01/2015 |
| **Evidence of Completion of the Corrective Action:**Agendas and/or sign in sheets and/or memos of the training. Results of the random file review to be completed by the end of January 2015. Possible second file review by end of April 2015 may be necessary if sufficient number of meetings to indicate parental participation or consent are not held by the end of January 2015. |
| **Description of Internal Monitoring Procedures:** A random review of IEPs generated between November 2014 and January 2015 (and between February and the end of April 2015, if second review is indicated) will be completed to ensure consistent documentation is done of attempts to get parent participation or consent. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 25 Parental consent | **Corrective Action Plan Status:** Partially Approved **Status Date**: 10/15/2014 |
| **Basis for Decision:** The district’s proposed internal monitoring process does not address the need for ongoing monitoring to ensure continued compliance. |
| **Department Order of Corrective Action:**Develop an internal oversight and monitoring system to ensure that the district's attempt to secure parental consent is documented in the student record. The system should include oversight and periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance. |
| **Required Elements of Progress Report(s):** Provide evidence of the staff training conducted regarding the requirement that the district document its attempts to secure parental consent or participation, including signed attendance sheets, agenda, and a sample of materials. This progress report is due December 12, 2014. Submit a description of the district’s internal oversight and monitoring system with periodic reviews, along with the name/role of the designated person. This progress report is due December 12, 2014. Conduct an internal review of approximately 5 records which the district documented its attempts to secure parents' consent or participation. Please provide an analysis of this review to include the number of records reviewed and the number of records found to be non-compliant. For any records found to be non-compliant, please provide an analysis of the root cause(s) and any steps that the district has taken to remedy the non-compliance. This progress report is due February 27, 2015. \*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 the person(s) who conducted the review, their role(s), and their signatures. |
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| **Criterion & Topic:** SE 46 Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records indicated that when IEP Teams determine that behavior resulting in a suspension longer than 10 days is not a manifestation of the student's disability, the district does not always offer services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress towards IEP goals. |
| **Description of Corrective Action:** School Psychologists, Guidance Counselors, Principals and Assistant Principals will be trained on assuring that students whose behavior is not a manifestation of the student's disability and suspended for longer than 10 days are offered educational services to enable the student to participate in general education and progress towards IEP goals. Random file review and document/form review will take place before the end of January 2015. |
| **Title/Role(s) of Responsible Persons:**Director of Student ServicesSchool PsychologistsGuidance CounselorsPrincipals/designee | **Expected Date of Completion:**01/31/2015 |
| **Evidence of Completion of the Corrective Action:**Agendas and/or sign in sheets and/or memos of the training. Results of the random file review and document/form review to be completed by January 2015. |
| **Description of Internal Monitoring Procedures:** A random review of student files and document/form review will be completed to ensure the District always offers services to students who are suspended for more than 10 days for behavior that is not a manifestation of the disability. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 46 Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district | **Corrective Action Plan Status:** Approved **Status Date**: 10/15/2014 |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide evidence of the staff training conducted, including signed attendance sheets, agenda, and a sample of materials, specifically regarding the continued educational access for students suspended beyond 10 days. This progress report is due December 12, 2014. Conduct an internal review of records for students suspended beyond 10 days who were offered services in another setting to ensure they continued to make educational progress. These suspensions must have occurred following the implementation of all corrective actions. Provide a detailed analysis that includes the number of records reviewed and the number of records found to be non-compliant. For any records found to be non-compliant, please provide an analysis of the root cause(s) and any steps that the district has taken to remedy the non-compliance. This progress report is due February 27, 2015. \*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 the person(s) who conducted the review, their role(s), and their signatures. |
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| **Criterion & Topic:** SE 54 Professional development | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** Document review and interviews indicated that all staff members, including special education, general education and paraprofessionals, have not received training on state and federal special education requirements and related local special education policies and procedures. |
| **Description of Corrective Action:** All District staff will be trained on state and federal special education requirements and local special education policies and procedures. |
| **Title/Role(s) of Responsible Persons:**Director of Student Services/trainer | **Expected Date of Completion:**11/30/2014 |
| **Evidence of Completion of the Corrective Action:**Agenda and/or handouts and attendance sheets with date(s) of training(s). Training will be complete by the end of November 2014. |
| **Description of Internal Monitoring Procedures:** Documentation (agenda, handouts and/or attendance sheets) of training on state and federal special education requirements as well as local policies with date(s) included to be completed by the end of November 2014 to ensure District staff (special education, general education and paraprofessionals) have all been trained. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 54 Professional development | **Corrective Action Plan Status:** Approved **Status Date**: 10/15/2014 |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide evidence that all staff members, including special education, general education and paraprofessionals have received training on state and federal special education requirements and related local special education policies and procedures. Please include signed attendance sheets (with name and role), agenda, and any training materials. This progress report is due December 12, 2014. |
| **Progress Report Due Date(s):** 12/12/2014 |

