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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: Gateway

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 09/22/2016.

**Mandatory One-Year Compliance Date:** **09/22/2017**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 6 | Determination of transition services | Partially Implemented |
| SE 11 | School district response to parental request for independent educational evaluation | Partially Implemented |
| SE 18B | Determination of placement; provision of IEP to parent | Partially Implemented |
| SE 41 | Age span requirements | Partially Implemented |
| SE 52 | Appropriate certifications/licenses or other credentials -- related service providers | Partially Implemented |
| SE 54 | Professional development | Partially Implemented |
| CR 6 | Availability of in-school programs for pregnant students | Partially Implemented |
| CR 7B | Structured learning time | Partially Implemented |
| CR 10C | Student Discipline | 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 |

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

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| **Criterion & Topic:**  SE 6 Determination of transition services | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Record review and interviews indicate that the district has a practice of having teachers speak with students age 14 or older to invite them to their Team meetings; however, the Team Meeting Invitation (N3) is not always addressed to the student as well as the parent, and the student is not listed as an invited Team member on the Special Education Team Meeting Attendance Sheet (N3A) that accompanies the meeting invitation. | | |
| **Description of Corrective Action:**  The root cause for all students age 14 and over to not receive written invitation to their Team meeting; is that faculty felt it sufficient to verbally invite the students. Moving forward, the district Pupil Services Secretary has easily rectified the issue, utilizing the SWD information system Esped. All students, 14 and over have had the specific box checked, within Esped, that generates the invitation. | | |
| **Title/Role(s) of Responsible Persons:**  Pupil Services Director and Pupil Services Secretary | | **Expected Date of Completion:**  10/14/2016 |
| **Evidence of Completion of the Corrective Action:**  Screenshot of box check in Esped  Sample Meeting invitation | | |
| **Description of Internal Monitoring Procedures:**  Quarterly student record review | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 6 Determination of transition services | **Corrective Action Plan Status:** Approved  **Status Date:** 11/22/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 27, 2017, subsequent to all corrective actions, submit the results of an administrative review of records of students age 14 and older, for the student's name on IEP meeting invitations (N3) and the Special Education Team Meeting Attendance Sheet (N3A). Indicate the number of records reviewed and the number found in compliance. For any records not in compliance, determine the root cause of that non-compliance and provide a detailed description of the district's plan to remedy any remaining 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, with their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  01/27/2017 | | |

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

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| **Criterion & Topic:**  SE 11 School district response to parental request for independent educational evaluation | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review sets forth that the district procedures for responding to a parent's request for an Independent Educational Evaluation (IEE) do not indicate that the district extends the right to a publicly funded IEE if cost shared or funded for state wards or for students receiving free or reduced cost lunch for sixteen (16) months from the date of the evaluation with which the parent disagrees; for all other students there is no limit on the period of time. Additionally, district procedures do not state that the district will notify the parent of its decision to pay for the IEE or proceed to the Bureau of Special Education Appeals (BSEA) within five (5) school days of the request for an IEE. | | |
| **Description of Corrective Action:**  The root cause for the district not consistently notifying parents who disagree with an initial evaluation or re-evaluation by the school district, of their right to request an Independent Educational Evaluation; is the result of an inconsistent understanding of IEE. Consequently, the district has developed a written "Procedure for Parental Request for Independent Educational Evaluation". Administrative team will be notified of the procedure through Leadership Team Meetings and faculty will be appraised through the early release, professional development format. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Pupil Services, Principals, Assistant Principals | | **Expected Date of Completion:**  04/28/2017 |
| **Evidence of Completion of the Corrective Action:**  Copy of Procedure, evidence on agenda of LTM and Early Release PD | | |
| **Description of Internal Monitoring Procedures:**  Quarterly student record review | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 11 School district response to parental request for independent educational evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 11/22/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 27, 2017, submit a copy of the district's revised, "Procedure for Parental Request for Independent Educational Evaluation (IEE)." Also submit a copy of the agenda and signature of administrative team members at a Leadership Team Meeting, and special education staff members attending professional development training to review IEE procedures. | | |
| **Progress Report Due Date(s):**  01/27/2017 | | |

