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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: Rockland

CPR Onsite Year: 2013-2014

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 09/10/2014.

**Mandatory One-Year Compliance Date:** **09/10/2015**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 9 | Timeline for determination of eligibility and provision of documentation to parent | Partially Implemented |
| SE 20 | Least restrictive program selected | Partially Implemented |
| SE 40 | Instructional grouping requirements for students aged five and older | Partially Implemented |
| SE 41 | Age span requirements | Partially Implemented |
| SE 51 | Appropriate special education teacher licensure | Partially Implemented |
| SE 54 | Professional development | Partially Implemented |
| SE 55 | Special education facilities and classrooms | Partially Implemented |
| SE 56 | Special education programs and services are evaluated | Not Implemented |
| CR 9 | Hiring and employment practices of prospective employers of students | Not Implemented |
| CR 10A | Student handbooks and codes of conduct | 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 17A | Use of physical restraint on any student enrolled in a publicly-funded education program | Partially Implemented |
| CR 23 | Comparability of facilities | Partially Implemented |
| CR 25 | Institutional self-evaluation | Not Implemented |

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| **Criterion & Topic:**  SE 9 Timeline for determination of eligibility and provision of documentation to parent | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Record review and parent surveys indicated that within 45 school working days of receiving the parent's written consent to an initial evaluation or a re-evaluation, the school district does not consistently determine whether the student is eligible for special education and provide the parent with either the proposed IEP and placement or a written explanation of the finding of no eligibility. | | |
| **Description of Corrective Action:**  During monthly department meetings across all levels, timelines for the determination of eligibility and provision for documentation to the parent(s)/guardian(s) within forty-five school working days after parent/guardian written consent to an initial or re-evaluation will be reviewed. Staff will be directed to p. 79 of Rockland’s Special Education Procedural Manual where this protocol is reference as well. This protocol will be reviewed in subsequent monthly meetings through various activities such as Poll-everywhere; jeopardy review games; Etc. | | |
| **Title/Role(s) of Responsible Persons:**  L. Maniglia-PPS Director; Secondary Coordinators; Elementary Liaisons; Psychologists. | | **Expected Date of Completion:**  11/30/2014 |
| **Evidence of Completion of the Corrective Action:**  Monthly Department Meeting Agendas, Staff sign in sheets. | | |
| **Description of Internal Monitoring Procedures:**  Psychologists, Special Education Coordinators and Elementary Liaisons will check paper work and timelines of eligibility and provision of documentation to the parent(s)/guardian(s) in their respective buildings. Pupil Personnel Services Director will conduct random sampling of student records throughout the year. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 9 Timeline for determination of eligibility and provision of documentation to parent | **Corrective Action Plan Status:** Approved  **Status Date:** 11/06/2014  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 19, 2014, submit a copy of meeting agendas, staff attendance sheets, and training materials as evidence of staff training on adherence to 45-day timelines for the determination of eligibility and provision for documentation to the parent(s)/guardian(s). In addition, submit a timeline for the Pupil Personnel Services Director's random sampling of student records to ensure compliance.  By March 2, 2015, submit a report of the results of an internal review of records in which initial and re-evaluation testing was conducted subsequent to implementation of all corrective actions, and include the following: 1) The number of student records reviewed; 2) The number of records in compliance; 3) For any records not in compliance, determine the root cause(s) of the non-compliance; and 4) 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 role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  12/19/2014  03/02/2015 | | |

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| **Criterion & Topic:** SE 20 Least restrictive program selected | | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:** Record review indicated that the Non-participation Justification statement in the IEP does not consistently indicate why removal of the student from the general education classroom is considered critical to the student's program and the basis for the Team's conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. | | | |
| **Description of Corrective Action:** During monthly department meetings across all levels, staff will work collaboratively on developing Non-participation Justification statements that indicate why removal of a student from the general education classroom is considered critical and beneficial to the students' program and also the basis for the Team's determination that the education of the student in a less restrictive environment with the use of supplemental aids and services could not be achieved satisfactorily. | | | |
| **Title/Role(s) of Responsible Persons:** L. Maniglia-PPS Director: Secondary Coordinators; Elementary Liaisons; Psychologists. | | **Expected Date of Completion:**  11/30/2014 | |
| **Evidence of Completion of the Corrective Action:** Monthly department meeting’s agenda and staff sign in sheets. | | | |
| **Description of Internal Monitoring Procedures:** Psychologists, Special Education Coordinators and Elementary Liaisons will check student IEP's for Non-participation justification statements in their respective buildings. Pupil Personnel Services Director will conduct random sampling of student records throughout the year. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | | |
| **Criterion:** SE 20 Least restrictive program selected | **Corrective Action Plan Status:** Approved  **Status Date:** 11/06/2014  **Correction Status:** Not Corrected | | |
| **Basis for Decision:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):** By December 19, 2014, submit a copy of meeting agendas, staff attendance sheets, and training materials as evidence of staff training on writing complete Non-participation Justification statements. In addition, submit a timeline for the Pupil Personnel Services Director's random sampling of student records to ensure compliance.  By March 2, 2015, submit a report of the results of an internal review of records in which IEPs were developed subsequent to implementation of all corrective actions, and include the following: 1) The number of student records reviewed; 2) The number of records in compliance; 3) For any records not in compliance, determine the root cause(s) of the non-compliance; and 4) 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 role(s) and signature(s). | | | |
| **Progress Report Due Date(s):**  12/19/2014  03/02/2015 | | | |