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| **Criterion & Topic:** SE 56 Special education programs and services are evaluated | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review indicated that special education programs and services are not regularly evaluated. |
| **Description of Corrective Action:** Development of an assessment tool for District special Education programs for the purpose of regularly evaluating special education services and programs. |
| **Title/Role(s) of Responsible Persons:**Director of Student ServicesElementary Team FacilitatorSecondary Team Facilitator | **Expected Date of Completion:**04/30/2015 |
| **Evidence of Completion of the Corrective Action:**Assessment tool will be developed by the end of November 2014. Data to show implementation of assessment tool to begin by end of January 2015. Additional data collection to determine assessment of programs and services by the end of April 2015. |
| **Description of Internal Monitoring Procedures:** Collect information from assessment tool to determine that assessment of special education programs and services is being implemented by end of January 2015 and by the end of April 2015. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 56 Special education programs and services are evaluated | **Corrective Action Plan Status:** Approved **Status Date**: 10/15/2014 |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide evidence of the district's newly developed assessment tool to be used for evaluating special education programs and services. This progress report is due December 12, 2014. Submit a copy of the evaluation that was conducted using this process. This progress report is due February 27, 2015. |
| **Progress Report Due Date(s):** 12/12/201402/27/2015 |

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| **Criterion & Topic:** CR 8 Accessibility of extracurricular activities | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review indicated that district policy on the accessibility of extracurricular activities pertains only to interscholastic athletics and does not address accessibility of other extracurricular activities such as afterschool clubs. Document review also indicated that this policy statement does not include the list of protected categories. |
| **Description of Corrective Action:** Update policy to reflect all discrimination classes. Policy subcommittee in October. School Committee first reading in November. School Committee second reading in December. |
| **Title/Role(s) of Responsible Persons:**Business Manager | **Expected Date of Completion:**01/15/2015 |
| **Evidence of Completion of the Corrective Action:**Updated policy voted by school committee |
| **Description of Internal Monitoring Procedures:** Dissemination of information to all staff |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 8 Accessibility of extracurricular activities | **Corrective Action Plan Status:** Approved **Status Date**: 10/15/2014 |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide evidence that the district's updated policy regarding accessibility of extracurricular activities has been presented to the school committee for approval. This progress report is due December 12, 2014. Provide evidence that the district's policy regarding accessibility of extracurricular activities has been updated and approved to include all protected categories. This progress report is due January 15, 2015. |
| **Progress Report Due Date(s):** 12/12/201401/15/2015 |

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| **Criterion & Topic:** CR 9 Hiring and employment practices of prospective employers of students | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review indicated that the statement signed by employers recruiting at the high school does not include the list of protected categories. |
| **Description of Corrective Action:** Update employer letter to include all discrimination classes.Update letter in November. Disseminate in December. |
| **Title/Role(s) of Responsible Persons:**Business Manager & High School Administration | **Expected Date of Completion:**01/15/2015 |
| **Evidence of Completion of the Corrective Action:**Updated employment letter |
| **Description of Internal Monitoring Procedures:** Dissemination to all staff |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 9 Hiring and employment practices of prospective employers of students | **Corrective Action Plan Status:** Approved **Status Date**: 10/15/2014 |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide evidence that the district's statement for employers to sign regarding hiring and employment of students has been updated to include the list of all protected categories. This progress report is due December 12, 2014. |
| **Progress Report Due Date(s):** 12/12/2014 |