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

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| **Criterion & Topic:**  SE 18B Determination of placement; provision of IEP to parent | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Record review and interviews indicate that at the conclusion of an annual review or reevaluation Team meeting, the district provides the parent with a proposed IEP; however, at the conclusion of an initial evaluation Team meeting, the district provides the parent with an IEP Team Meeting Summary form. The summary does not always include the IEP service delivery grid and a statement of the major goal areas associated with the services identified on the grid, as required. The district sends the parent two copies of the proposed IEP and proposed placement within two calendar weeks. | | |
| **Description of Corrective Action:**  The root cause for issues with "Determination of placement; provision of IEP to parent, includes an inconsistent understanding for the district procedure (between schools and buildings); due largely to staff turnover and lack of refresher training on the procedure. Consequently, the district has revised the IEP meeting "Summary Sheet" to include the IEP service delivery grid and a statement of the major goal areas associated with the services identified on the grid, as required. At the conclusion of an initial eligibility, annual review or reevaluation Team meeting, the parent will be provided with two copies of the IEP Summary Sheet. Within 2 weeks, current practice is the parent will receive two copies if the proposed IEP and placement, which will be consistent with the information provided on the Summary Sheet. | | |
| **Title/Role(s) of Responsible Persons:**  Pupil Services Director, PSV Secretary, all Sped Faculty | | **Expected Date of Completion:**  04/28/2017 |
| **Evidence of Completion of the Corrective Action:**  Copy of the new IEP Summary Sheet. Agenda and sign in sheet for training. | | |
| **Description of Internal Monitoring Procedures:**  Quarterly student record review and Team meeting participation (observation) | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 18B Determination of placement; provision of IEP to parent | **Corrective Action Plan Status:** Approved  **Status Date:** 11/22/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 27, 2017, submit a copy of the district's revised IEP meeting summary sheet that includes a Service Delivery Grid and summary of major goal areas. Also submit a copy of the agenda, revised protocol, and signatures of special education staff members in attendance at a meeting to review the district's procedures to use the IEP summary sheet.  By April 10, 2017, subsequent to all corrective actions, submit the results of an administrative review of student records from across all grade levels to ensure that the summary provided to the parent at the conclusion of the Team meeting includes the IEP service delivery grid and major goal areas. Indicate the number of records reviewed and the number found in compliance. For any records not in compliance, determine the root cause of that non-compliance and provide a detailed description of the district's plan to remedy any remaining 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, with their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  01/27/2017  04/10/2017 | | |

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

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| **Criterion & Topic:**  SE 41 Age span requirements | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicate that the Gateway Regional High School Learning Lab Block 2, Block 3, and Block 7; and the substantially separate Gateway Regional High School Life Skills Program include students whose ages differ by more than 48 months. The district has not submitted a written request for approval of a wider age range to the Department for these groupings. | | |
| **Description of Corrective Action:**  Root cause of the problem is a lack of resources and the belief that we are providing appropriate instructional groupings, despite the fact that we are in violation of the 48 month age span requirement. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Pupil Services, Principals | | **Expected Date of Completion:**  12/01/2016 |
| **Evidence of Completion of the Corrective Action:**  District will submit a Request for Waiver from Special Ed Regulations Instructional Grouping Requirements-Age Span | | |
| **Description of Internal Monitoring Procedures:**  Ongoing work with DESE | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 41 Age span requirements | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 11/22/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district needs to review the current age spans in the high school Learning Lab and Life Skills classes, to ensure appropriate age spans. If the age spans exceed 48 months, the district must to submit an age span waiver request to the Department. | | |
| **Department Order of Corrective Action:**  The district must submit the age spans for the programs listed using the Special Education Instructional Grouping and Age Span Template located in the WBMS Document Library under the heading Public School Templates. If any classroom exceeds the age span requirement, the district must submit a waiver. | | |
| **Required Elements of Progress Report(s):**  By January 27, 2017, submit the age spans for the high school Learning Lab and Life Skills classes using the Special Education Instructional Grouping and Age Span Template located in the WBMS Document Library under the heading Public School Templates. If any classroom exceeds the age span requirement, submit an age span waiver to the Department. | | |
| **Progress Report Due Date(s):**  01/27/2017 | | |