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| **Criterion & Topic:**  SE 40 Instructional grouping requirements for students aged five and older | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review, staff interviews and classroom observations evidenced that there are two special education academic support classes at the high school in which the numbers of students exceed the instructional grouping requirements and the administrator has not provided written notification to the Department and parents of the decision to increase the instructional group sizes and the reasons for such decisions. | | |
| **Description of Corrective Action:** During an Administrators meeting, the Pupil Personnel Director will review the Massachusetts State and Federal requirements for the size and composition of instructional groupings of students aged five and older receiving services outside the general education classroom. | | |
| **Title/Role(s) of Responsible Persons:**  Linda Maniglia Pupil Personnel Services Director | | **Expected Date of Completion:**  11/30/2014 |
| **Evidence of Completion of the Corrective Action:** An Administrators Meeting Agenda and a Sign in Sheet will serve as evidence of completion of the Corrective Action. | | |
| **Description of Internal Monitoring Procedures:** Pupil Personnel Services Director will periodically check the size and composition of instructional groupings of students age five and older across all grade levels in the district. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:** SE 40 Instructional grouping requirements for students aged five and older | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 11/06/2014  **Correction Status:** Not Corrected | |
| **Basis for Decision:** The district indicated that the Pupil Personnel Services Director will provide training on the requirements for instructional groupings of students aged five and older receiving services outside the general education classroom and noted that the Director will periodically review instructional groupings to ensure compliance. The district did not, however, indicate how it has resolved the non-compliance for the special education support classes at the high school. | | |
| **Department Order of Corrective Action:** Develop a plan for resolving the non-compliance with instructional groupings for the special education support classes at the high school. | | |
| **Required Elements of Progress Report(s):** Provide a summary for the resolution for the non-compliance with instructional groupings for the special education support classes at the high school and submit copies of the current instructional groupings for special education academic support classes at the high school. Include the name of the teacher, number of paraprofessionals and student initials on the instructional grouping rosters.  Submit meeting agendas, staff attendance sheets, and training materials as evidence of staff training on the district's procedures for ensuring that student to teacher ratios do not exceed the instructional grouping requirements. | | |
| **Progress Report Due Date(s):**  12/19/2014 | | |

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| **Criterion & Topic:**  SE 41 Age span requirements | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review, staff interviews and classroom observations evidenced that there is an age span of more than 48 months in the substantially separate Pathways program at the high school and the district did not submit a written request for approval of a wider age range to the Department of Elementary and Secondary Education. | | |
| **Description of Corrective Action:**  During an Administrators' meeting and Special Education Department meetings, the Pupil Personnel Director will review the Massachusetts State and Federal age span requirements. | | |
| **Title/Role(s) of Responsible Persons:**  Director, Building Administrators, Special Education Coordinators/ Liaisons. | | **Expected Date of Completion:**  11/30/2014 |
| **Evidence of Completion of the Corrective Action:**  Meeting Agendas and Sign in Sheets will serve as evidence of completion of this Corrective Action. | | |
| **Description of Internal Monitoring Procedures:**  Pupil Personnel Services Director, building administrators, secondary special education coordinators and elementary building liaisons will periodically check the age span between the youngest and oldest students in all instructional groupings across the district to ensure that the age difference does not exceed 48 months. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 41 Age span requirements | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 11/06/2014  **Correction Status:** Not Corrected | |
| **Basis for Decision:** The district indicated that the Pupil Personnel Services Director will provide administrative and special education staff training on age span requirements for instructional groupings and noted that the Director, building administrators, and special education staff will periodically review instructional groupings to ensure compliance. The district did not, however, indicate how it has resolved the non-compliance for the age span issue in the substantially separate Pathways program at the high school. | | |
| **Department Order of Corrective Action:** Develop a plan for resolving the non-compliance with the age span for the substantially separate Pathways program at the high school. | | |
| **Required Elements of Progress Report(s):** Provide a summary for the resolution of the non-compliance with the age span for the substantially separate Pathways program at the high school and submit a copy of the current instructional grouping for the Pathways program at the high school. Include the students' initials with the dates of birth.  Submit meeting agendas, staff attendance sheets, and training materials as evidence of staff training on the district procedures for ensuring age span does not exceed 48 months. | | |
| **Progress Report Due Date(s):**  12/19/2014 | | |

