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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: Fairhaven

CPR Onsite Year: 2017-2018

Program Area: Special Education

All corrective action must be fully implemented and all noncompliance corrected as soon as possible and no later than one year from the issuance of the Coordinated Program Review Final Report dated 03/07/2018.

**Mandatory One-Year Compliance Date:** **03/07/2019**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| CR 17A | Use of physical restraint on any student enrolled in a publicly-funded education program | Partially Implemented |
| CR 25 | Institutional self-evaluation | Not Implemented |
| ELE 5 | Program Placement and Structure | Partially Implemented |
| ELE 6 | Program Exit and Readiness | Partially Implemented |
| ELE 8 | Declining Entry to a Program | Not Implemented |
| ELE 15 | Professional Development Requirements | Not Implemented |
| ELE 17 | Program Evaluation | Not Implemented |

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

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| **Criterion & Topic:**  CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the district's current restraint policy that is posted on the district website is not consistent with all of the requirements of the amended restraint regulations that became effective January 1, 2016. Specifically, the district's policy states that extended restraints must be reported to the Department, which is no longer required. It also states that serious injuries to students or staff resulting from a restraint must be reported to the Department, when, in fact, any injury to students or staff resulting from a restraint must be reported to the Department.  Please be aware that every program shall collect and annually report data to the Department regarding the use of physical restraints. | | |
| **Description of Corrective Action:**  The District's restraint policy / procedure was revised to reflect consistency with the requirements of the amended restraint regulations that became effective on January 1, 2016. The revised policy / procedure was reviewed and accepted by the Fairhaven School Committee on January 25, 2018 and posted on the Districts website upon approval. | | |
| **Title/Role(s) of Responsible Persons:**  Diane S Sullivan, Director of Student Services  Robert Mota, Asst. Director of Student Services | | **Expected Date of Completion:**  01/25/2018 |
| **Evidence of Completion of the Corrective Action:**  Policy/procedure JKAA-R (Physical Restraint and Time Out) available for review on the Districts website @ fairhavenps.org | | |
| **Description of Internal Monitoring Procedures:**  The District's standing Civil Rights Task Force will incorporate a review of this policy/procedure as part of the annual meeting process. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program | **Corrective Action Plan Status:** Approved  **Status Date:** 04/10/2018  **Correction Status:** Corrected | |
| **Basis for Decision:**  The district revised the restraint policy and amended the policy and procedures with the Fairhaven School Committee. The revised version was posted on the district website, and all families in the district were notified of the change in policy and where to locate the revised version. All faculty and staff were notified via email, with training scheduled to be provided to all staff on May 3, 2018. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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| **Criterion & Topic:**  CR 25 Institutional self-evaluation | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  A review of documents and interviews indicated that the district does not conduct an evaluation 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. | | |
| **Description of Corrective Action:**  An analysis will be conducted by collecting participation data of the distribution of students in Programs, including athletics and other extracurricular activities. Information on individual student participants will be collected as well as a survey distributed to students, families, and staff including coaches, club advisors and other district staff who support these activities, as a means of determining race, color, sex, gender identity, religion, national origin, LEP, sexual orientation and disability or housing status.  This information will be combined with other data sources (e.g. bullying, hate crimes and harassment and discrimination data, complaints received, conduct and discipline). Data will be analyzed for trends and conclusions with action steps developed to make adjustments to practice/policy that may lead to improvement in the identified area of concern(s). | | |
| **Title/Role(s) of Responsible Persons:**  District Advisory Council | | **Expected Date of Completion:**  11/19/2018 |
| **Evidence of Completion of the Corrective Action:**  The District will provide a copy of the completed evaluation with findings and conclusions reached, as well as a description of action steps taken to rectify any identified issues | | |
| **Description of Internal Monitoring Procedures:**  District leaders assigned to the District's Civil Rights Task force will complete a review of data annually. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 04/03/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit samples of survey tools to be distributed to students, parents, school staff to provide information on access as part of the institutional self-evaluation by May 17, 2018.  Submit a report reflecting the analysis of data from the surveys. Include a description of trends, conclusions, and next steps to address any areas of concern by November 16, 2018. | | |
| **Progress Report Due Date(s):**  05/17/2018  11/16/2018 | | |

