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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: Taunton

CPR Onsite Year: 2015-2016

Program Area: Special Education

All corrective action must be fully implemented and all noncompliance corrected as soon as possible and no later than one year from the issuance of the Coordinated Program Review Final Report dated 09/17/2016.

**Mandatory One-Year Compliance Date:** **09/17/2017**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 7 | Transfer of parental rights at age of majority and student participation and consent at the age of majority | Partially Implemented |
| SE 32 | Parent advisory council for special education | Partially Implemented |
| SE 55 | Special education facilities and classrooms | Partially Implemented |
| CR 9 | Hiring and employment practices of prospective employers of students | Not Implemented |
| CR 10B | Bullying Intervention and Prevention | Partially Implemented |
| CR 23 | Comparability of facilities | Partially Implemented |
| CR 25 | Institutional self-evaluation | Not Implemented |
| ELE 5 | Program Placement and Structure | Partially Implemented |
| ELE 10 | Parental Notification | Partially Implemented |
| ELE 16 | Equitable Facilities | Partially Implemented |
| ELE 18 | Records of ELL students | Partially Implemented |

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| **Criterion & Topic:** SE 7 Transfer of parental rights at age of majority and student participation and consent at the age of majority | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of student records and staff interviews indicate that upon reaching the age of 18, the school district does not consistently implement procedures to obtain consent from the student to continue his or her special education program. |
| **Description of Corrective Action:** The Special Education Coordinator 7-12 will schedule meetings with Taunton High School guidance counselors and Taunton Alternative High School guidance counselors (Team Chairs) to review protocol for signing age of majority form and required signatures on IEP and Placement pages. The Special Education Coordinator 7-12 will also schedule a meeting with high school special education teachers to review age of majority protocol at Team meetings and upon students 18th birthday. The three student folders (LB, AM, KS) will be reviewed for signed age of majority forms, in addition signatures on current IEPs and placement pages. |
| **Title/Role(s) of Responsible Persons:**Judith Mulrooney Director Special EducationAmy Moynihan Special Education Coordinator 7-12 | **Expected Date of Completion:**05/30/2017 |
| **Evidence of Completion of the Corrective Action:**\* Memo to guidance and special education teachers reviewing age of majority protocol.\* signed participant attendance sheets from meetings.\* Post training review of student records to review compliance\* Age of majority, signature page IEP and placement page from LB, AM and KS folders.\* Discussion of Age of Majority and decision making rights documented in the Additional Information section of the IEP. |
| **Description of Internal Monitoring Procedures:** \* Periodic check of student folders; sampling of 10 records by Special Education Coordinator/Director Special Education\* Spot check of Team meetings 2 meetings per month by Special Education Coordinator/Director Special Education that the discussion of Age of Majority is occurring.\* Review of LB, AM and KS folders to insure compliance |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 7 Transfer of parental rights at age of majority and student participation and consent at the age of majority | **Corrective Action Plan Status:** Approved **Status Date:** 11/23/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By January 13, 2017, the district will provide documentation of the training on transfer of rights at the age of majority, including an agenda, a list of participants and/or signed attendance sheet and materials used at the training.By January 13, 2017, for those student records identified by the Department, obtain consent from the student to continue the student's special education program. Submit copies of the signed IEP page and placement page.By March 3, 2017, conduct an internal review of approximately 10 records for students who turned age 18 with shared and/or sole educational decision-making rights following the implementation of all corrective actions for evidence that these students have signed their current IEPs. Submit a report of the results indicating the number of student records reviewed and the number of student records in compliance; for all records not in compliance with this criterion, determine the root cause(s) of the noncompliance and provide the district's plan to remedy the non-compliance. \*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 roles(s), and their signature(s). |
| **Progress Report Due Date(s):** 01/13/201703/03/2017 |