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| **Criterion & Topic:**  SE 51 Appropriate special education teacher licensure | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicated that not all special education teachers in the district are appropriately licensed. | | |
| **Description of Corrective Action:**  The Rockland Public School District ensures that all Special Education Teachers in the District are highly qualified and hold a valid license in special education or have completed an undergraduate or graduate degree in an approved special education program. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent; Assistant Superintendent; Pupil Personnel Services Director. | | **Expected Date of Completion:**  09/10/2015 |
| **Evidence of Completion of the Corrective Action:**  Superintendent Retchless has gone into ELAR, the DESE's electronic licensure file and has verified that the staff members' licenses, that were in question, hold a valid license in special education. Superintendent Retchless has printed out a copy of these licenses as evidence. | | |
| **Description of Internal Monitoring Procedures:**  Superintendent John Retchless; Assistant Superintendent Colleen Forzilli; Linda Maniglia, Pupil Personnel Services Director will periodically check licenses of staff working in the Rockland Public School District to ensure all staff are appropriately certified, licensed, board registered or otherwise approved by the relevant professional standards board or agency for the profession. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 51 Appropriate special education teacher licensure | **Corrective Action Plan Status:** Approved  **Status Date:** 11/06/2014  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit evidence of updated teacher licensure for the three staff members who were identified by the Department. | | |
| **Progress Report Due Date(s):**  12/19/2014 | | |

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| **Criterion & Topic:**  SE 54 Professional development | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that general education teachers and paraprofessional staff  are not trained on the following:  State and federal special education requirements and related local special education policies and procedures;  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:**  All administrators and staff will participate in a training on state and federal special education requirements and related local special education policies and procedures, presented by Attorney Catherine Lyons, on October 24, 2014. Follow up on state, federal and local policies will be reviewed at monthly department meeting. Paraprofessionals will also participate in a training conducted by Polly Bath on October 24, 2014. This training will focus on: Behavior management, role of the paraprofessional in the school and classroom, understanding an Individual Educational Plan(IEP), interpersonal skills for working collaboratively with other adults in the classroom and self- assessment. Follow up and reinforcement on these topics will be provided at monthly meetings for paraprofessionals. In addition a Leadership book study group will read and analyze the book, "Collaborate, Communicate, and Differentiate by Wendy Murawski and Sally Spencer. This book addresses the following topics: Analyzing and accommodating diverse student learning styles and methods of collaboration among teachers, paraprofessionals and teacher assistants in order to enhance inclusion and to improve student outcomes. Concepts and strategies presented in this book will be shared with all staff at monthly faculty meetings. | | |
| **Title/Role(s) of Responsible Persons:**  Curriculum Director, Pupil Personnel Services, Building Administrators | | **Expected Date of Completion:**  09/10/2015 |
| **Evidence of Completion of the Corrective Action:**  Meeting agendas and sign in sheets will be used for evidence of completion. The special education procedural manual will be placed on Rockland's website so that all staff have access to it. | | |
| **Description of Internal Monitoring Procedures:**  Information will be reviewed periodically at monthly meetings; classroom observations will be conducted on a regular basis to collect data on differentiated instruction, and communication/collaboration happening in respective classrooms. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 54 Professional development | **Corrective Action Plan Status:** Approved  **Status Date:** 11/06/2014  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit meeting agendas, staff attendance sheets, and training materials as evidence of the all-staff training and paraprofessional trainings held in October 2014 on state and federal special education requirements and related local special education policies and procedures. Also, submit evidence of any follow-up trainings that occurred in monthly department meetings.  Submit meeting agendas, staff attendance sheets, and training materials as evidence of training provided to all staff on analyzing and accommodating diverse student learning styles and methods of collaboration among teachers, paraprofessionals and teacher assistants in order to enhance inclusion and to improve student outcomes. | | |
| **Progress Report Due Date(s):**  12/19/2014 | | |