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| **Criterion & Topic:** CR 10A Student handbooks and codes of conduct | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of the district's student handbooks indicated that gender identity is not included as a protected category in the nondiscrimination statement. In addition, the Code of Conduct contains appropriate procedures for the discipline of students with special needs, but does not include students with Section 504 Accommodation Plans. |
| **Description of Corrective Action:** Update policy to include all discrimination classesPolicy subcommittee in October. First reading in November. Second reading in December. |
| **Title/Role(s) of Responsible Persons:**Business Manager | **Expected Date of Completion:**01/15/2015 |
| **Evidence of Completion of the Corrective Action:**Policy updated. |
| **Description of Internal Monitoring Procedures:** Dissemination to all staff |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Partially Approved **Status Date**: 10/15/2014 |
| **Basis for Decision:** While the district proposes to update its student handbook to now include gender identity as a protected category, it did not propose to update its discipline procedures in their Code of Conduct to include students with Section 504 Accommodation Plans. |
| **Department Order of Corrective Action:**Provide evidence that the district's student handbook has been updated to include gender identity as a protected category, as well as discipline procedures in its Code of Conduct for students with Section 504 Accommodation Plans |
| **Required Elements of Progress Report(s):** Provide evidence that the district's updated student handbook has been presented to the school committee for approval. This progress report is due December 12, 2014. Provide evidence that the district's student handbook has been updated to include gender identity as a protected category, as well as discipline procedures in its Code of Conduct for students with Section 504 Accommodation Plans. This progress report is due January 15, 2015. |
| **Progress Report Due Date(s):** 12/12/201401/15/2015 |

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| **Criterion & Topic:** CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review indicated that the district does not identify the Title IX and 504 Coordinators in its published materials to students and families. In addition, the nondiscrimination notification statement does not include gender identity as a protected category. |
| **Description of Corrective Action:** Update and add all protected categories to student handbooks via mid-year addendum. November school committee first reading, December second reading. Letter to parents identifying Title IX and 504 coordinators. |
| **Title/Role(s) of Responsible Persons:**Business Manager, Elementary Principals, Middle School Principal, High School Principal | **Expected Date of Completion:**01/15/2015 |
| **Evidence of Completion of the Corrective Action:**Addendum to handbooks and letter to parents |
| **Description of Internal Monitoring Procedures:** Dissemination to all staff |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved **Status Date**: 10/15/2014 |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Please provide evidence that the district's updated nondiscrimination statement, as well as information regarding Title IX and 504 Coordinators has been presented to the school committee for approval. This progress report is due December 12, 2014. Provide evidence that the district has identified its Title IX and 504 Coordinators in its published materials and that its nondiscrimination notification statement has been updated to include gender identity as a protected category. This progress report is due January 15, 2015. |
| **Progress Report Due Date(s):** 12/12/201401/15/2015 |

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

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| **Criterion & Topic:** CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review indicated the following issues with the written notice provided to students 16 or over leaving school without a high school diploma and their parents: 1) the notice is not sent to the student in question; 2) the notice is not sent within 10 days of the student's 15th consecutive day of unexcused absence; 3) the notice does not offer an extension of not more than 14 days to meet with a school representative. |
| **Description of Corrective Action:** Update form letter to include all necessary information as well as CC: student |
| **Title/Role(s) of Responsible Persons:**Business Manager, attendance officer, Director of Student Services and High School Principal | **Expected Date of Completion:**11/15/2015 |
| **Evidence of Completion of the Corrective Action:**Updated form letter |
| **Description of Internal Monitoring Procedures:** Dissemination to appropriate staff and use of letter. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | **Corrective Action Plan Status:** Approved **Status Date**: 10/15/2014 |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide evidence that the district's notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion contains all required elements and is sent to the student as well as the parent/guardian. This progress report is due December 12, 2014. |
| **Progress Report Due Date(s):** 12/12/2014 |

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

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| **Criterion & Topic:** CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review indicated that while the district has a physical restraint policy and provides in-depth training to many staff members, the district has not developed and implemented staff training at least annually on the use of restraint within the first month of each school year or, for employees hired after the school year begins, within a month of their employment. |
| **Description of Corrective Action:** Physical restraint training refresher implemented for beginning school year and all new hires within 30 days |
| **Title/Role(s) of Responsible Persons:**Business Manager, Director of Student Services, all principals | **Expected Date of Completion:**11/15/2014 |
| **Evidence of Completion of the Corrective Action:**Evidence of staff training, agenda from school staff meeting |
| **Description of Internal Monitoring Procedures:** Attendance sheets or assurance letters submitted to Central Office |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program | **Corrective Action Plan Status:** Approved **Status Date**: 10/15/2014 |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide evidence of the staff training conducted regarding the district's physical restraint policy, including signed attendance sheets, agenda, and a sample of materials. This progress report is due December 12, 2014. |
| **Progress Report Due Date(s):** 12/12/2014 |

