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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: Falmouth

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 09/16/2018.

**Mandatory One-Year Compliance Date:** **09/16/2019**

**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 16 | Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | Partially Implemented |
| CR 23 | Comparability of facilities | Partially Implemented |
| ELE 3 | Initial Identification of ELs and FELs | Partially Implemented |
| ELE 6 | Program Exit and Readiness | Partially Implemented |
| ELE 17 | Program Evaluation | Not 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:** A review of documents and interviews indicated that the district does not consistently inform students and parents of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday at least one year prior to the student turning 18. |
| **Description of Corrective Action:** The Out Of Distrrict (OOD) and The Falmouth High School Special Education Building Administrator (SEBA) have reviewed the requirements together, and the district has developed a procedure to ensure that all special education students between the ages of sixteen and seventeen, and their parents / guardians, are notified in writing of the rights and responsibilities associated with achieving majority prior to the students reaching age seventeen. Immediately following the on-site visit, adjustments to practice were made. FHS SEBA has conducted three trainings with her department regarding appropriate timeline and procedure for notification (May, September and October 2018). Additional training will be conducted in advance of the April 1 notification described below. In August 2018 the OOD introduced An 'age / birthday report, 'having a target age of 16 years and sorted by primary contact/case manager, to be generated twice each school year (e.g., on or before October 1 and April 1) to identify all special education meeting the age criteria within that time frame. Every student meeting criteria, and their parent / guardian, written Notice of Transfer of Parental Rights via U.S. mail or electronically if so authorized (FHS students receive theirs in-hand). A copy of each notice is delivered to the assigned evaluation team leader for the student's file, and the case manager will record the mailing in the student's electronic IEP record. Students aged sixteen enrolled in the district after notices are sent, and their parents / guardians, will receive written notice individually. The rights and responsibilities will be discussed and documented on each student's IEP during Team meetings beginning with the IEP developed at age sixteen. |
| **Title/Role(s) of Responsible Persons:**Joan Woodward, Director of Student ServicesAnne Barnes, OOD Placement and Policy | **Expected Date of Completion:**06/30/2019 |
| **Evidence of Completion of the Corrective Action:**Special Education Building Administrator Department Meeting Agenda -5/15/18Notice of Transfer of Parental Rights Report generated from eSped |
| **Description of Internal Monitoring Procedures:** The reports evidencing notification will be submitted by case managers to the SEBA for inclusion in the district's progress monitoring reports. OOD will be responsible for conducting two on-site record reviews per school year, during which a sampling of files will be reviewed per case manager. A form will be developed that will document compliance, and a narrative will be written to summarize findings. |
| 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:** 10/15/2018 **Correction Status:** Corrected |
| **Basis for Decision:** The district has identified a process to ensure that all students identified with special education needs, and parent/guardians will receive notice of the transfer of rights no later than the student's 17th birthday. The plan identifies including continuous monitoring procedures, and procedures for informing students & parent/guardians who are identified for special education services on or after age 17. |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):**  |
| **Progress Report Due Date(s):**  |