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| **Criterion & Topic:**  SE 55 Special education facilities and classrooms | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Staff interviews and observations indicated that special education facilities and classrooms are not always equal in all physical respects to the average standards of general education facilities and classrooms, and the placement of instructional spaces does not always maximize the inclusion of students with disabilities into the life of the school. Specifically, at the Esten Elementary School, the fourth grade resource and speech room can only be accessed through the media center that is frequently used by general education classes and students receiving special education support have to walk through classes that are in session, thereby not allowing for confidentiality. Also, the occupational therapy, physical therapy and English language development (ELD) offices share a small space with the second grade resource room. The classroom is divided using a moveable partition that is not sound proof and can have up to 10 students in the room at one time leading to significant auditory distractions.  At Memorial Park Elementary School, the occupational therapy instructional space does not allow for privacy or confidentiality and has many auditory and visual distractions due to its location in an open alcove near the copy room and teachers' lounge.  At the high school, all special education academic support classes, speech services and the school psychologist's office are located in a corner suite on the second floor and are not immersed into the life of the school. | | |
| **Description of Corrective Action:**  At Esten Elementary School there are 2 ways to access the fourth grade Resource Room and the speech and language service delivery room. Therefore, if a class is in session in the library, then students can get to the resource room and speech room by walking through the interventionist's room. This room is not utilized for student learning as the interventionist services students in their classrooms. When the library is not in use, students access the resource room and speech room by walking through the library. However, when classes are in session, students access the speech and resource room via the interventionist room. Staff walk students to and from services so they will guide students to their destination. Vertical blinds will also be installed in the resource room and speech and language room so that students will not be distracted by students in the library.    The other service delivery area of concern was a shared space between the OT, PT, ELD and grade 2 resource room. This year the OT and PT are at Esten to service students on alternate days/times. They also have access to room 7 when the resource room is in use. Most often the resource room teacher services students in small flexible groupings or side by side in the classroom. Students that are pulled out for service receive instruction in the afternoon. The ELD teacher services pull out students in the morning between 8:00 and 8:45 while all other staff are conducting the responsive classroom with students. She also services some students using an inclusive model.  At Memorial Park, the concern was that students receiving OT services did not have privacy nor were they free from distractions because of proximity near the teachers' lounge. To remedy this situation, staff will only enter the staff lounge through the door in the outside corridor.  At the High School, , the concern was that all special education academic support classes, speech services and the school psychologist's office are located in a corner suite on the second floor and are not immersed into the life of the school. The Rockland School District's stance on this matter is that the architectural plans for this wing were approved by DESE. We would like to continue to work with the DESE on this finding in the hopes that DESE and Rockland Public Schools can come to consensus on this concern. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent, Assistant Superintendent, PPS, Building Administrators. | | **Expected Date of Completion:**  09/10/2015 |
| **Evidence of Completion of the Corrective Action:**  Floor plans of each building where areas of concern were noted and service provider schedules. | | |
| **Description of Internal Monitoring Procedures:**  Random observations of students being serviced by a-fore mentioned providers throughout the year. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Approved  **Status Date:** 11/04/2014  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 19, 2014, provide building floor plans for the Memorial Park and Esten Elementary Schools along with teacher and related service provider schedules for the resource teacher, Speech and Language Pathologist (SLP), Interventionist, Occupational Therapist (OT), Physical Therapist (PT), and English Language Development Teacher (ELD) at the Esten Elementary School indicating the times and use of the instructional spaces for these service providers.  As discussed in a teleconference with the district and DESE on November 4, 2014, provide a detailed plan for the redesign of the special education support suite at the high school in order to create more of an all encompassing academic support center for special education and general education. The district's plan must include general education classes and support services regularly scheduled in the academic support center. If available, provide general education student and teacher/counselor schedules evidencing that the academic support center is being utilized for both special education and general education student services.  On-site observations by the Department will be conducted prior to March 2, 2015. | | |
| **Progress Report Due Date(s):**  12/19/2014  03/02/2015 | | |

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| **Criterion & Topic:**  SE 56 Special education programs and services are evaluated | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that the district's special education programs and services are not regularly evaluated. | | |
| **Description of Corrective Action:**  The PPS Director will be observing the special education programs and service delivery models throughout the year. The PPS Director will also be working with building administrators to establish consistency throughout the district with building based support teams and tiered instruction practices and data collection and the referral process. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent of Schools, Pupil Personnel Services Director | | **Expected Date of Completion:**  09/10/2015 |
| **Evidence of Completion of the Corrective Action:**  The PPS director will conduct some surveys along with observations to determine service delivery models and to evaluate the special education programming in the district. | | |
| **Description of Internal Monitoring Procedures:**  input from special education staff during monthly department meetings and data collected through surveys will support the PPs director with internal monitoring of the special education programs throughout the year. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 56 Special education programs and services are evaluated | **Corrective Action Plan Status:** Approved  **Status Date:** 11/06/2014  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 19, 2014, submit evidence of administrative meetings in which the PPS Director discussed and evaluated the district's special education programming with other administrators. Evidence should include meeting agendas, staff attendance sheets, meeting summaries, plans for improvements, etc.  By December 19, 2014, submit a copy of the staff survey to be used for evaluating the district's special education programming.  By March 2, 2015, submit a copy of the special education evaluation. | | |
| **Progress Report Due Date(s):**  12/19/2014  03/02/2015 | | |