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

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| **Criterion & Topic:** CR 21 Staff training regarding civil rights responsibilities | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** Document review and interviews indicated that the district does not provide in-service training for all school personnel at least annually regarding civil rights responsibilities. |
| **Description of Corrective Action:** Provide Civil Rights in service training |
| **Title/Role(s) of Responsible Persons:**Business Manager | **Expected Date of Completion:**11/15/2014 |
| **Evidence of Completion of the Corrective Action:**Evidence of training - agenda from school staff meeting |
| **Description of Internal Monitoring Procedures:** Attendance list or letter of assurance submitted to Central Office |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 21 Staff training regarding civil rights responsibilities | **Corrective Action Plan Status:** Approved **Status Date**: 10/15/2014 |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide evidence of the staff training conducted regarding civil rights responsibilities, signed attendance sheets, agenda, and a sample of materials. This progress report is due December 12, 2014. |
| **Progress Report Due Date(s):** 12/12/2014 |

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

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| **Criterion & Topic:** CR 24 Curriculum review | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review and interviews indicated that while individual teachers review educational materials for simplistic and demeaning generalizations, gender identity is not included in the curriculum review as a protected category. |
| **Description of Corrective Action:** Gender Identity added to curriculum review as a protected category |
| **Title/Role(s) of Responsible Persons:**Business Manager, K-12 Curriculum Coordinator | **Expected Date of Completion:**01/15/2015 |
| **Evidence of Completion of the Corrective Action:**Reminder to all staff and updated review sheets |
| **Description of Internal Monitoring Procedures:** Dissemination to all staff |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 24 Curriculum review | **Corrective Action Plan Status:** Approved **Status Date**: 10/15/2014 |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide evidence that all teaching staff were informed to include gender identity as a protected class when reviewing educational materials for simplistic and demeaning generalizations. This progress report is due December 12, 2014. |
| **Progress Report Due Date(s):** 12/12/2014 |

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

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| **Criterion & Topic:** CR 25 Institutional self-evaluation | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** A review of documents and interviews indicated that the district does not formally 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:** Develop tool for formal assessment of K-12 annual programming review |
| **Title/Role(s) of Responsible Persons:**Business Manager, K-12 Curriculum Coordinator and all Curriculum Director | **Expected Date of Completion:**01/15/2015 |
| **Evidence of Completion of the Corrective Action:**Tool to be used for evaluation formally developed |
| **Description of Internal Monitoring Procedures:** Monitoring and assessing collected data for identification of potential areas of focus. Information reported as part of annual report including information learned |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved **Status Date**: 10/15/2014 |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide samples of the district's newly developed instruments, such as surveys, templates or tools, used for the purpose of civil rights institutional self-evaluation. This progress report is due December 12, 2014. Submit the results of the district's institutional self-evaluation utilizing these newly developed procedures. This progress report is due February 27, 2015. |
| **Progress Report Due Date(s):** 12/12/201402/27/2015 |

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

District: Danvers Public Schools

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Name of School/District Staff Member

CAP Form will expand to as many lines as necessary. Before completing and emailing to pqacap@doe.mass.edu, please see separate *Instructions for Completing Corrective Action Plans.*

*All corrective action must be fully implemented and all noncompliance corrected as soon as possible and no later than one year from the issuance of the Coordinated Program Review Final Report to the school or district.*

