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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: Dudley Street Neighborhood Charter School (District)

CPR Onsite Year: 2014-2015

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 05/12/2015.

**Mandatory One-Year Compliance Date:** **05/12/2016**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 15 | Outreach by the School District (Student Find) | Partially Implemented |
| SE 18B | Determination of placement; provision of IEP to parent | 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 32 | Parent advisory council for special education | Not Implemented |
| CR 3 | Access to a full range of education programs | Partially Implemented |
| CR 8 | Accessibility of extracurricular activities | 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 24 | Curriculum review | Partially Implemented |
| CR 25 | Institutional self-evaluation | Partially Implemented |

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

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| **Criterion & Topic:** SE 15 Outreach by the School District (Student Find) | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review and interviews indicated that the charter school has not established a method of outreach to parents or guardians to inform them of the process to refer students for a special education evaluation. |
| **Description of Corrective Action:** SE-15. The document review and interviews that the Dudley Street has not established a method of outreach to parents to inform them of the process to refer students for special education program. The district plans to amend Family and Scholar Handbook, and their website, indicating the steps they can take if they have concerns regarding their scholar’s progress in school. |
| **Title/Role(s) of Responsible Persons:**Director of Special Populations, Principal, Assistant Principal | **Expected Date of Completion:**10/01/2015 |
| **Evidence of Completion of the Corrective Action:**The 2015-2016 Scholar and Family Handbooks will receive updates. The website will receive updates |
| **Description of Internal Monitoring Procedures:** Provide evidence of amendment to handbook and links to updated website during an internal review process by 8/31/2015. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 15 Outreach by the School District (Student Find) | **Corrective Action Plan Status:** Approved **Status Date:** 06/18/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit evidence that the charter school has updated its Student and Family Handbook to include information regarding the process to refer students for a special education evaluation. To demonstrate that this updated information has been disseminated to both families and staff, the district may provide a webpage link to the updated document on its website. This progress report is due November 6, 2015. |
| **Progress Report Due Date(s):** 11/06/2015 |

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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 school consistently provides a Team meeting summary and two copies of the IEP, but does not always propose the IEP and placement within ten school working days to the parent. |
| **Description of Corrective Action:** A review of student records indicated that, following the development of the IEP, the school consistently provides a Team meeting summary and two copies of the IEP and placement, but does not always propose the IEP and placement within ten school working days to the parent. Dudley Street Neighborhood Charter School will endeavor to retrain staff and monitor compliance. |
| **Title/Role(s) of Responsible Persons:**Special Education Director | **Expected Date of Completion:**10/01/2015 |
| **Evidence of Completion of the Corrective Action:**The Special Populations Director will re-train all Special Education Staff during training on August 2015, to ensure their complete understanding of the requirements of SE 18A, and Dudley Streets Procedures for timely completion of proposing an IEP. |
| **Description of Internal Monitoring Procedures:** An internal review will be conducted at 10/1/2015 and again at 12/23/2015 of all recent meetings and again if necessary to demonstrate appropriate compliance. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 18B Determination of placement; provision of IEP to parent | **Corrective Action Plan Status:** Partially Approved **Status Date:** 06/18/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:** The district proposed internal monitoring for October and December 2015. To ensure continued compliance, the district will conduct internal reviews of records periodically. |
| **Department Order of Corrective Action:**Develop a sample of records with IEP development between January and May 2015. Based on a review of these records, conduct a root cause analysis to explain why proposed IEPs and placements are not sent to parents within 10 school working days of the IEP meeting. Upon identification of the cause(s), please indicate the specific corrective actions the district will take. Develop an internal tracking system to ensure that IEPs and placements are proposed within 10 school working days of the IEP Team meeting. The tracking 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):** Submit the results of the district's root cause analysis, including the corrective actions and the associated timelines and the person(s) responsible. This progress report is due November 6, 2015. Submit a description of the internal tracking system, including the date of the system's implementation and the staff responsible for the oversight. This progress report is due November 6, 2015. Conduct an internal review of approximately 10 records in which two (2) copies of the proposed IEP are provided within 10 working school days to the parent/guardian following the IEP Team meeting. 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 12, 2016. \*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):** 11/06/201502/12/2016 |