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| **Criterion & Topic:** SE 32 Parent advisory council for special education | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documentation and interviews indicated that the district has an established special education parent advisory council (SEPAC). However, the SEPAC is not involved in advising the district on matters that pertain to the education and safety of students with disabilities or participating in the planning, development and evaluation of the district's special education programs. |
| **Description of Corrective Action:** The Falmouth Public School District acknowledges that the district must 1. Have an established district-wide parent advisory council on special education.2. Membership on the council is offered to all parents of students with disabilities and other interested parties.3. The parent advisory council duties include but are not limited to: advising the district on matters that pertain to the education and safety of students with disabilities; meeting regularly with the school officials to participate in the planning, development, and evaluation of the school district's special education programs.4. The parent advisory council has established by-laws regarding officers and operational procedures.5. The parent advisory council receives assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources.6. The school district conducts, in cooperation with the parent advisory council, at least one workshop annually within the district on the rights of students and their parents and guardians under the state and federal special education laws.The Department of Elementary and Secondary Education determined through a review of documentation and interviews that the district has an established special education parent advisory council (SEPAC). However, the SEPAC is not involved in advising the district on matters that pertain to the education and safety of students with disabilities or participating in the planning, development and evaluation of the district's special education programs. The District has now established quarterly meetings with the SEPAC co-chairs and administration to specifically address planning, development and evaluation of the district's special education programs. These meeting have been scheduled at 3:45 pm for the following dates: October 25, 2018January 28, 2019March 18, 2019May 20, 2019 |
| **Title/Role(s) of Responsible Persons:**Joan Woodward, Director of Student Services | **Expected Date of Completion:**06/30/2019 |
| **Evidence of Completion of the Corrective Action:**Meeting Agendas Meeting Minutes |
| **Description of Internal Monitoring Procedures:** The District will track the meeting attendance, agendas, and review meeting minutes to ensure that the SEPAC and school/district administration work collaboratively on matters that pertain to the education and safety of students with disabilities or participating in the planning, development and evaluation of the district's special education programs. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Approved **Status Date:** 10/15/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit agenda, attendance, and summary of meeting scheduled for October to ensure that the district is working collaboratively with SEPAC on planning, development and evaluation of special education programs by December 10, 2018. |
| **Progress Report Due Date(s):** 12/10/2018 |

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| **Criterion & Topic:** SE 55 Special education facilities and classrooms | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** See CR 23. |
| **Description of Corrective Action:** The Falmouth Public School District acknowledges that the district must provide facilities and classrooms for eligible students that1. maximize the inclusion of such students into the life of the school;2. provide accessibility in order to implement fully each student's IEP;3. are at least equal in all physical respects to the average standards of general education facilities and classrooms;4. are given the same priority as general education programs in the allocation of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students; and5. are not identified by signs or other means that stigmatize such students.During the Department of Elementary and Secondary Education's on-site observation at the Teaticket Elementary School it was determined that a small instructional space that was converted from a storage closet off the cafeteria is used for special education small group instruction and when scheduling creates an overlap between two groups, one of the group moves to the cafeteria. Since the observation, these special education services are now provided in a separate classroom in which only special education services are delivered during each instructional block. These classrooms are comparable to general education classrooms within the school. |
| **Title/Role(s) of Responsible Persons:**Joan Woodward, Director of Student ServicesSandy Kapsambelis, Teaticket Principal | **Expected Date of Completion:**06/30/2019 |
| **Evidence of Completion of the Corrective Action:**Department of Elementary and Secondary Education follow up site visit. |
| **Description of Internal Monitoring Procedures:** Central Administration site visits to Teaticket Elementary School to ensure all special education instruction are in separate and appropriate classrooms. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Approved **Status Date:** 10/15/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** The Department will conduct an on-site review of the instructional spaces identified for special education and English language development students at the Teaticket Elementary School by December 10, 2018. |
| **Progress Report Due Date(s):** 12/10/201802/21/2019 |

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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:** A review of documentation indicated that the district's written notice regarding students aged 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion is not always sent within five days from the student's tenth consecutive absence. Furthermore, the notice does not include at least two dates and times for an exit interview between the superintendent (or designee) and the student and parent/guardian or state that the time and date for the exit interview may be extended at the request of the parent/guardian, but for no longer than 14 days. Finally, document review indicated that while the notice is sent to the parent/guardian, it is not also sent to the student. |
| **Description of Corrective Action:** The District has updated the withdrawal letters to comply with the requirements set forth in CR 16: Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certification of completion, as well as creating, distributing, and reviewing a memorandum to the high school principal, assistant principals, director of guidance, special education building administrator, and director of out of district placement and policy indicating the requirements of MGL chapter 76, sections 5 and 18. |
| **Title/Role(s) of Responsible Persons:**Joan Woodward, Director of Student ServicesMary Gans, FHS Principal | **Expected Date of Completion:**06/30/2019 |
| **Evidence of Completion of the Corrective Action:**Memorandum Re: Civil Rights Corrective Action Plan- See attached documentWithdrawal Letter for Students Receiving Special EducationWithdrawal Letter for Students Receiving General Education |
| **Description of Internal Monitoring Procedures:** The Director of Student Services, Director of Out of District Placement and Policy, and the Falmouth High School Principal with complete random internal audits of the documentation and process for Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certification of completion at a minimum of three (3) times throughout the 2018-2019 school year. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | **Corrective Action Plan Status:** Approved **Status Date:** 10/16/2018 **Correction Status:** Corrected |
| **Basis for Decision:** The district has developed letters to be sent to the parent/guardian and student within 5 days of the student's 10 consecutive absence. Two letters address issues for students identified with special needs, and general education students. The district has provided evidence of direction given to the administrators and/or guidance office on the timelines and requirements for reaching out to families. |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):**  |
| **Progress Report Due Date(s):**  |