**Mandatory One-Year Compliance Date: January 6, 2016**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| Criterion & Topic: ELE 5 Program Placement and Structure | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Documentation submitted by the district reveals that direct ESL instruction provided to ELL students in the district’s elementary schools does not exceed 60 minutes per week for students at proficiency levels 1-4 and ELL s at the proficiency level 5 do not receive any direct ESL instruction. Therefore, there is no indication showing that the district promotes and supports the rapid acquisition of English language proficiency by ELL students as it is required in G.L. c. 71A. Please, see the “Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners August 2013” as found on* [*http://www.doe.mass.edu/ell/guidance\_laws.html*](http://www.doe.mass.edu/ell/guidance_laws.html).*Although the district stated that they had an ESL curriculum, the documentation submitted by the district does not include an ESL curriculum that is used to provide direct ESL instruction. Therefore, there is no indication showing that the district had an ESL curriculum used for direct ESL instruction or a plan to develop one that is aligned to the Massachusetts Curriculum Frameworks and integrates components of the WIDA ELD standards frameworks. (See the Department’s WIDA ELD Standards update from at* [*http://www.doe.mass.edu/ell/wida.html*](http://www.doe.mass.edu/ell/wida.html) *).* |
| **Narrative Description of Corrective Action:** **Compliance in providing direct ESL instruction**: The Danvers Public Schools is considered a low-incidence district for English Language Learners (ELL) with 1% of our students participating in our ELE program. Twenty-two percent of our ELL students are transitional students which has an impact on our ability to anticipate the full need for ESL services from year to year. Our current procedure in scheduling students for ESL instruction is to provide service proportional to the level of need (ACCESS level). We provide the most hours to students at levels 1 and 2, fewer at level 3 and 4, and monitor level 5 and FLEP students. We have a multiyear transition plan to move to toward meeting the DESE guidelines for providing direct ESL instruction that can be fiscally supported in our school budget. The following has been the district timeline for increasing support for direct ESL instruction:2010-2011 – Added 1.0 FTE at the elementary level to the 0.2 FTE at the secondary level (1.2 FTE)2011-2012 - Increased secondary to 0.4 FTE in addition to the 1.0 FTE at the elementary level (1.5 FTE)2012-2013 – Kept support the same since needs did not change (0.4FTE secondary and 1.0 elementary)2013-2014 - Increased secondary to 1.0 FTE in addition to the 1.0 FTE at the elementary level (2.0 FTE)2014-2015 - Increased elementary to 1.5 FTE in addition to the 1.0 FTE at the secondary level (2.5 FTE)The following is the district’s proposed timeline for increasing the instructional support to meet DESE guidelines:2015-2016 - Increased elementary to 1.7 FTE in addition to the 1.0 FTE at the secondary level (2.7 FTE)2016-2017 - Increased elementary to 2.0 FTE in addition to the 1.0 FTE at the secondary level (3.0 FTE)Additionally, each year in our proposed timeline, we will continue to consider ways to group our students in order to provide more ESL instructional time to meet the needs of our ELLs. **Curriculum**: **ESL Curriculum**: Presently, the ELL teachers use the Common Core, WIDA standards and the UDL principles to guide the development of standards-based units of instruction for ELL students. The teachers servicing ELL students will continually develop these units until a fully aligned K-12 ESL curriculum exists.**WIDA Aligned Curriculum**: In its work with K-12 academic teachers, the district has multi-year initiative in process to align our curriculum to the new Massachusetts Curriculum Frameworks for ELA and Literacy and Mathematics. The district’s goal in its strategic plan for the school years 2013-2018 states: “Through collaboration in professional learning communities (PLCs), K-12 teachers will develop standards-based units that are aligned to Common Core standards.” Currently, the district is engaging all teachers in developing the standards-based units using the Understanding by Design process. In fact, the curriculum director leading the initiative worked as a MASCD facilitator for DESE’s Model Unit project. Given that experience, the district is pulling on the resources provided by the DESE for developing standards-based units. This year, the district is looking for teachers to document standards-based units using the 3-stage UbD framework. In the coming school years, we will ask teachers to refine their initial units by incorporating UDL principles and WIDA standards appropriately in lessons to create access for all students to the content in the unit. In order to ensure this is done properly, we will provide professional learning sessions to educate teachers on the WIDA standards and refresh their UDL work. Periodically, the level-based curriculum directors will review standards-based units and provide feedback to teachers on their alignment work. This process will take time and the district anticipates that it will be a multi-year process to incorporate and refine all standards-based units with UDL and WIDA strategies.  |