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| **Criterion & Topic:**  ELE 5 Program Placement and Structure | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  When determining whether a school district's ELE program complies with federal and state laws and regulations, the Department applies the three-pronged test established by the United States Court of Appeals for the Fifth Circuit in Castañeda v. Pickard. Castañeda's Three-Pronged Test form is a tool developed by the Department for this purpose and is used to evaluate the adequacy of a district's program for English learners (ELs). Since Castañeda's Three-Pronged Test was not completed by the district, there is no indication that ELE services provided by the district reflect a sound educational approach recognized as a legitimate educational strategy to teach ELs English language skills.  A review of documentation and staff interviews also indicated that the district does not have an ESL curriculum, and ESL teachers use reading and literacy programs to provide ESL instruction. Reading and literacy programs help students improve their reading skills and can be used as resources; however, they cannot replace an ESL curriculum that is integral to an effective ELE program in which ELs become English proficient at a rapid pace. | | |
| **Description of Corrective Action:**  The Castenada's Three Pronged Test form will be utilized and completed by the ELL Team (teaches and Director) during their regularly scheduled meetings as a means of evaluating the adequacy of the District's program for English Language Learners.  Additionally, the team will research ESL curriculum currently being used by other "like" Districts through networking via the MATSOL Annual conference and self study. The team will make a recommendation for adoption / purchase of the curriculum that is determined to be the best "fit" to the superintendent of schools. | | |
| **Title/Role(s) of Responsible Persons:**  ELL Teachers, ELL Director | | **Expected Date of Completion:**  01/25/2018 |
| **Evidence of Completion of the Corrective Action:**  The District will submit a copy of the completed Castenada's Three Pronged Tool form.  The district will submit the adopted ESL curriculum. | | |
| **Description of Internal Monitoring Procedures:**  The ELL team will review the Castenada's Three Pronged Tool form annually as part of their meeting task list.  The ELL team will review the adopted curriculum annually to ensure alignments with standards and any updates or changes relative to their students. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 5 Program Placement and Structure | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 04/03/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district should note that the Castañeda test is not an evaluation tool, but it is used to design an ELE program based on students' needs. | | |
| **Department Order of Corrective Action:**  Please see below. | | |
| **Required Elements of Progress Report(s):**  1. Please complete Castañeda test available in the WBMS Document Library by the progress report due date. Please ensure that your answers to the questions on the test reflect the current implementation of the district's ELE program  2. Please provide training to all staff members involved in the education of ELs to ensure that they are knowledgeable about the program goals described in Castañeda Test submitted by the district. Submit the training materials, agendas and sign-in sheets by the due date of the progress report.  3. Please submit evidence of systematic English language development occurring during the time dedicated to ESL such as unit plans and/or lesson plans that ESL teachers use for ESL instruction.  4. Please provide the Department with information about the process of developing ESL curriculum as well as the timeline that shows executive milestones of the project, estimated completion and implementation timeframe. Please note that the plan should reflect the content to be taught and address the instructional needs of the EL population at all levels. | | |
| **Progress Report Due Date(s):**  06/14/2018 | | |

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| **Criterion & Topic:**  ELE 6 Program Exit and Readiness | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the district's reclassification procedures have not been revised to reflect the most recent ACCESS for ELLs scores that should be considered for reclassification. | | |
| **Description of Corrective Action:**  The District will revise it's reclassification procedure to reflect the most recent ACCESS for ELLs scores that should be considered for reclassification. | | |
| **Title/Role(s) of Responsible Persons:**  ELL Director | | **Expected Date of Completion:**  06/08/2018 |
| **Evidence of Completion of the Corrective Action:**  A copy of the revised document will be submitted to the Department. | | |
| **Description of Internal Monitoring Procedures:**  The Reclassification process will be reviewed annually by the ELL team to ensure it reflects current practice. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 6 Program Exit and Readiness | **Corrective Action Plan Status:** Approved  **Status Date:** 04/03/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please submit a description of the district's revised reclassification procedures and other supporting documents such as annual review forms | | |
| **Progress Report Due Date(s):**  05/17/2018 | | |