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| **Criterion & Topic:** SE 32 Parent advisory council for special education | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documents and interviews indicate that the district-wide parent advisory council on special education has not established by-laws regarding officers and operational procedures and has not participated in the evaluation of the school district's special education programs. |
| **Description of Corrective Action:** The District wide parent advisory council on special education (SEPAC) has not established by-laws regarding officers and operational procedures and has not participated in evaluation of district's special education programs. |
| **Title/Role(s) of Responsible Persons:**Director Special Education | **Expected Date of Completion:**09/01/2017 |
| **Evidence of Completion of the Corrective Action:**\* Copy of established by-laws of the Parent Advisory Council (SEPAC)\* Copy of schedule of Parent Advisory Council Meetings and topics (SEPAC)\* Copy of participants in attendance at Parent Advisory Council Meetings\* Copy of survey to parents for district program evaluation\* Copy of survey results |
| **Description of Internal Monitoring Procedures:** \* Director of Special Education, and Special Education Coordinators will be in attendance at Parent Advisory Council meetings (SEPAC)\* Insure timelines are established for survey distribution\* Collect data from survey\* Distribute survey results to parents |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Approved **Status Date:** 11/23/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Following submission of the Corrective Action Plan through the security portal, the district followed up via email with a description of corrective action. The district has developed a plan to collaborate with the Freetown-Lakeville SEPAC as well as revise by-laws, conduct a parent survey of special education programs and report data to parents and SEPAC, and schedule a bi-monthly SEPAC meeting.By January 13, 2017, submit an update on the status of the collaboration with the Freetown-Lakeville SEPAC, including meeting agendas, list of officers, an update on the development of the parent survey and other supporting documentation, as applicable.By March 3, 2017, submit by-laws regarding officers and operational procedures and evidence of participation in the evaluation of the school district's special education programs. |
| **Progress Report Due Date(s):** 01/13/201703/03/2017 |

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| **Criterion & Topic:** SE 55 Special education facilities and classrooms | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Onsite observation and staff interviews indicate that at the Mulcahey Elementary School, occupational therapy services are provided behind the main curtain on the cafetorium stage often at the same time as students are at lunch, causing auditory distractions. |
| **Description of Corrective Action:** Occupational Therapy services were being delivered to students on the cafetorium stage behind a curtain often at the same time students were eating lunch causing auditory distractions to the student being serviced. |
| **Title/Role(s) of Responsible Persons:**Director Special EducationMulcahey Elementary School Principal | **Expected Date of Completion:**06/30/2017 |
| **Evidence of Completion of the Corrective Action:**\* Floor plan of building highlighting the OT service area\* Letter of assurance from school principal\* Memo in reference to appropriate use of school space |
| **Description of Internal Monitoring Procedures:** \*Periodic visits to Mulchaey school to assure student service delivery is in an appropriate space. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Approved **Status Date:** 11/23/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Following submission of the Corrective Action Plan through the security portal, the district followed up via email with a description of corrective action. The district indicated through coordination with the school principal it will arrange therapy delivery in a separate setting (other than the cafetorium) with reduced auditory distractions, monitor OT Therapy schedule to insure that service is being delivered in a setting free of auditory distractions and clarify with the principal the appropriate setting for service delivery.By January 13, 2017, submit letters of assurance from the Superintendent and school principal at Mulcahey Elementary School acknowledging instructional space used for the provision of occupational therapy services will be relocated.By March 3, 2017, the Department will conduct onsite verification at the Mulcahey Elementary School of the relocated space used for the provision of occupational therapy services. |
| **Progress Report Due Date(s):** 01/13/201703/03/2017 |

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| **Criterion & Topic:** CR 9 Hiring and employment practices of prospective employers of students | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** Review of documents and staff interviews indicate that the statement signed by prospective employers recruiting at the high school does not comply with applicable federal and state laws prohibiting discrimination in hiring or employment practices. This statement does not specifically include the following protected categories: race, color, national origin, sex, gender identity, handicap, religion and sexual orientation. |
| **Description of Corrective Action:** An Employer Statement of Non-Discrimination has been created aligning with a "model letter" which documents the employer/company compliance with non-discriminatory practices involving race, color, national origin, sex, gender identity, disability, religion, sexual orientation or, homelessness. This includes those "employers" that participate in career days/work study and apprenticeship training programs. |
| **Title/Role(s) of Responsible Persons:**Civil Rights CoordinatorInternship Coordinator, THS/TAHSHead Guidance ,THS/TAHS | **Expected Date of Completion:**10/13/2016 |
| **Evidence of Completion of the Corrective Action:**Employer Statement of Non-Discrimination was provided via email to all the "responsible persons" noted above on Monday, October 10, 2016 with instructions on the use of the document and record keeping measures for compliance. |
| **Description of Internal Monitoring Procedures:** Each school based "responsible person" noted above will maintain a binder inventorying all of all the Employer Statements. The binders will be inspected for compliance on a monthly basis by the Civil Rights Coordinator or his/her designee. In addition, the "responsible person" understands that they may be asked to produce that documents "upon demand" outside of the monthly checks. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 9 Hiring and employment practices of prospective employers of students | **Corrective Action Plan Status:** Approved **Status Date:** 11/23/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By January 13, 2017, submit a copy of the updated Cooperative Education Course Agreement that includes gender identity in the non-discrimination statement signed by the prospective employer and evidence of dissemination to relevant staff. |
| **Progress Report Due Date(s):** 01/13/2017 |