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| **Criterion & Topic:**  CR 9 Hiring and employment practices of prospective employers of students | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Document review indicated that the district does not require employers recruiting at the school to sign a statement indicating that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices on the basis of race, color, national origin, sex, gender identity, handicap, religion and sexual orientation. | | |
| **Description of Corrective Action:**  The High School does not have a non-discrimination form for prospective employers to sign. | | |
| **Title/Role(s) of Responsible Persons:**  Colleen E. Forlizzi, Assistant Superintendent  Melanie Shaw, Guidance Director | | **Expected Date of Completion:**  11/30/2014 |
| **Evidence of Completion of the Corrective Action:**  The High School Guidance Office will have a form for prospective employers to sign stating that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices on the basis of race, color, national origin, sex, gender identity, handicap, religion and sexual orientation. | | |
| **Description of Internal Monitoring Procedures:**  An annual review of the files by the Guidance Director will be performed to ensure compliance. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 9 Hiring and employment practices of prospective employers of students | **Corrective Action Plan Status:** Approved  **Status Date:** 11/06/2014  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 19, 2014, submit a copy of the non-discrimination form to be signed by all potential employers of students indicating that employers will comply with applicable federal and state laws prohibiting discrimination in hiring or employment practices on the basis of race, color, national origin, sex, gender identity, handicap, religion and sexual orientation. Also submit protocols for implementation of the form. | | |
| **Progress Report Due Date(s):**  12/19/2014 | | |

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| **Criterion & Topic:**  CR 10A Student handbooks and codes of conduct | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicated that gender identity is not included as a protected category in the district's non-discrimination policy. | | |
| **Description of Corrective Action:**  Gender identity was not included as a protected category in the district's non-discrimination policy. | | |
| **Title/Role(s) of Responsible Persons:**  Colleen E. Forlizzi, Assistant Superintendent  Principals of all schools | | **Expected Date of Completion:**  09/01/2014 |
| **Evidence of Completion of the Corrective Action:**  Gender identity has been added as a protected category in the district's non-discrimination policy. This includes all student handbooks and literature that include our non-discrimination policy. | | |
| **Description of Internal Monitoring Procedures:**  All literature and handbooks will be checked before printed each year to ensure the non-discrimination policy is accurate. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved  **Status Date:** 11/06/2014  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit copies of student and staff handbooks which include the district's updated non-discrimination policy along with a description of the provision to students and staff. | | |
| **Progress Report Due Date(s):**  12/19/2014 | | |

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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:**  Document review indicated that the district's notice to students age 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion, and their parents or guardians, does not note that the student and the parent or guardian may meet with a representative of the district within ten days from the date the notice was sent. In addition, the district's annual notice to former students who have not yet earned their competency determination and who have not transferred to another school does not inform them of the availability of publicly funded post-high school academic support programs and encourage participation in those programs. | | |
| **Description of Corrective Action:**  Adequate notice is not being given to students age 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion, that they may meet with school personnel within ten days of the notice being sent. Also, former students are not being notified of the availability of post-high school academic support programs. | | |
| **Title/Role(s) of Responsible Persons:**  Colleen E. Forlizzi, Assistant Superintendent  High School Principal  Guidance Director | | **Expected Date of Completion:**  11/30/2014 |
| **Evidence of Completion of the Corrective Action:**  The district's notice to students age 16 or over who leave school without a high school diploma, certificate of attainment, or certificate of completion, and their parents/guardians will include notice that they may meet with a representative from the district within ten days of the notice. Also, the district's annual letter to former students who have not yet earned their competency determination will inform them of the availability of publicly funded post-high school academic support programs and encourage participation in those programs. | | |
| **Description of Internal Monitoring Procedures:**  An annual review will be performed by the Guidance Director to ensure these letters are being sent out and include the stated language. | | |
| 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:** 11/06/2014  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 19, 2014, submit copies of the notice to be sent to current students age 16 or over who have left school without a high school diploma, certificate of attainment, or certificate of completion, and their parents or guardians, and the annual notice to be sent to former students who have not yet earned their competency determination and who have not transferred to another school.  By March 2, 2015, submit the list of students, by initials, to whom the letters were sent along with the dates the letters were sent. | | |
| **Progress Report Due Date(s):**  12/19/2014  03/02/2015 | | |