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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 Proposed School District Action (N1) do not consistently include a description of each evaluation procedure, test, record or report the agency used as a basis for the proposed or refused action and description of any other factors that were relevant to the agency's proposal or refusal. |
| **Description of Corrective Action:** A review of student records indicated that the Notices of Proposed School District Action (N1) do not consistently include a description of each evaluation procedure, test, record or report the agency used as a basis for the proposed or refused action and description of any other factors that were relevant to the agency's proposal or refusal. Dudley Street Neighborhood Charter School will endeavor to retrain staff and monitor compliance. |
| **Title/Role(s) of Responsible Persons:**Director of Special Populations | **Expected Date of Completion:**10/01/2015 |
| **Evidence of Completion of the Corrective Action:**The Special Populations Director will re-train all Special Education Staff during training on August 2015, to ensure their complete understanding of the requirements of SE 24 and Dudley Streets Procedures for complete completion of N1.A full detailed description of N1 completion will be added to Dudley's Special Education Policy and Procedure Manual. |
| **Description of Internal Monitoring Procedures:** An internal review will be conducted at 10/1/2015 and again at 12/23/2015 of all recent meetings and again if necessary to demonstrate appropriate compliance. |
| 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:** 06/18/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:** The district proposed internal monitoring for October and December 2015. To ensure continued compliance, the district will conduct internal reviews of records periodically. |
| **Department Order of Corrective Action:**Develop an internal oversight system of periodic review to ensure that Notices of Proposed School District Action (N1) consistently contain all federally required information, including a description of each evaluation procedure, test, record or report the agency used as a basis for the proposed or refused action and description of any other factors that were relevant to the agency's proposal or refusal. The internal 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):** Submit evidence of the staff training conducted regarding the completion of the charter school's Notice of School District Action (N1), including signed attendance sheets, agenda, and examples of training materials. This progress report is due November 6, 2015. Submit a description of the internal oversight system, including the date of the system's implementation and the staff responsible for the oversight. This progress report is due November 6, 2015. Conduct an internal record review, post training, of all files, ensuring 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 12, 2016. \*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):** 11/06/201502/12/2016 |

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| **Criterion & Topic:** SE 32 Parent advisory council for special education | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** Interviews with parents and school staff confirmed that the school has not established a school-wide parent advisory council on special education or sought a waiver from the Department to meet this requirement in an alternative manner. |
| **Description of Corrective Action:** Interviews with parents and school staff confirmed that the school has not established a school-wide parent advisory council on special education or sought a waiver from the Department to meet this requirement in an alternative manner. We will take the following steps to support the creation of a Special Education Parent Advisory Council: We will survey parents to identify interested parents in establishing an initial leadership committee, we will provide parents with access to the resources found at http://www.doe.mass.edu/sped/pac/ and http://fcsn.org/masspac/, we will meet quarterly to support the development of bylaws and organizational structures, we will purchase membership for the MassPac a way of ensuring they have access to additional resources needed to support the development of their organization. |
| **Title/Role(s) of Responsible Persons:**Special Populations Director | **Expected Date of Completion:**10/01/2015 |
| **Evidence of Completion of the Corrective Action:**Submit survey, meeting agendas and minutes and receipt to MassPac. |
| **Description of Internal Monitoring Procedures:** Continuous review of quarterly committee meeting agendas and minutes. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Approved **Status Date:** 06/18/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit evidence that the charter school has established a parent advisory council on special education with by-laws regarding officers and operational procedures, including surveys, meeting invitations and any other forms of membership outreach used to establish the PAC. This progress report is due November 6, 2015. Submit evidence that the charter school has conducted at least one workshop for its PAC members regarding their rights under special education law, including an agenda, training materials, and attendance. This progress report is due February 12, 2016. |
| **Progress Report Due Date(s):** 11/06/201502/12/2016 |

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| **Criterion & Topic:** CR 3 Access to a full range of education programs | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Although the charter school describes how it ensures equal access to a full range of education programs for all students, regardless of race, color, sex, religion, national origin, sexual orientation, or disability, this description does not address the protected category of gender identity. |
| **Description of Corrective Action:** Although the school describes how it ensures equal access to a full range of education programs for all students, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, or disability, this description does not address the protected category of gender identity. Dudley Street will update its Scholar and Family Handbook to ensure equal access to a full range of education programs for all students including the category of gender identity. |
| **Title/Role(s) of Responsible Persons:**Director of Special Populations, Principal, Assistant Principal | **Expected Date of Completion:**10/01/2015 |
| **Evidence of Completion of the Corrective Action:**Submit revisions of SY 2015-2016 Scholar and Family Handbook and links to updated website information |
| **Description of Internal Monitoring Procedures:** Provide evidence of amendment to handbook and links to updated website during an internal review process by 8/31/2015. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Approved **Status Date:** 06/18/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit evidence that the charter school's policy regarding access to a full range of education programs has been updated to include gender identity as a protected category. In lieu of uploading a document, the district may provide a webpage link to the document on its website. This progress report is due November 6, 2015. |
| **Progress Report Due Date(s):** 11/06/2015 |