| **Title/Role of Person(s) Responsible for Implementation:** Mary Wermers, the K-12 Curriculum Director, will oversee the planning and implementation of standards-based unit development. The Elementary (Julie Posternack), Middle (Sarah Stone) and High School (Peggy McElhinney) Curriculum Directors will lead their specific levels through the development of the UbD standards-based units and then the subsequent work of incorporating UDL principles and WIDA standards into the units.The district ESL teachers – Holly Murphy, Juliana Robbins, and Sarah McKenna - will be responsible for the development of standards-based units for direct ESL instruction. | **Expected Date of Completion for Each Corrective Action Activity:**  Spring 2015 – Budget for increase in ESL instruction support through the FY16 budget process.SY2015-16 and SY2016-17– Increase the ESL program from 2.5 FTE to 3.0 FTE.Fall 2015 - WIDA standards training for K-12 teachersSY2015-16, SY2016-17, and SY2017-18 for incorporating WIDA standards and SEI strategies into standards-based units.    |
| **Evidence of Completion of the Corrective Action:** 1. The district will have 2.7 FTE teaching ELL students during SY2015-16 with a plan to incrementally increase to 2.0 FTE by SY2016-17. 2. The district-developed, standards-based units will be developed and housed on the district website. SY2014-15 will have the initial units developed for major courses in the district. SY2015-16 will begin the refinement of units based on findings from the initial implementation and recommendations from WIDA standards and UDL guidelines. This work will continue during the 2016-17 and 2017-2018 school years to ensure all units are refined and aligned to the proper standards. 3. The ESL teachers along with K-12 Curriculum Director will work on creating an updated ESL curriculum that aligns with the Massachusetts Frameworks and the WIDA ELD Standards.  These meetings will take place on the first Wednesday of each month and during in-service days. The teachers will use My Learning Plan to document agendas and sessions. These units will also be housed on the district website.Finally, meeting agendas and attendance sheets will be collected for the 30 hours of mandatory professional learning session and the 30 hours of optional professional learning sessions that will be devoted to this work. |
| **Description of Internal Monitoring Procedures:**During monthly curriculum center meetings, the district ESL teachers and curriculum directors will monitor progress on actions in this corrective action plan by discussing progress on standards-based unit development.The K-12 Curriculum Director will work with level-based curriculum directors to monitor the development of standards-based units across the district. This is the major initiative for the school district with the curriculum directors as the lead facilitators of the work. All of the district professional learning time will be devoted to this effort. The directors will use their bimonthly meetings to plan professional learning sessions to guide the development and refinement of these units. The level-based curriculum directors will periodically review standards-based units in order to provide feedback to teachers on their alignment work. In addition, during the monthly meetings, the K-12 Curriculum Director and district ESL teachers will review the direct ESL instruction hours provided to ELL students to monitor adherence to DESE guidelines for the number of hours of instruction.During the yearly budget meetings, plans for increasing support for direct ESL instruction will be address to meet our documented multi-year plan. |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION****(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 5 Program Placement and Structure | **Status of Corrective Action:** ▢ Approved **X** Partially Approved ▢ Disapproved  |
| **Basis for Partial Approval or Disapproval:**  All noncompliance should be corrected as soon as possible and no later than one year from the issuance of the Coordinated Program Review Final Report to the school or district. |
| **Department Order of Corrective Action: N/A**      |
| **Required Elements of Progress Report(s):**1. Please provide a detailed plan that shows that the district is providing sufficient ESL instruction to ensure the rapid acquisition of English to all ELL students during the 2014-2015 school year. Please see the Department's Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners found at <http://www.doe.mass.edu/ell/TransitionalGuidance.pdf> for assistance.
2. Please complete district information in the attached spreadsheet labeled ELL List by school for each ELL student in the district.
3. Provide a copy of the 2014-15 ESL teacher schedules for all grade levels district wide.All schedules should include the following for each block of time:
	* Names of the ELL students
	* Grade level for each student;
	* English proficiency level for each student