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| **Criterion & Topic:**  SE 52 Appropriate certifications/licenses or other credentials -- related service providers | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Record review, document review, and interviews indicate that the district employs an autism specialist to provide training and consultation to teachers and related services providers, provide support for parents in the home, chair IEP Team meetings, write IEPs and progress reports, conduct assessments, meet with individual students, lead social skills groups and supervise paraprofessionals. The autism specialist has not obtained appropriate certification, licensure, board registration or other credentials approved by a relevant professional standards board or agency to provide direct services to students, provide support services to teachers and to supervise paraprofessionals. | | |
| **Description of Corrective Action:**  Root cause is that the district Autism Specialist does not hold appropriate license or credential. Consequently, district Autism Specialist has enrolled into an approved BCBA program full time and the district has obtained appropriate supervision to meet the requirements of said program. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Pupil Services, District Autism Specialist | | **Expected Date of Completion:**  09/01/2017 |
| **Evidence of Completion of the Corrective Action:**  Copy of Autism Specialist registration into BCBA program and copy of contract with BCBA supervisor to meet program guidelines and requirement | | |
| **Description of Internal Monitoring Procedures:**  On-going supervision with district Autism Specialist and monthly communication with BCBA supervisor to ensure successful completion of the BCBA program and certification through ABA | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 52 Appropriate certifications/licenses or other credentials -- related service providers | **Corrective Action Plan Status:** Approved  **Status Date:** 11/22/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 27, 2017, submit a copy of registration of the Autism Specialist in an approved BCBA program, the weekly district work schedule for the Autism Specialist, and the name and credentials of the district staff person(s) who will supervise the Autism Specialist's provision of direct services. | | |
| **Progress Report Due Date(s):**  01/27/2017 | | |

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| **Criterion & Topic:**  SE 54 Professional development | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicate that general education staffs in the district are not provided training on state and federal special education requirements and related local special education policies and procedures. In addition, general education staff at Gateway Regional Middle School, Gateway Regional Junior High School, and Gateway Regional High School are not provided training on analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom of students with diverse learning styles and methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. | | |
| **Description of Corrective Action:**  Root cause for the district not providing the required training for general education faculty is district turnover in Pupil Services Administration, in conjunction with faculty turnover. Pupil Services Director is developing a presentation on State and Federal Regulations; accommodating diverse learning styles and methods of collaboration among all staff to accommodate all students in the general education classroom. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Pupil Services, Principals, all faculty, professional staff and paraprofessionals | | **Expected Date of Completion:**  07/01/2017 |
| **Evidence of Completion of the Corrective Action:**  Copy of PowerPoint, Training Dates, agendas and sign-in documentation. Effective collaboration and meaningful engagement of all students | | |
| **Description of Internal Monitoring Procedures:**  Teacher and Paraprofessional evaluation, evidence through observation and assessment of the generalization of skills in professional practice. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 54 Professional development | **Corrective Action Plan Status:** Approved  **Status Date:** 11/22/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 27, 2017, submit a copy of the training agenda, signature of general and special education staff members and paraprofessionals by title and school building in attendance, and the PowerPoint presentation used to train staff on: 1) special education requirements; 2) analyzing and accommodating diverse learning styles; and 3) methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students. | | |
| **Progress Report Due Date(s):**  01/27/2017 | | |

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| **Criterion & Topic:**  CR 6 Availability of in-school programs for pregnant students | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  While the procedures listed in the Gateway Regional Junior High School and Senior High School Student Handbooks do not require certification of a physician for pregnant students to remain in school, document review indicates the district has a policy, approved by the school committee and posted on the district website, which requires pregnant students to obtain written physician approval for continued attendance, but does not require this same written approval for all other students who have a physical or emotional condition that requires the attention of a physician. | | |
| **Description of Corrective Action:**  Root cause of the problem, is that updated district policy was not updated on the district website. The language was updated in the student handbooks during our self assessment. The school committee was updated but the website was not updated. | | |
| **Title/Role(s) of Responsible Persons:**  Principals, Superintendent, school committee, | | **Expected Date of Completion:**  10/14/2016 |
| **Evidence of Completion of the Corrective Action:**  The policy on the district website will be updated and a link to the website provided | | |
| **Description of Internal Monitoring Procedures:**  Leadership Team will review updating of website in conjunction with all policy and/or practice changes annually | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 6 Availability of in-school programs for pregnant students | **Corrective Action Plan Status:** Approved  **Status Date:** 11/22/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 27, 2017, submit a copy of the revised copy of the school committee policy on pregnant students and the link to the district website where this updated policy is posted. | | |
| **Progress Report Due Date(s):**  01/27/2017 | | |