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| **Criterion & Topic:** CR 10B Bullying Intervention and Prevention | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documents indicates that the Bullying Prevention and Intervention Plan and student handbooks are not consistent with the amendments to the Massachusetts anti-bullying law, which became effective July 1, 2013. Specifically, the Bullying Prevention and Intervention Plan has not been updated or amended to include extending protections to students who are bullied by a member of the school staff. The Plan does not make clear that a member of the school staff may be named the aggressor or perpetrator in a bullying report and it does not contain information relative to the duties of faculty and staff addressing the bullying of students by a school staff member. |
| **Description of Corrective Action:** An addendum will be drafted in support of the High School's handbook which currently does not include extending protections to students who are bullied by a member of the school staff. The district's Anti-Bullying policy will also be amended during our current MASC review to align include these protections as well. |
| **Title/Role(s) of Responsible Persons:**Civil Rights CoordinatorPrincipalsSchool Committee | **Expected Date of Completion:**11/30/2016 |
| **Evidence of Completion of the Corrective Action:**1. All middle and elementary handbooks have been revised and have been posted on each school's website. This revision took place last August in preparation for this September's posting.2. Likewise, the Bullying Prevention and Intervention Plan has been revised and will be posted on the district's web page within the Family Information tab and hardcopies of this document (English and translated) will be made available at each school and at the district's New Family Welcome Center.3. An addendum will be drafted in support of the High School's handbook which currently does not include extending protections to students who are bullied by a member of the school staff. As with the Bullying Prevention and Intervention Plan, the information will be posted on line and hardcopies (English and translated) will be made available at THS and the New Family Welcome Center. |
| **Description of Internal Monitoring Procedures:** On an annual basis, the Civil Rights Coordinator along with each building principal, shall review the handbook to ensure that the language remains in compliance with state and/or federal regulations. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved **Status Date:** 11/23/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** The district noted that elementary school and middle school student handbooks were revised and posted to the district website. Department review confirmed that revision took place to reflect amendments. By January 13, 2017, submit the addendum to the high school student handbook and revised district Bullying Prevention and Intervention Plan along with URL for Plan on district website. Include evidence of written dissemination of the plan to parents/guardians, students and staff at all grade levels (elementary, middle and high school). |
| **Progress Report Due Date(s):** 01/13/2017 |

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| **Criterion & Topic:** CR 23 Comparability of facilities | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Observations at Hopewell Elementary School indicate that the auditorium stage is being used for English language learner instruction and is, therefore, not comparable to spaces offered to the overall student population in the district. |
| **Description of Corrective Action:** The space provided for ESL instruction has been addressed. ESL instruction is provided in the Title One pull-out room on the first floor on days 1, 2, and 3. ESL instruction is provided in the Library on days 4, 5, and 6. There are no other students present in the instructional space during ESL instructional time. |
| **Title/Role(s) of Responsible Persons:**English Language Learners Program DirectorPrincipal, Hopewell SchoolCivil Rights Officer | **Expected Date of Completion:**10/13/2016 |
| **Evidence of Completion of the Corrective Action:**Inspection of the ESL instructional space during ESL instructional time.Monthly ESL instruction schedule which includes room assignment. |
| **Description of Internal Monitoring Procedures:** The ELL Program Director will conduct periodic walk-throughs to ensure that ESL instructional space is comparable to spaces offered to the overall student population in the district.The monthly ESL instruction schedule will signal when a room assignment has changed. This will trigger an inspection of the space by the ELL Program Director to ensure that is comparable to spaces offered to the overall student population in the district. If it is not, the ELL Program Director, the School Principal, and the Civil Rights Officer will work together to remedy the situation and bring it into compliance. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 23 Comparability of facilities | **Corrective Action Plan Status:** Approved **Status Date:** 11/23/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By January 13, 2017, submit schedules for the two instructional spaces documenting use only for ESL instruction on specific days at specific times.By March 3, 2017, the Department will conduct an onsite verification at the Hopewell Elementary School of the instructional spaces used for English language development instruction. |
| **Progress Report Due Date(s):** 01/13/201703/03/2017 |