4. Submit information about the process of reviewing or developing ESL curriculum that integrates WIDA ELD standards including information such as WIDA training opportunities for the district staff, responsible district staff, meeting dates, minutes and signing sheets and timelines for implementation. |
| **Progress Report Due Date(s):  June 19, 2015** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 10 Parent Notification | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Document review and parent surveys indicated that while the district sends notification upon initial identification and annually thereafter for ELE students, this notification letter is missing the following components: 1) the child’s level of proficiency; 2) the specific exit requirements; and 3) the parents’ right to apply for a waiver, or to decline to enroll their child in the program.**In addition, a review of student files revealed that reports containing, but not limited to, progress in becoming proficient in using the English language are not completed and sent in the same manner and frequency as report cards and progress reports to other students enrolled in the district.* |
| **Narrative Description of Corrective Action:** Our current Parent Notification form did not include the child’s level of proficiency or specific exit requirements. We will adopt the DESE Parent Notification form to ensure that the document includes all the necessary components.  This updated form will provide parents with annual notification of their child’s progress in English language acquisition. In addition, a K-12 ESL Progress Report will be developed and distributed twice a year along with the regular education progress reports.  |
| **Title/Role of Person(s) Responsible for Implementation:**  * The district ESL teachers (Holly Murphy, Juliana Robbins, and Sarah McKenna) will adopt the DESE Parent Notification Form and begin to use the new form immediately for any new students found eligible for our ELE program.
* The K-12 Curriculum Director (Mary Wermers) will ensure that the district ESL teachers and building principals use new *Danvers Public Schools Parent Notification* form for all newly qualified ELL students starting in the Spring 2015.
* The district ESL teachers will develop an K-12 ESL Progress Report to be distributed twice a year along with the regular education progress reports.
 | **Expected Date of Completion for Each Corrective Action Activity:**  Revision of documents – Spring 2015Implementation of the adopted Parent Notification document will start in the Spring of 2015, for any incoming students eligible for ELE program services.September/October 2015 - Implementation of new Parent Notification form for **all** students eligible for ELE program services.  |
| **Evidence of Completion of the Corrective Action:**  **Parent Notification Form**: The district will adopt the DESE Parent Notification form. This form will be housed on the district website and completed forms will be found in all ELL student folders by the fall of 2015.**Progress Reports**: The K-12 ESL Progress Report will be developed and housed on the district website.  It will be used for the first time in the Spring of 2015. **Both**: Meeting agendas and attendance sheets from professional learning sessions devoted to the development of these forms will be collected. |
| **Description of Internal Monitoring Procedures:**  During monthly curriculum center meetings, the district ESL teachers and curriculum directors will monitor progress on actions in this corrective action plan by reviewing the newly developed Parent Notification form and ELL Progress Reports.The district ESL teachers will adopt the use of the DESE Parent Notification Form and begin to use the form immediately for any new students found eligible for ELE programming. The K-12 Curriculum Director will ensure that the building principals are informed about the new *Danvers Public Schools Parent Notification* form in the spring of 2015. The new form will be available to district staff and faculty on the district website. |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION****(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 10 Parent Notification | **Status of Corrective Action:** **X** Approved ▢ Partially Approved ▢ Disapproved  |
| **Basis for Partial Approval or Disapproval:**      Not Applicable |
| **Department Order of Corrective Action:**      Not Applicable |
| **Required Elements of Progress Report(s):** **By** **June 19, 2015,** submit a copy of the initial/annual notification letter that the district will send to parents of ELE students and a copy of the newly developed K-12 ESL Progress Report Form that will be used by the district starting in Spring 2015. **By October 19, 2015**, conduct an internal record review of 20 English Language Learner files, ensuring that ESL Progress Reports are being completed and sent in the same manner and frequency as report cards and progress reports to other students enrolled in the district. Include the number of records found to be in compliance. For any records found to be noncompliant, identify the root cause for the noncompliance and any steps that the district has taken to remedy the file(s). ***\*Please note when conducting internal monitoring that district must maintain the following documentation and make it available to the Department upon request: a) List of the student names and grade level for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and signature(s).*** |
| **Progress Report Due Date(s): June 19, 2015, October 19, 2015** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 14 Licensure Requirements | **Rating:** Partially Implemented |
| **Department CPR Finding:** *District documentation indicated that not all district ESL teachers that provide students with ESL instruction hold an appropriate license or current waiver issued by the Massachusetts Department of Elementary and Secondary Education.* |
| **Narrative Description of Corrective Action:**  The district will apply for a waiver for our elementary ESL teacher holding TBE certification. In the meantime, the teacher will apply for an ESL license, take the required MTEL test, and complete a supervised and mentored internship of 150 hours in our school district.   |