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

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| **Criterion & Topic:**  CR 7B Structured learning time | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicate that five semesters of physical education or health classes are required for high school graduation, but physical education is not a required subject for all students in each year of high school. | | |
| **Description of Corrective Action:**  Root cause of this issue is a lack of understanding of the regulation due to Principal turnover. | | |
| **Title/Role(s) of Responsible Persons:**  High School Principal | | **Expected Date of Completion:**  09/01/2017 |
| **Evidence of Completion of the Corrective Action:**  High school program of studies updated to include the requirement that students take PE for all four years of their high school career. Course request sheet and annual schedule review prior to the start of school annually | | |
| **Description of Internal Monitoring Procedures:**  High school Principal, in collaboration with Guidance Counselors ensure all student schedules include physical education or equivalent. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 7B Structured learning time | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 11/22/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district's plan does not include submission of documentation of the high school principal and guidance counselor training on the requirement for all high school students to participate in a physical education course each year. | | |
| **Department Order of Corrective Action:**  Inform the high school principal and guidance counselors, in an email or staff training, of the requirement for all students to participate in a physical education course each year of high school. | | |
| **Required Elements of Progress Report(s):**  By January 27, 2017, submit a copy of the Program of Studies and the Course Request Sheet updated to include the requirement that students take PE for all four years of their high school career. Also submit evidence that the high school staff has been made aware of this requirement through email or training. If staff training was presented, submit the agenda and sign-in sheet. | | |
| **Progress Report Due Date(s):**  01/27/2017 | | |

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

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| **Criterion & Topic:**  CR 10C Student Discipline | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicates that the district's policies and procedures for the discipline of students do not include all required information:  The district's notice of suspension does not include evidence the notice is provided to the student, or the right to appeal to the superintendent.  Procedures for the principal's hearing for long-term suspensions do not state that the parent, in addition to the student, will be provided an opportunity to discuss the student's conduct and offer information.  Procedures for the superintendent's hearing do not state that a written notice of the hearing, including date, time and location, will be sent to the parent, and do not include a statement that all parties will be informed before the hearing is audio recorded. | | |
| **Description of Corrective Action:**  Root cause of the issue is misinterpretation/misunderstanding of regulation. Parents provided with written notice of suspensions, but students only informed verbally. Procedures allowing for appeals to the superintendent laid out in Student Handbooks, but written procedures involving written notice of hearing date, time, location, and the fact the hearing would be audio recorded but not provided. | | |
| **Title/Role(s) of Responsible Persons:**  Principal and Assistant Principal | | **Expected Date of Completion:**  09/01/2017 |
| **Evidence of Completion of the Corrective Action:**  Moving forward, policy on Student Discipline updated and written in student handbooks in accordance with the regulations | | |
| **Description of Internal Monitoring Procedures:**  Quarterly review of suspension records and all accompanied documentation/ notifications by Principal and Assistant Principal | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10C Student Discipline | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 11/22/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district does not state that the Department will be provided with a revised copy of policies and procedures for the discipline of students that include all required information or a revised notice of suspension letter. | | |
| **Department Order of Corrective Action:**  The district must provide the Department with: 1) policies and procedures for the discipline of students that include all required information; and, 2) a copy of the notice of suspension letter that includes information on the right to appeal to the superintendent that is also addressed to the student, and 3) a link to the student handbooks for all district schools that contain the updated discipline policy. | | |
| **Required Elements of Progress Report(s):**  By January 27, 2017, submit the district's policies and procedures for the discipline of students that includes the following:  1) Procedures for the principal's hearing for long-term suspensions that state the parent, in addition to the student, will be provided an opportunity to discuss the student's conduct and offer information;  2) Procedures for the superintendent's hearing that state a written notice of the hearing, including date, time and location, will be sent to the parent; and,  3) Procedures for the superintendent's hearing that include a statement that all parties will be informed before the hearing that it is being audio recorded.  4)The link to the updated discipline policy in each school's student handbook that is posted on the district website  By January 27, 2017, also submit a template for the written notice of suspension and hearing letter that includes the right to appeal to the superintendent if the student may be placed on long-term suspension, and indicates the letter is provided to students, as well as parents. | | |
| **Progress Report Due Date(s):**  01/27/2017 | | |