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| **Criterion & Topic:** CR 23 Comparability of facilities | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** On-site observations at the Teaticket Elementary School indicated that a small instructional space that was converted from a storage closet off the cafeteria is used for English language education small group instruction and special education small group instruction. When scheduling creates an overlap between the two groups, one of the groups moves to the cafeteria. |
| **Description of Corrective Action:** The Falmouth Public School District acknowledges that the district must provide separate facilities for members of a specific group, those facilities are comparable to those offered other students in the district, including:1. separate facilities for disabled, limited-English-proficient or pregnant students that are comparable to the facilities of other students in the district.2. ReservedDuring the Department of Elementary and Secondary Education's on-site observation at the Teaticket Elementary School it was determined that a small instructional space that was converted from a storage closet off the cafeteria is used for English language education small group instruction and special education small group instruction and when scheduling creates an overlap between two groups, one of the group moves to the cafeteria. Since the observation, these English language education services and special education services are now provided in separate classrooms in which only English language education and special education services are delivered during each instructional block and are comparable with the other general education classrooms within the building. |
| **Title/Role(s) of Responsible Persons:**Joan Woodward, Director of Student ServicesSandy Kapsambelis, Teaticket Principal | **Expected Date of Completion:**06/30/2019 |
| **Evidence of Completion of the Corrective Action:**Department of Elementary and Secondary Education follow up site visit. |
| **Description of Internal Monitoring Procedures:** Central Administration site visits to Teaticket Elementary School to ensure all English language education and special education instruction is provided in separate and appropriate classrooms. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 23 Comparability of facilities | **Corrective Action Plan Status:** Approved **Status Date:** 10/15/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** The Department will conduct an on-site review of the instructional spaces identified for special education and English language development students at the Teaticket Elementary School by December 10, 2018. |
| **Progress Report Due Date(s):** 12/10/201802/21/2019 |

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| **Criterion & Topic:** ELE 3 Initial Identification of ELs and FELs | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** The documentation submitted indicated that the district does not use the state required language screening assessment, WIDA Screener 2.0. The district's current initial identification practices are not in compliance with 603 CMR 14.02(1) that requires districts to establish procedures in accordance with the Department's guidelines. |
| **Description of Corrective Action:** Mrs. Nicholson trained the ELD staff on the new WIDA Screener 2.0 during the 2017 - 2018 academic year. The team engaged in a refresher in August ahead of the opening of school. The team began the 2018 - 2019 academic year using the WIDA Screener 2.0 to conduct language screenings. |
| **Title/Role(s) of Responsible Persons:**Christine Nicholson, Department Head, English Language Development | **Expected Date of Completion:**09/30/2018 |
| **Evidence of Completion of the Corrective Action:**Evidence of completion includes observation of ELD staff using the tool as well as the identification results. |
| **Description of Internal Monitoring Procedures:** Mrs. Nicholson serves as the direct supervisor and evaluator of her staff. She regularly observes each educator in his/her practice as well as meets with them collectively for both professional development and monthly department meetings. She reviews placement determinations and assists with scheduling, resource allocation, and delivery of instruction. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 3 Initial Identification of ELs and FELs | **Corrective Action Plan Status:** Approved **Status Date:** 10/17/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By January 21, 2019, the district will submit 1) evidence that all staff responsible for administering the WIDA Screener 2.0 have completed the online training by submitting copies of their certification and 2) the district's revised initial identification practices in accordance with the Department's guidelines. |
| **Progress Report Due Date(s):** 02/21/2019 |