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| **Criterion & Topic:** CR 25 Institutional self-evaluation | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** Review of documents and staff interviews indicate that the district has not evaluated 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:** The "district" will create and implement a survey evaluating all aspects of the K-12 program to ensure that all students regardless of their protected class, have equal access to all programming including athletics and extracurricular activities. The survey will be made available to parents/guardians; students; and staff members to develop a comprehensive review of our successes and challenges. |
| **Title/Role(s) of Responsible Persons:**Civil Rights CoordinatorDistrict Leadership TeamDepartment Heads | **Expected Date of Completion:**08/31/2017 |
| **Evidence of Completion of the Corrective Action:**1. Create a Community Input Team made up of district/school based personnel, parents/guardians and students to Cull and review model surveys from surrounding districts (Nov - Dec 2016)2. Develop a comprehensive survey for distribution (Jan-Feb 2017)3. Implement the survey to all stakeholders (Mar-Apr 2017)4. Review the resulting data, making determinations for Action Steps/planning (May-Jun 2017)5. Implement recommendations prior to start of the 2017-2018 school year6. Reconvene the Community Input Team to monitor recommendation compliance December 2017 and April 20187. Revise survey (if necessary) and re-administer (May 2018)8. Repeat steps above annually. |
| **Description of Internal Monitoring Procedures:** 1. All Meeting Agendas and minutes will be kept by the Civil Rights Coordinator2. Survey Results will be posted on the district website 3. Evidence of any corrective action steps taken regarding the areas of need will be maintained by the Civil Rights Coordinator |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved **Status Date:** 11/23/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By January 13, 2017, submit agenda from a Community Input Team Meeting at which discussion occurred regarding evaluating all aspects of the 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. Include attendance sheet, meeting minutes and action plans/next steps to be taken to evaluate all aspects of the K-12 program to ensure all students have equal access to all programs.By March 3, 2017, provide samples of the district's newly developed internal system for verifying that all aspects of the K-12 program are evaluated annually, such as surveys, templates or tools used for the purpose of institutional self-evaluation of its K-12 programs to ensure equal access for protected categories. Submit additional meeting agendas, attendance sheets, meeting minutes and action plans, as necessary.By June 15, 2017, submit the results of the district's institutional self-evaluation utilizing these newly developed procedures along with goals/benchmarks/timelines for any identified areas of need. Include specific data collected. |
| **Progress Report Due Date(s):** 01/13/201703/03/201706/15/2017 |