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| **Criterion & Topic:** CR 8 Accessibility of extracurricular activities | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review demonstrated that the charter school's policy to ensure the non-discriminatory sponsorship of extracurricular activities does not address the protected categories of race, sex, gender identity, color, religion, national origin, sexual orientation, disability, and homelessness. |
| **Description of Corrective Action:** Document review demonstrated that the school’s policy to ensure the non-discriminatory sponsorship of extracurricular activities does not address the protected categories of race, sex, gender identity, color, religion, national origin, sexual orientation, disability, and homelessness. A revision of website and Scholar and Family Handbooks will ensue. |
| **Title/Role(s) of Responsible Persons:**Director of Special Populations, Principal, Assistant Principal | **Expected Date of Completion:**10/01/2015 |
| **Evidence of Completion of the Corrective Action:**Submit revisions of SY 2015-2016 Scholar and Family Handbook and links to updated website information |
| **Description of Internal Monitoring Procedures:** Provide evidence of amendment to handbook and links to updated website during an internal review process by 8/31/2015. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 8 Accessibility of extracurricular activities | **Corrective Action Plan Status:** Approved **Status Date:** 06/18/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit evidence that the charter school's policy regarding accessibility of extracurricular activities has been updated to include the protected categories of race, sex, gender identity, color, religion, national origin, sexual orientation, disability, and homelessness. In lieu of uploading a document, the district may provide a webpage link to the document on its website. This progress report is due November 6, 2015. |
| **Progress Report Due Date(s):** 11/06/2015 |

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| **Criterion & Topic:** CR 10A Student handbooks and codes of conduct | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review confirmed that although appropriate procedures for the discipline of students with special needs are addressed in the Code of Conduct, these procedures do not include students on 504 Accommodations plans. |
| **Description of Corrective Action:** Document review confirmed that although appropriate procedures for the discipline of students with special needs are addressed in the Code of Conduct, these procedures do not include students on 504 Accommodations plans. A revision of website and Scholar and Family Handbooks will ensue. |
| **Title/Role(s) of Responsible Persons:**Director of Special Populations, Principal, Assistant Principal | **Expected Date of Completion:**10/01/2015 |
| **Evidence of Completion of the Corrective Action:**Submit revisions of SY 2015-2016 Scholar and Family Handbook and links to updated website information |
| **Description of Internal Monitoring Procedures:** Provide evidence of amendment to handbook and links to updated website during an internal review process by 8/31/2015. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved **Status Date:** 06/18/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit evidence that the charter school's student handbook has been updated to include discipline procedures in its Code of Conduct for students with Section 504 Accommodation Plans. In lieu of uploading a document, the district may provide a webpage link to the document on its website. This progress report is due November 6, 2015. |
| **Progress Report Due Date(s):** 11/06/2015 |

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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 and interviews indicated that the charter school does not include the name, office address, and phone number of the Title IX coordinator in its published materials to students and families. |
| **Description of Corrective Action:** Document review and interviews indicated that the school does not include the name, office address, and phone number of the Title IX coordinator in its published materials to students and families a review and revision of Scholar and Family Handbook and website will ensue. |
| **Title/Role(s) of Responsible Persons:**Principal, Assistant Principal | **Expected Date of Completion:**10/01/2015 |
| **Evidence of Completion of the Corrective Action:**Submit revisions of SY 2015-2016 Scholar and Family Handbook and links to updated website information |
| **Description of Internal Monitoring Procedures:** Provide evidence of amendment to handbook and links to updated website during an internal review process by 8/31/2015. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved **Status Date:** 06/18/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit evidence that the charter school's Scholar and Family Handbook has been updated to include the name, office address, and phone number of the Title IX coordinator. In lieu of uploading a document, the district may provide a webpage link to the document on its website. This progress report is due November 6, 2015. |
| **Progress Report Due Date(s):** 11/06/2015 |