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| **Criterion & Topic:** ELE 6 Program Exit and Readiness | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** The documentation submitted by the district indicated that some students have been reclassified as Former Limited English Proficient (FLEP) at the WIDA proficiency level as low as 2.9. English learners (ELs) at this proficiency level require significant support to participate meaningfully in all aspects of the district's general education program and, therefore, should not be considered for reclassification. Although the district's current reclassification policies are in compliance with 603 CMR 14.02, data indicates that reclassification policies are not being followed. |
| **Description of Corrective Action:** Mrs. Nicholson and her team have established criteria, in accordance with Department of Elementary and Secondary Education guidelines, to identify students who may no longer be English learners. Mrs. Nicholson and her team members meet routinely to discuss the individual progress of students, and their conversations include a range of data points from teacher observations and formative and summative classroom assessments to MCAS and ACCESS scores. The team will not reclassify an English Learner (EL) as Former English Learner (FEL) until the student is deemed English proficient and can participate meaningfully in all aspects of the District's general education program. Again, while ACCESS scores are not the only data point, these scores will carry considerable weight in the decision-making process. The team partners with a range of educators and instructional leaders across the District and offers access to a range of programs and supports to ensure that all learning needs are met in order for students to achieve proficiency and meet with success. The District will not limit the amount of time in which an EL can remain in a language support program. |
| **Title/Role(s) of Responsible Persons:**Christine Nicholson, Department Head, English Language Development | **Expected Date of Completion:**06/30/2019 |
| **Evidence of Completion of the Corrective Action:**Evidence of completion will include ACCESS score records, individual student's current EL status (via SIMS), and internal monitoring forms as well as individual reclassification checklists for students who achieve proficiency and are reclassified. |
| **Description of Internal Monitoring Procedures:** Mrs. Nicholson and her team will engage in routine check ins and have a formal reclassification protocol, which will be used at a spring department meeting to evaluate student reclassification after receipt of annual ACCESS scores. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 6 Program Exit and Readiness | **Corrective Action Plan Status:** Approved **Status Date:** 10/16/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By 12/10/2018 the district will submit 1) a description of the criteria the district considers to reclassify ELs and the district's monitoring forms and individual reclassification checklists for students who achieve proficiency and are to be reclassified. |
| **Progress Report Due Date(s):** 12/10/201806/30/2019 |

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| **Criterion & Topic:** ELE 17 Program Evaluation | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** The district submitted 2014 Corrective Action Plan progress reports from the 2011-2012 Coordinated Program Review as its program evaluation. However, these documents do not provide evidence of program evaluation. Therefore, the Department concludes 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:** Mrs. Nicholson and Dr. Tellier will continue to convene the District's ELE Program Review Team to continue the work of program evaluation, responsive action planning, and assessment of both the action taken and the impact on student language acquisition and learning. We will continue to evaluate a range of student data that provide clear snapshots of performance at various times in the academic year to ensure that the steps we take are charting a course for ELs to make appropriate gains while we make program adjustments or changes that are responsive to the outcomes of the program evaluation. |
| **Title/Role(s) of Responsible Persons:**Christine Nicholson, Dept Head, ELDSonia Tellier, Assistant Superintendent | **Expected Date of Completion:**06/30/2019 |
| **Evidence of Completion of the Corrective Action:**Evidence of completion include agendas, meetings notes, action plans, overall school data trends, and specific student assessment results. |
| **Description of Internal Monitoring Procedures:** Mrs. Nicholson and Dr. Tellier will co plan the meetings, oversee the implementation of the action plan, and prepare the data for the team to analyze for continued action planning. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 17 Program Evaluation | **Corrective Action Plan Status:** Approved **Status Date:** 10/17/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By January 21, 2019, the district will submit a list of members on the program evaluation team and analysis of data regarding the ELE program. By June 30, 2019 the district will submit the complete program evaluation form found at: www.doe.mass.edu/ell/guidance/guidance.pdf. |
| **Progress Report Due Date(s):** 02/21/201906/30/2019 |