| **Title/Role of Person(s) Responsible for Implementation:**      K-12 Curriculum Director (Mary Wermers)Elementary ELL teacher with TBE certification (Holly Murphy) | **Expected Date of Completion for Each Corrective Action Activity:**  Waiver – Spring 2015Certification – SY 2015-2016    |
| **Evidence of Completion of the Corrective Action:**  DESE grants our district waiver for Holly Murphy’s TBE certification.Holly Murphy applies for ESL license, take the required MTEL test, and complete a supervised and mentored internship of 150 hours in our school district  |
| **Description of Internal Monitoring Procedures:**   The K-12 Curriculum Director will oversee the district application for a waiver and monitor the certification process of Holly Murphy.    |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION****(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 14 Licensure Requirements | **Status of Corrective Action:** X Approved ▢ Partially Approved ▢ Disapproved  |
| **Basis for Partial Approval or Disapproval: N/A**      |
| **Department Order of Corrective Action:**  **N/A** |
| **Required Elements of Progress Report(s):** Please provide evidence of the licensure/waiver of the current ELL teacher(s) or any other staff person providing ESL instruction to ELLs by the progress report due date. |
| **Progress Report Due Date(s):       June 19, 2015** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 18 Records of ELL Students | **Rating:** Partially Implemented |
| **Department CPR Finding:** *A review of student records indicated that the following required information and documentation is not consistently documented in records: 1) MCAS assessment results; 2) information about students’ previous school experiences as available; and 3) English language proficiency progress reports.*  |
| **Narrative Description of Corrective Action:** The district will update our ELL student records to include the missing items documented above. The following measures will be in place to ensure that we have all required information in these files:1. Implement the use of DESE’s ELE Program Folder Checklist.2. Include MCAS score reports from the DESE’s EDWIN Analytics in the ELL student folders. Additionally, we will begin to use the DESE forms that require documentation of MCAS scores. 3. Include the documentation of an ELL student’s previous school experience. This information can come from a number of different existing sources: (1) Upon registering a student in our schools, parents are required to complete a packet where they record their child’s previous schooling experience; (2) on the Home Language Survey, provided in the native language of the parent, there is a place to indicate former school experience; (3) it is also our district policy that our school secretaries ensure that we receive records from the former school district so that we have as much information about entering student as we can; and (4) classroom teachers conduct phone calls and parent meetings so parents can explain the student’s educational history.     4. A K-12 ESL Progress Report will be developed and distributed twice a year along with the regular education progress reports with a copy of the progress reports housed in the folder. |
| **Title/Role of Person(s) Responsible for Implementation:**  District ESL teachers (Holly Murphy, Juliana Robbins, and Sarah McKenna) will develop and implement the updated Parent Notification form.District ESL teachers (Holly Murphy, Juliana Robbins, and Sarah McKenna) will develop and implement the ESL Progress Reports.  District ESL teachers (Holly Murphy, Juliana Robbins, and Sarah McKenna) ensure that all required documents are kept in our ELL student folders/records.K-12 Curriculum Director (Mary Wermers) will oversee the completion of all the above actions.  | **Expected Date of Completion for Each Corrective Action Activity:** Parent Notification Form – Spring 2015ESL Progress Report – Spring 2015 ELL Student Records will have all the required and proper documents – Spring 2015 (Fall of 2015 for the new Parent Notification form for all ELL students)    |
| **Evidence of Completion of the Corrective Action:**  The district will adopt the DESE Parent Notification form for immediate use with newly qualified ELL students and for all ELL students starting with the 2015-2016 school year. The Elementary ESL Progress Report will be developed, sent home to parents, and a blank copy housed on the district website.    |
| **Description of Internal Monitoring Procedures:**       |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION****(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 18 Records of ELL Students | **Status of Corrective Action:** **X** Approved ▢ Partially Approved ▢ Disapproved  |
| **Basis for Partial Approval or Disapproval:**      Not Applicable |
| **Department Order of Corrective Action:**      Not Applicable |
| **Required Elements of Progress Report(s):** Submit a copy of the newly created checklist that will be utilized to monitor the required documentation in ELE student records. This progress report is due by **June 19, 2015.** Conduct an internal record review of 20 English Language Learner files, ensuring that all files contain the requirements regarding the criterion, including MCAS assessment results, information about students’ previous school experiences as available and English language proficiency progress reports. Include the number of records found to be in compliance. For any records found to be noncompliant, identify the root cause for the noncompliance and any steps that the district has taken to remedy the file(s). This progress report is due by **October 19, 2015.** ***\*Please note when conducting internal monitoring that district must maintain the following documentation and make it available to the Department upon request: a) List of the student names and grade level for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and signature(s).*** |
| **Progress Report Due Date(s): June 19, 2015, October 19, 2015** |