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| **Criterion & Topic:** CR 24 Curriculum review | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** While the charter school is developing appropriate activities, discussions and supplementary materials to use to provide balance and context for a variety of possible stereotypes depicted in their educational materials, document review and interviews confirmed that there is no formal process in place that ensures that individual teachers review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. |
| **Description of Corrective Action:** While the school is developing appropriate activities, discussions and supplementary materials to use to provide balance and context for a variety of possible stereotypes depicted in their educational materials, document review and interviews confirmed that there is no formal process in place that ensures that individual teachers review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. Dudley Street Neighborhood Charter school will endeavor to create a process and policy for curriculum review. |
| **Title/Role(s) of Responsible Persons:**Principal, Instructional Leadership Team | **Expected Date of Completion:**10/01/2015 |
| **Evidence of Completion of the Corrective Action:** The principal, in collaboration with the Directors of Instruction and/or Instructional Leadership Team (ILT), will create a written process (rubric, checklist, etc.) that grade level teams will use to guide the creation of all units of study so that they do not include simplistic or demeaning generalizations of protected groups. They will train grade level team on this process by 10/1/2015 |
| **Description of Internal Monitoring Procedures:** Submit agenda, materials, and sign in sheets for training and The Instructional Leadership Team (or a sub-set thereof) will annually review the rubrics have completed to inform any decisions need to modify curricula. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 24 Curriculum review | **Corrective Action Plan Status:** Approved **Status Date:** 06/18/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit evidence of the charter school’s newly developed tools and protocols used for civil rights curriculum review. In addition, provide evidence that all teaching staff were made aware of these tools and protocols and were informed to include the protected categories of race, color, sex, gender identity, religion, national origin and sexual orientation when reviewing educational materials for simplistic and demeaning generalizations. This progress report is due November 6, 2015. |
| **Progress Report Due Date(s):** 11/06/2015 |

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| **Criterion & Topic:** CR 25 Institutional self-evaluation | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documents and interviews confirmed that the charter school does not formally evaluate all aspects of its K-3 programming 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:** A review of documents and interviews confirmed that the school does not formally evaluate all aspects of its K-3 programming 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. A process of participation measures will need to be developed. We plan to measure participation rates of protected groups as identified in school sponsored extracurricular activities, in school and state mandated assessments |
| **Title/Role(s) of Responsible Persons:**Principal, Director of Special Populations, Data Director. | **Expected Date of Completion:**10/01/2015 |
| **Evidence of Completion of the Corrective Action:**Data analysis of participants disaggregated by the identified classes in school sponsored extracurricular activities and in school and state mandated assessments. |
| **Description of Internal Monitoring Procedures:** We will analyze the data at the beginning of benchmarking , usually the second week in October, the middle of the year benchmarking period and the end of the year benchmarking period. We report this analysis to staff and Dudley Street School Board. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved **Status Date:** 06/18/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit a detailed description of the charter school's newly developed process and any samples of instruments created to gather data, such as surveys, templates or tools, used for the purpose of civil rights institutional self-evaluation. This progress report is due November 6, 2015. Submit the results of the charter school's institutional self-evaluation utilizing these newly developed procedures, along with documentation of any changes made as a result of the evaluation. This progress report is due February 12, 2016. |
| **Progress Report Due Date(s):** 11/06/201502/12/2016 |

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

Charter School: Dudley Street Neighborhood Charter School

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Elizabeth Goncalves Wachman

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: September 7, 2016**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 1 Annual English Language Proficiency Assessment | **Rating:** Partially Implemented |
| **Department CPR Finding:** *A review of ACCESS participation rates as shown in the state database revealed that the district did only assess the English proficiency of 91 % of the ELL students in the district.* |
| **Narrative Description of Corrective Action:** We will continue to refine our data coding and eliminate errors in SIMS. All ELL’s will be tested. Develop a policy for aggressive information on new students from other schools to eliminate data lags.  |
| **Title/Role of Person(s) Responsible for Implementation:** Data Team, Director of ELLs  | **Expected Date of Completion for Each Corrective Action Activity: 2/28/16, 5/28/16** |
| **Evidence of Completion of the Corrective Action:** Accurate Access lists fed by accurate SIMS submissions. agendas, minutes, final policy statement  |
| **Description of Internal Monitoring Procedures:** Data team and Special Populations Director will meet monthly. Their agendas and minutes along with developing policy will be submitted to their Director for 8 week reviews. By use of this review and feedback the district will be able to direct training or other resources to those specific schools or personnel needing further assistance.  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 1 | **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): Not Applicable** |
| **Progress Report Due Date(s): No further progress reporting is required for this criterion.** |