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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:**  Document review and staff interviews indicated that while the school district has developed and implemented annual staff training on the use of physical restraint, staff serving as school-wide resources have not participated in the required in-depth training and other staff members were not able to identify the school-wide resources in their buildings. | | |
| **Description of Corrective Action:**  School-wide resource staff have not participated in in-depth training in use of physical restraint. Staff members are not able to identify the school-wide resource staff. | | |
| **Title/Role(s) of Responsible Persons:**  Colleen E. Forlizzi, Assistant Superintendent  Professional Development Director | | **Expected Date of Completion:**  11/30/2014 |
| **Evidence of Completion of the Corrective Action:**  The school-wide resource staff will be trained and provide certificates of this training. A listing of school-wide resource staff will be provided to all staff in each building. | | |
| **Description of Internal Monitoring Procedures:**  An annual review will be conducted by the Professional Development coordinator to ensure that the proper staff is being trained and that each school has a listing of the school-wide resource staff. | | |
| 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:** 11/06/2014  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide a list of staff serving as school-wide resources at each of the district's school buildings along with evidence of the in-depth training for these staff members. In addition, provide evidence of all-staff notification/training on the school-wide resources for each school building. | | |
| **Progress Report Due Date(s):**  12/19/2014 | | |

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

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| **Criterion & Topic:**  CR 23 Comparability of facilities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Observations and staff interviews indicated that the district is not providing English language learner (ELL) students with facilities comparable to those provided to the overall student population. At the Jefferson Elementary School, the ELL instructional space is located in a small divided classroom with Title I instruction occurring concurrently; there can be up to twelve students at one time creating an overcrowded work space with many auditory distractions.  See SE 55. | | |
| **Description of Corrective Action:**  The instructional space provided to ELL students is not comparable to space provided to the overall population. | | |
| **Title/Role(s) of Responsible Persons:**  Colleen E. Forlizzi, Assistant Superintendent  ELL Coordinator  Principals of all schools | | **Expected Date of Completion:**  09/01/2104 |
| **Evidence of Completion of the Corrective Action:**  Academic space provided to ELL students at the Jefferson School is comparable to the space provided to the overall student population. The ELL room is no longer shared with Title I instruction. | | |
| **Description of Internal Monitoring Procedures:**  Each year, the ELL space will be examined by the Ell Coordinator to ensure that it is comparable to the overall student population. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 23 Comparability of facilities | **Corrective Action Plan Status:** Approved  **Status Date:** 11/06/2014  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit a detailed floor plan for the Jefferson Elementary School indicating the re-designation of instructional spaces, specifically noting the ELL instructional space, classrooms surrounding it, and the relocation of the Title I instructional space. See SE 55 also.  A follow-up site visit will be arranged by DESE prior to March 2, 2015. | | |
| **Progress Report Due Date(s):**  12/19/2014  03/02/2015 | | |

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

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| **Criterion & Topic:**  CR 25 Institutional self-evaluation | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that the district is not evaluating 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 is not evaluating all aspects of its K-12 program to ensure it is all inclusive. | | |
| **Title/Role(s) of Responsible Persons:**  Colleen E. Forlizzi, Assistant Superintendent  Superintendent  Principals  Athletic Director | | **Expected Date of Completion:**  11/30/2014 |
| **Evidence of Completion of the Corrective Action:**  All programs will be reviewed annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English language proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. | | |
| **Description of Internal Monitoring Procedures:**  Meetings with the Superintendent, Assistant Superintendent, Principals, Coordinators, and Athletic Director will take place annually to ensure that all students have the opportunity to be included in all programs, including athletics and extracurricular activities. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 11/06/2014  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 19, 2014, submit a planned meeting date for the administrative review meeting to ensure that all students have equal opportunities to be included in all programs.  By March 2, 2015, submit a copy of the institutional self-evaluation. | | |
| **Progress Report Due Date(s):**  12/19/2014  03/02/2015 | | |

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

Charter School or District: Rockland Public Schools

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Rockland Public School District/ Linda M. Maniglia