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| **Criterion & Topic:** ELE 5 Program Placement and Structure | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documents and staff interviews indicate that there are inconsistencies in the level of English as a Second Language (ESL) instruction provided to ELLs of given proficiency levels. For instance, some of the students at proficiency Level 1 receive as few as 30 minutes of daily ESL instruction, while other Level 1 students receive 90 minutes. Consequently, the ESL instruction and language support that ELLs receive is not always consistent with their needs and the district does not provide all ELLs at the same proficiency levels with equal access to ESL services and the same learning opportunities. Documents and staff interviews also indicate that the district does not have an ESL curriculum and that 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 that districts are expected to develop which must address the four language domains of reading, writing, listening, and speaking. |
| **Description of Corrective Action:** In regard to the level of ESL instruction, ESL teachers will submit monthly schedules to the ELL Director that include student name, ACCESS Composite Level, and specific time and location of ESL instruction. The ELL Director will review, adjust where necessary, and sign the schedules. The ELL Director will also conduct monthly, unannounced walk-throughs to ensure adherence to the schedule.In regard to the ESL curriculum, the process of writing the ESL curriculum for the district is now in the refinement stage. Two ESL teachers attended the Next Generation ESL Project: Model Curriculum Units Facilitator Training during the summer of 2016. They have provided two trainings for ESL teachers to date and will provide additional training on the professional development days offered by the district this year. Takeaways from the training will support and inform the ongoing curriculum development. ESL teachers will form grade span PLCs which will meet monthly to complete the work of writing and refining the ESL curriculum. The completed curriculum is scheduled to be presented to the School Committee in the Spring of 2017. |
| **Title/Role(s) of Responsible Persons:**Director of English Language Learners Program | **Expected Date of Completion:**05/24/2017 |
| **Evidence of Completion of the Corrective Action:**Evidence of completion of the Corrective Action for equitable ESL instruction will be the monthly schedule submitted by each ESL teacher signed by the ELL Program Director.Evidence of Completion of the Corrective Action for ESL curriculum development will be the complete and School Committee approved ESL Curriculum. |
| **Description of Internal Monitoring Procedures:** Internal monitoring of appropriate ESL instruction are the monthly signed ESL schedules.Internal monitoring for ESL curriculum will include will include professional development attendance sheets and monthly PLC attendance sheets. Beyond the Corrective Action Plan, the ESL curriculum is now part of the district-wide five year curriculum revision cycle. Internal monitoring of this process will be ELL Program Director attendance at monthly curriculum meetings and evidence of completion of the specific yearly targets that apply to all curriculum areas in the district. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 5 Program Placement and Structure | **Corrective Action Plan Status:** Approved **Status Date:** 11/23/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By January 13, 2017, please complete the District Form 3: EL Student Roster Form located in the "Document Library" by school for each EL. By January 13, 2017, provide a copy of the 2016-17 ESL teacher schedules for all grade levels district wide. All schedules should include the following for each block of time: names of the students, grade level for each student, English proficiency level for each student.By June 15, 2017, submit the complete School Committee approved ESL Curriculum. |
| **Progress Report Due Date(s):** 01/13/201706/15/2017 |

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| **Criterion & Topic:** ELE 10 Parental Notification | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of student records and staff interviews indicate that the district does not consistently provide parents and guardians of ELLs with progress reports in the same manner and with the same frequency as general education reporting. |
| **Description of Corrective Action:** The ELL Program Director will notify principals, ESL, general education, and special education teachers as well as guidance office staff of the requirement that ELL parents/guardians receive progress reports in the same manner and with the same frequency as general education reporting at the start of each school year. The ESL teacher in each school will e-mail or call each parent/guardian within two weeks of the distribution of progress reports to ensure that the parent has received the report and to answer any questions or concerns of the parent/guardian. When no progress report has been received by the parent, the ESL teacher will determine the reason and take appropriate action to remedy the situation. The ESL teacher will notify the ELL Program Director of the number of e-mails sent to parents and the number of parents who did not receive progress reports. The ELL Director will follow up with the principal when progress reports for ELLs are not sent to parents/guardians. The ELL Program Director will conduct periodic "spot checks" to ensure compliance. |
| **Title/Role(s) of Responsible Persons:**Director of English Language Learners Program | **Expected Date of Completion:**05/24/2017 |
| **Evidence of Completion of the Corrective Action:**Copy of the annual notification letter to principals, teachers and guidance staff.Copies of progress reports for ELL students will be filed in the students' cumulative folder. Copies of ESL teacher e-mail communication with parents or telephone log will be maintained by the ESL teacher. The dated signature of the ELL Program Director will be observable in the student record. |
| **Description of Internal Monitoring Procedures:** The ELL Program Director will verify that ESL teachers have communicated with parents within two weeks of progress report distribution by initialing the parent communication (copy of e-mail or phone log). Periodic spot checks of student records by the ELL Program Director will monitor for compliance. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 10 Parental Notification | **Corrective Action Plan Status:** Approved **Status Date:** 11/23/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By January 13, 2017, submit evidence of training to staff regarding the requirement that ELL parents/guardians receive progress reports in the same manner and with the same frequency as general education reporting. Include agenda, sign-in sheets and content of training.By March 3, 2017, conduct an internal review of a sample of ELL records across grade levels (elementary, middle, high) for evidence that ELL parents/guardians receive progress reports in the same manner and frequency as general education reporting. Indicate the number of records reviewed, the number found to be in compliance, the root cause(s) for any continued noncompliance and the district's remedy to correct any identified noncompliance. \*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 roles(s), and their signature(s). |
| **Progress Report Due Date(s):** 01/13/201703/03/2017 |