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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:** *A review of documentation indicated that the district does not have an ESL curriculum and ESL teachers use reading and literacy programs to provide ESL instruction to ELLs. Reading and literacy programs help the students improve their reading skills and can be used as resources; however, they cannot replace an ESL curriculum districts are expected to develop based on WIDA standards. Please, see*  “*WIDA English Language Development Standards Implementation Guide (Part I)” document as found at* [*http://www.doe.mass.edu/ell/wida.html*](http://www.doe.mass.edu/ell/wida.html) |
| **Narrative Description of Corrective Action:** DSNCS will develop curricular units based on the new state suggested curricular units. 3 units will be developed by June 2016 and 3 additional units over the following summer. We will begin with the most populated ELD band levels: level 3 kindergarteners and level 4 for grades1/ 2 and level 4 for grade 4.  |
| **Title/Role of Person(s) Responsible for Implementation:** Special Populations team in conjunction with grade levels. Special Populations Director | **Expected Date of Completion for Each Corrective Action Activity: 2/28/16, 5/28/16** |
| **Evidence of Completion of the Corrective Action:** Creation of ESL 2.0 Units., meeting minutes and agendas.  |
| **Description of Internal Monitoring Procedures:** Special Population team meets twice monthly and has already begun to examine the materials the state has provided at the 11/4/15 meeting. Their agendas and minutes along with developing units will be submitted to their Director for 8 week reviews. By use of this review and feedback the district will be able to direct training or other resources to those specific schools or personnel needing further assistance |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 5 | **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 information about the process of developing an ESL curriculum that integrates WIDA ELD standards including information such as training opportunities for the district staff, responsible district staff, meeting dates, minutes and signing sheets and timelines for implementation. |
| **Progress Report Due Date(s): February 29, 2016** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 6 Program Exit and Readiness | **Rating:** Partially Implemented |
| **Department CPR Finding:** *The documentation submitted by the district indicates that students are exited from the ELE program once they reach sufficient and consistent mastery of WIDA standards; however there is no information included regarding the criteria used to determine that the exited students can participate meaningfully in all aspects of the district’s general education program without the use of adapted or simplified English materials* |
| **Narrative Description of Corrective Action:** We will develop a **policy** that includes the criteria of mastery levels for of the WIDA standards for exit of program, tools used and progress monitoring protocols. .  |
| **Title/Role of Person(s) Responsible for Implementation:** Special Populations team in conjunction with grade levels. Special Populations Director | **Expected Date of Completion for Each Corrective Action Activity: 2/28/16, 5/28/16** |
| **Evidence of Completion of the Corrective Action**: agendas, minutes, final policy statement  |
| **Description of Internal Monitoring Procedures:** Special Population team meets twice. Their agendas and minutes along with developing policy will be submitted to their Director for 8 progress week reviews. By use of this review and feedback the district will be able to direct training or other resources to those specific schools or personnel needing further assistance |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 6 | **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 February 29, 2016,**1. Submit a description of the district’s reclassification policy, procedures and other supporting documents such as annual review forms
2. Submit a roster of the reclassified students with their most recent ACCESS scores and other relevant data the district considered for reclassification.
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| **Progress Report Due Date(s): February 29, 2016** |