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: January 5, 2016**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE 4 Waiver Procedures | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *See ELE 10 regarding the content of the parent notification letter.* | | | |
| **Narrative Description of Corrective Action:** information about the parents Director and staff members reviewed the existing parent notification letter and added information about parents’ right to apply for a waiver, or to decline to enroll their child in the program. | | | |
| **Title/Role of Person(s) Responsible for Implementation: Linda Maniglia- Pupil Personnel Services Director, Rachel Zalocha- ELL Teacher, Sonia Vaz- ELL Teacher** | | **Expected Date of Completion for Each Corrective Action Activity: 1-28-15** | |
| **Evidence of Completion of the Corrective Action:** Evidence is an updated copy of the Parent Notification Letter | | | |
| **Description of Internal Monitoring Procedures:** PPS Director and teachers will periodically monitor student files of students whose parent(s) or guardian(s) have applied for a waiver or declined to enroll their child/children in the ELL program. This is to ensure all paperwork documenting waiver requests and school district responses are placed in the student’s permanent record file. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 4 Waiver Procedures | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):**  See ELE 10. | | | |
| **Progress Report Due Date(s):** May 29, 2015; September 25, 2015 | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| Criterion & Topic: ELE 5 Program Placement and Structure | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *A review of documentation reveled that current hours of ESL instruction ELLs receive are insufficient at all levels of English proficiency and are, therefore, inconsistent with Department guidelines. Please see the “Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners August 2013” as found on* [*http://www.doe.mass.edu/ell/guidance\_laws.html*](http://www.doe.mass.edu/ell/guidance_laws.html).  *The district stated that they had an ESL curriculum, but the documentation they submitted in regard to curriculum was only a monthly plan used in the district’s high school for months September-December. Therefore, there is no indication showing that the district had an ESL curriculum used for direct ESL instruction or a plan to develop one that is aligned to the Massachusetts Curriculum Frameworks and integrates components of the WIDA ELD standards frameworks. (See the Department’s WIDA ELD Standards upll MA districts ate from at* [*http://www.doe.mass.edu/ell/wida.html*](http://www.doe.mass.edu/ell/wida.html)*).* | | | |
| **Narrative Description of Corrective Action:** The PPS Director, Building Principals and the Superintendent of Schools are reviewing ELL teachers schedules of service delivery. Students will be grouped together by grade level and classification levels at each building so that instruction will be consistent with department guidelines. In addition, a paraprofessional will; work with the ELL teacher’s services students and increasing the services individual students receive. Next September, one of the ELL teachers work week will increase from four days to a five day week so that students’ needs will be met more effectively.  Ell staff did develop ESL monthly curriculum plans at the High School, however, it was Rockland District understanding that DESE was developing an ESL curriculum that would be shared with all MA districts that would align with the curriculum frameworks and integrate components of WIDA ELD frameworks. Questions of this nature were asked at the ELL training at Devens MA. Participants are awaiting answers at the February 12, 2015 webinar. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Linda Maniglia-Pupil Personnel Support Services Director, John Retchless- Superintendent of Schools, Building Principals | | **Expected Date of Completion for Each**  **\Corrective Action Activity:** 1-5-16 | |
| **Evidence of Completion of the Corrective Action:** ELL teacher schedules | | | |
| **Description of Internal Monitoring Procedures:** | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 5 Program Placement and Structure | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:**  The district should note that ESL instruction can be delivered only by an ESL licensed teacher/tutor. Unless the paraprofessional holds an ESL license or a current waiver issued by the Massachusetts Department of Elementary and Secondary Education s/he cannot provide ESL instruction.  “*WIDA ELL Standards Implementation Guide (Part 1), August 2013*” as found on [*http://www.doe.mass.edu/ell/wida.html*](http://www.doe.mass.edu/ell/wida.html)*)* states that the districts are expected to have a plan that includes a process and approach for reviewing and developing ESL/ELD curricula that integrates key components of the WIDA standards framework *.* According to the timeline provided in the document, districts are expected to finalize their curricula by SY 2016- 2017. The Department also informed the districts during the meeting in Devens that the curriculum project the Department is leading targets to provide the resources the districts need in their effort to integrate the WIDA ELD standards into content area and ESL curricula. Districts will still need to develop their own curricula that best meet their needs and that best fit their program model in the district. | | | |
| **Department Order of Corrective Action:** N/A | | | |
| **Required Elements of Progress Report(s):**   1. Provide evidence of the licensure of the current ESL teacher(s) by the progress report due date. 2. Please complete district information in the attached spreadsheet labeled ELL List by school for each ELL student in the district. 3. Provide a copy of the 2014-15 ESL teacher schedules for all grade levels district wide.All schedules should include the following for each block of time:    * Names of the ELL students    * Grade level for each student;    * English proficiency level for each student 4. Submit information about the process of reviewing or developing ESL curriculum that integrates WIDA ELD standards including information such as WIDA training opportunities for the district staff, responsible district staff, meeting dates, minutes and signing sheets and timelines for implementation. | | | |
| **Progress Report Due Date(s):** May 29, 2015 | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE 6Program Exit and Readiness | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *According to the documentation submitted by the district, a student at Level 3 may be considered for reclassification based upon individual factors for that student. Students 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. Current practice of reclassification of ELLs as Former Limited English Proficient (FLEP) is not consistent with the Department guidelines. Please see the “Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners August 2013” as found on* [*http://www.doe.mass.edu/ell/guidance\_laws.html*](http://www.doe.mass.edu/ell/guidance_laws.html)*.* | | | |