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| **Criterion & Topic:** ELE 16 Equitable Facilities | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** See CR 23. |
| **Description of Corrective Action:** The space provided for ESL instruction has been addressed. ESL instruction is provided in the Title One pull-out room on the first floor on days 1, 2, and 3. ESL instruction is provided in the Library on days 4, 5, and 6. There are no other students present in the instructional space during ESL instructional time. |
| **Title/Role(s) of Responsible Persons:**English Language Learners Program DirectorPrincipal, Hopewell SchoolCivil Rights Officer | **Expected Date of Completion:**10/13/2016 |
| **Evidence of Completion of the Corrective Action:**Inspection of the ESL instructional space during ESL instructional time.Monthly ESL instruction schedule which includes room assignment. |
| **Description of Internal Monitoring Procedures:** The ELL Program Director will conduct periodic walk-throughs to ensure that ESL instructional space is comparable to spaces offered to the overall student population in the district.The monthly ESL instruction schedule will signal when a room assignment has changed. This will trigger an inspection of the space by the ELL Program Director to ensure that is comparable to spaces offered to the overall student population in the district. If it is not, the ELL Program Director, the School Principal, and the Civil Rights Officer will work together to remedy the situation and bring it into compliance. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 16 Equitable Facilities | **Corrective Action Plan Status:** Approved **Status Date:** 11/23/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** See CR 23 |
| **Progress Report Due Date(s):** 01/13/2017 |

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| **Criterion & Topic:** ELE 18 Records of ELL students | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of student records indicates that report cards and progress reports located in the student record are not consistently translated into the native language, when necessary. In addition, review of student records indicates that several ELL student records do not include evidence of follow-up monitoring for those students who have exited the ELE program. |
| **Description of Corrective Action:** The ELL Program Director will organize a team to translate the report cards and progress reports into the required languages and distribute them to every school as well as posting the translations in SchoolBrains, the district student information system. SchoolBrains informs teachers when translations are required for parents.Follow-Up Monitoring forms for ELLs who have exited the ELE program were filed in the ELL Office. Once the forms are completed, reviewed, and initialed by the ELL Program Director, they will be sent to the students' cumulative folder in their school. |
| **Title/Role(s) of Responsible Persons:**Director of English Language Learners ProgramSchool Principals | **Expected Date of Completion:**05/24/2017 |
| **Evidence of Completion of the Corrective Action:**The translated report cards and progress reports. |
| **Description of Internal Monitoring Procedures:** At the start of each school year, the ELL Program Director will notify principals, ESL, general education, and special education teachers as well as guidance office staff of the requirement that report cards and progress reports be provided to parents in their native language.The ELL Program Director will conduct periodic spot checks of the student folders to ensure that translations of the report cards and progress reports are being provided in the parent/guardians' native language and that FLEP monitoring forms are included in the student record. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 18 Records of ELL students | **Corrective Action Plan Status:** Approved **Status Date:** 11/23/2016 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By January 13, 2017, submit evidence of training provided to appropriate staff on the district's procedures to ensure ELL student records include all documentation as stated on the ELL checklist (including translated report cards and progress reports and evidence of follow-up monitoring, as applicable). Submit evidence of training including agenda, signed attendance sheets with name(s)/role(s), and training materials.By March 3, 2017, submit the results of an administrative review of a representative sample of ELL student records across grade levels (elementary, middle, high) for evidence that all required information is included in the file (including translated report cards and progress reports and evidence of follow-up monitoring, as applicable). Indicate the number of records reviewed, the number found to be in compliance, the root cause(s) for any continued noncompliance and the district's remedy to correct any identified noncompliance.\*Please note that 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 record review; b) Date of the review; c) Name of the person(s) who conducted the review, their role(s), and their signature(s). |
| **Progress Report Due Date(s):** 01/13/201703/03/2017 |