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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:** *A review of student records revealed that 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:** Develop a progress report that reflects the progress toward the WIDA standards that is sent home at the same frequency as report cards.  |
| **Title/Role of Person(s) Responsible for Implementation:** Special Populations team in conjunction with grade levels. Special Populations Director | **Expected Date of Completion for Each Corrective Action Activity: 2/28/16, 5/28/16** |
| **Evidence of Completion of the Corrective Action:** Develop a progress report that reflects the progress toward the WIDA standards that is sent home at the same frequency as report cards.  |
| **Description of Internal Monitoring Procedures:** Special Population team meets twice monthly. Their agendas and minutes along with developing policy will be submitted to their Director for 8 progress week reviews. By use of this review and feedback the district will be able to direct training or other resources to those specific schools or personnel needing further assistance |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 10 | **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 February 29, 2016,** submit a copy of the progress report template that the district will send to parents of ELE students in the same manner and frequency as report cards and progress reports to other students enrolled in the district. **By February 29, 2016,** submit evidence of training to relevant staff members on the progress report, including frequency of reporting and completion of form, along with signed attendance sheets, agenda, and examples of training materials. **By June 29, 2016,** conduct an internal record review of ELL student records, ensuring that the English language proficiency progress reports are sent to the parents of ELE students, with copies maintained in the file. Include the number of records reviewed and the number 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 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 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): February 29, 2016; June 29, 2016** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 17 Program Evaluation | **Rating:** Not Implemented |
| **Department CPR Finding:** *Documentation submitted by the district does not include any evidence showing that the district conducts periodic evaluations of the effectiveness of the district’s ELE program in developing students’ English language skills and increasing their ability to participate meaningfully in the educational program.* |
| **Narrative Description of Corrective Action:**  Develop a policy, protocol statement that captures the ongoing nature of student progress as well as beginning, middle, and end of year progress and annual progress.  |
| **Title/Role of Person(s) Responsible for Implementation:**  Data Team in conjunction with Special populations Director.  | **Expected Date of Completion for Each Corrective Action Activity: 2/28/16, 5/28/16** |
| **Evidence of Completion of the Corrective Action:** policy and protocols, data review outcomes.  |
| **Description of Internal Monitoring Procedures:** Data team and Special Populations Director will meet monthly. Their agendas and minutes along with developing policy will be submitted to their Director for 8 progress week reviews. By use of this review and feedback the district will be able to direct training or other resources to those specific schools or personnel needing further assistance |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 17 | **Status of Corrective Action:** [ ]  Approved [x]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** It is a federal and state requirement for the districts toevaluate 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. Where the district documents that the program is not effective, it must take the steps to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation. The corrective action submitted by the district provides information about how the district will handle progress week reviews, but does not inform the Department on how all aspects of the ELE program evaluation will be reviewed and how the outcomes of this evaluation will be utilized.  |
| **Department Order of Corrective Action:**  See Department’s required elements of progress reporting. |
| **Required Elements of Progress Report(s):** **By June 29, 2016:*** Please complete the program evaluation tool that is available at <http://www.doe.mass.edu/ell/ProgramEvaluation.pdf> 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.
* Please provide information regarding the strengths and areas of improvement the district identified as a result of its ELE program evaluation.
* 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 proficiency at promoting and supporting the rapid acquisition of English language proficiency by ELLs as is required in G.L. c. 71A.
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| **Progress Report Due Date(s): June 29, 2016** |

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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:** *Record review indicated that progress reports are not consistently documented in the student record.* |
| **Narrative Description of Corrective Action:** Develop a progress report that reflects the progress toward the WIDA standards that is sent home at the same frequency as report cards.  |
| **Title/Role of Person(s) Responsible for Implementation:** Special Populations Team and Special Populations Director  | **Expected Date of Completion for Each Corrective Action Activity: 2/28/16, 5/28/16** |
| **Evidence of Completion of the Corrective Action:** progress notes and agendas, minutes. |
| **Description of Internal Monitoring Procedures:** Special Population team meets twice monthly. Their agendas and minutes along with the developing progress report will be submitted to their Director for 8 progress week reviews. By use of this review and feedback the district will be able to direct training or other resources to those specific schools or personnel needing further assistance. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 18 | **Status of Corrective Action:** [ ]  Approved [x]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** The district’s proposed internal monitoring procedures do not specifically address how ELL records will be maintained to ensure that English proficiency progress reporting are consistently documented.  |
| **Department Order of Corrective Action:** Develop an internal system of periodic review to ensure that reports containing, but not limited to, progress in becoming proficient in using the English language are consistently documented in the ELL student record. The tracking system should include oversight and periodic reviews by the Director of Special Populations or their designee to ensure ongoing compliance. Please note that the Department has developed a file checklist that can be used to monitor ELL records, available at <http://www.doe.mass.edu/ell/resources.html>. |
| **Required Elements of Progress Report(s):** **By February 29, 2016,** submit a description of the district’s internal oversight system for monitoring the inclusion of English proficiency progress reports in ELL student records, along with the frequency of this internal review and the name/role of the person(s) responsible. **By June 29, 2016**, conduct an internal record review of ELL student records, ensuring that annual parent notification letters and progress reports are documented in ELL student files. Submit a description of the results of the review, including the number of records reviewed and the number 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 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 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): February 29, 2016; June 29, 2016** |