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| **Criterion & Topic:**  ELE 8 Declining Entry to a Program | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  A review of documents and student records indicated that the district's monitoring policy and procedures are outdated, and the district does not actively monitor the progress of the students whose parents opted out of the ELE program to ensure that these students' linguistic and academic needs are met as required by Title VI and EEOA. | | |
| **Description of Corrective Action:**  The District will review and update it's current monitoring policy / procedure to ensure that it is reflective of current practice and regulatory requirements, including the monitoring of progress of students whose parents have opted out of the ELE Program. | | |
| **Title/Role(s) of Responsible Persons:**  ELL Team | | **Expected Date of Completion:**  06/08/2018 |
| **Evidence of Completion of the Corrective Action:**  The District will submit copies of updated, revised policies. | | |
| **Description of Internal Monitoring Procedures:**  The District ELL Team will annually review the monitoring policies/procedures of ELL and opt out student through regularly scheduled ELL team meetings. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 8 Declining Entry to a Program | **Corrective Action Plan Status:** Approved  **Status Date:** 04/03/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please submit a description of the district’s opt-out procedures and other supporting documents such as parent request and monitoring forms. | | |
| **Progress Report Due Date(s):**  05/17/2018 | | |

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| **Criterion & Topic:**  ELE 15 Professional Development Requirements | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the district does not have a professional development plan to provide teachers and administrators training in second language acquisition techniques. | | |
| **Description of Corrective Action:**  The ELL Director will ensure that the District's Professional Development Plan will include second language acquisition training / techniques for teachers and administrators as part of the ongoing annual planning and implementation process for High Quality Professional Development(HQPD). | | |
| **Title/Role(s) of Responsible Persons:**  ELL Director | | **Expected Date of Completion:**  11/26/2018 |
| **Evidence of Completion of the Corrective Action:**  The Annual HQPD plan will be submitted to the Department. | | |
| **Description of Internal Monitoring Procedures:**  The HQPD Plan will be monitored annually for the inclusion of Language Acquisition content for teachers and administrators. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 15 Professional Development Requirements | **Corrective Action Plan Status:** Approved  **Status Date:** 04/03/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please submit the district's professional development plan to provide teachers and administrators training in second language acquisition techniques. | | |
| **Progress Report Due Date(s):**  06/14/2018 | | |

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| **Criterion & Topic:**  ELE 17 Program Evaluation | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  A review of documents indicated that the district does not have a comprehensive process to evaluate the effectiveness of its ELE programming in developing students' English language skills and increasing their ability to participate meaningfully in the district's educational program. | | |
| **Description of Corrective Action:**  The District will develop a process of ongoing evaluation of the effectiveness of its ELE Program utilizing a number of tools and data points, including: Castenda's Three Pronged test, ACCESS for ELL's reports, screening results, and outcomes of monitoring of students. The process will include a plan for the steps to be taken as a result of changes / adjustment that need to be made based on the outcomes of the evaluation. | | |
| **Title/Role(s) of Responsible Persons:**  ELL Director, ELL Team | | **Expected Date of Completion:**  01/18/2019 |
| **Evidence of Completion of the Corrective Action:**  A report of findings and conclusions, including recommendations and action steps to be taken by the district, will be provided to the Department. | | |
| **Description of Internal Monitoring Procedures:**  The evaluation process will include a timeline for ongoing review of the effectiveness of the Program. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 17 Program Evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 04/03/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  1. Please complete the program evaluation tool that is available at http://www.doe.mass.edu/ell/ProgramEvaluation.pdf The district must complete all of the components of the attached form in order to evaluate the effectiveness of its ELE program in developing students' English language skills and increasing their ability to participate meaningfully in the district's educational program.  2. Please provide information regarding the strengths and areas of improvement the district identified as a result of its ELE program evaluation.  3. Please provide a plan of action to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation to improve the effectiveness of the program | | |
| **Progress Report Due Date(s):**  09/14/2018 | | |