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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:**  Interviews indicate that the district convenes a team of school personnel, such as the principal, guidance counselor, teachers, attendance officer and other relevant school staff, to participate in an exit interview with a student age 16 or older who is considering permanently leaving school, and their parent, to discuss the student's reasons and to consider alternative education programs and services available to the student. However, document review indicates the letter the district sends to parents of students age 16 or older who have ten consecutive days of absence is not sent within 5 days of the student's tenth consecutive absence, and it is not sent to the student.  In addition, the annual written notice to former students age 16 or older who left the district before achieving a diploma or competency determination is only sent to students with special needs to inform them of their right to receive educational services until they obtain a diploma or reach age 22. It is not sent to all students who have left the district without transferring to another school or earning their competency determination. | | |
| **Description of Corrective Action:**  Root cause of the issue is a misinterpretation/misunderstanding of regulations (largely due to administrative turnover). Procedures and letters used for dropouts updated to include exit interview information, but letter sent after 15 days, not 10 days. Annual letters sent to Special Education students but not all students. | | |
| **Title/Role(s) of Responsible Persons:**  High School Principal, Assistant Principal, Guidance Counselors | | **Expected Date of Completion:**  07/01/2017 |
| **Evidence of Completion of the Corrective Action:**  New letters developed; one is notification within 5 days from the student's 10th consecutive absence, to the student and parent/guardian. This notice shall include contact information for scheduling the exit interview and indicate that the student and parents/guardian shall agree to a date and time for an exit interview (that shall occur within 10 days of the notice). Second letter, is annual written notice to former students who have not yet earned their competency determinations and who have not transferred to another school. To inform them of the availability of publicly funded post-high school academic support programs, and to encourage their participation. At minimum, the district will send annual written notice by first class mail to the last known address of each student who attended high school in the district within the past two years. Copies of both letters mailed by Principal and Guidance annually. | | |
| **Description of Internal Monitoring Procedures:**  Yearly record review. | | |
| 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:** Partially Approved  **Status Date:** 11/22/2016  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district's plan does not include a training for the high school principal and guidance counselors on procedures when a student age 16 or older has ten consecutive days of absence; and procedures for providing a follow up notice for students leaving school without obtaining a diploma or certificate of completion, for the two years after the student leaves school. | | |
| **Department Order of Corrective Action:**  Provide the agenda, sign-in sheet, and handouts at the training for the high school principal and guidance counselors on procedures to follow when a student age 16 or older has ten consecutive days of absence; and procedures for providing a follow up notice for students leaving school without obtaining a diploma or certificate of completion, for the two years after the student leaves school. | | |
| **Required Elements of Progress Report(s):**  By January 27, 2017, submit a copy of the letter the district has developed to send to parents and students age 16 or older who have ten consecutive days of absence; and a copy of the letter for students leaving school without obtaining a diploma or certificate of completion that is sent to those students for two years after they have left the district.  By January 27, 2017, submit the agenda and sign-in sheet at the training attended by the high school principal and guidance counselors on requirements when a student age 16 or older with ten consecutive absences, and for students leaving the district without obtaining a diploma or certificate of completion. | | |
| **Progress Report Due Date(s):**  01/27/2017 | | |

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

District: Gateway Regional School District

Corrective Action Plan Review

Program Area: English Learner Education

Prepared by: Kurt Garivaltis, Gateway Regional

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: August 30, 2017**

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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 and a review of ELAR indicated that not all district ESL teachers that provide students with ESL instruction hold appropriate Massachusetts licensure or a current waiver issued by the Massachusetts Department of Elementary and Secondary Education.* | | | |
| **Narrative Description of Corrective Action:** District has hired a second FTE licensed ELL teacher who will start October 19, 2016 | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Kurt Garivaltis | | **Expected Date of Completion for Each Corrective Action Activity:** 10/19/16 | |
| **Evidence of Completion of the Corrective Action:**      New ELL instructor hired | | | |
| **Description of Internal Monitoring Procedures:** Per district policies and procedures | | | |
| 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:**  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 of all current ESL teachers by the progress report due date. | | | |
| **Progress Report Due Date(s): December 6, 2016** | | | |