| **Narrative Description of Corrective Action:** Both the PPS Director and the two teachers reviewed all students that were exited, or reclassified. Only one student on level 3 was exited from an ELL program. This student is on a 504 Accommodation Plan. During the student’s annual team meeting, all staff agreed that the student demonstrated the ability to perform ordinary class work in English, had scored on the ACCESS assessment an overall composite score of at least 5, and scored 4 in both Reading and Writing. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Linda Maniglia-Pupil Personnel Services Director, Rachel Zalocha –Teacher, Sonia Vaz- Teacher | | **Expected Date of Completion for Each Corrective Action Activity:** 1-28-15 | |
| **Evidence of Completion of the Corrective Action:** Evidence to support staff decision includes student’s ACCESS Test score, FLEP form, Report Card, Progress Reports, MCAS Scores, 504 Plan | | | |
| **Description of Internal Monitoring Procedures:** | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 6Program Exit and Readiness | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:**  The interpretation guidance of the ACCESS scores provided by WIDA does not indicate that educators can determine that the student’s proficiency level is Level 3 when they have a composite score of 5 and Reading and Writing score of 4. School districts cannot deny English language services to ELLs with disabilities eligible for services under Section 504 or the IDEA. There are not different reclassification criteria for ELLs who are also eligible for special education services. All students at the proficiency Level 3, including those who are eligible for special education services, require significant support to participate meaningfully in all aspects of the district’s general education program and therefore should not be considered for reclassification. The district did not propose a corrective action plan to remedy the identified noncompliance and they should do so by the progress report due date indicated below. | | | |
| **Department Order of Corrective Action:** N/A | | | |
| **Required Elements of Progress Report(s):**  Please submit a description of the district’s reclassification procedures and other supporting documents such as annual review forms showing that:   1. the district does not reclassify ELL students as Former Limited English proficient (FLEP) until he or she is deemed English proficient and can participate meaningfully in all aspects of the district’s general education program without the use of adopted or simplified English materials 2. the district does not limit or cap the amount of time in which an ELL student can remain in a language support program. | | | |
| **Progress Report Due Date(s):** May 29, 2015 | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE 7 Parent Involvement | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *While staff interviews indicated that the district has developed ways to include parents or guardians of ELL students in matters pertaining to their children’s education, including hosting an ELL parent information night, the district has no established system for translation of documents which notify parents of special events or activities pertaining to their children and encouraging them to attend or participate in any school-based or parent advisory councils for English learner education. Also, the district does not have a system for oral interpretation allowing for parent-teacher communication in languages other than English.* | | | |
| **Narrative Description of Corrective Action:**  Rockland Public School District has established a system for translating documents for ELL parent(s)/guardian(s) and students. For Report Cards and Progress Reports, a list of students by school, grade, classification level, and primary language will be sent to RPS, X2 coordinator 7-10 days prior to release to be translated in the families primary language. In addition, building secretaries in each school will participate in training on January 30, 2015 at 2:00 PM on how to use Google Docs translation in order to translate any notice being sent to parents/guardian to inform them of special events or activities pertaining to their children, or encouraging our ELL parents to participate in school based committees or advisory councils. Secretaries will also be given a list of ELL students, their grade, classification level, and primary language to ensure they know which students/families need translated documents. A survey was also presented to our ELL parents at our November cultural fiesta asking them if they’d be willing to participate on committees or volunteer in their child’s classroom. For parent teacher conferences we have three staff members that orally interpret for our Portuguese families during parent conferences, IEP meetings or 504 meetings, which is the dominant primary language of the majority of parents. Our Spanish foreign language teachers orally interpret for the few Spanish speaking families if needed. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Linda Maniglia-Pupil Personnel Services Director, Rachel Zalocha-Teacher, Sonia Vaz- Teacher | | **Expected Date of Completion for Each Corrective Action Activity:** 1-5-2016 | |
| **Evidence of Completion of the Corrective Action:** Translated report cards/progress reports; Translated school events, sample surveys. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 7 Parent Involvement | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** The district indicated thatELL parents were surveyed on school involvement and their willingness to become more involved in activities. Also, report cards and progress reports will be translated by the district’s information software administrator at least a week before general release and Google Doc translations will be provided by trained secretarial staff for other important information pertaining to school events and activities. The district did not describe how all translations will be monitored to ensure provision as needed and, while the district indicated that staff members are available for oral interpretations in both Portuguese and Spanish, it did not indicate an established system for oral interpretation. | | | |
| **Department Order of Corrective Action:** Indicate how the provision of translations of report cards, progress reports, and important information will be monitored. Also, provide a detailed description of the district’s system for oral interpretation and specify the protocol/procedures as to how staff members will be made available in order to provide for parent-teacher communications in languages other than English. | | | |
| **Required Elements of Progress Report(s):**  Provide a description of the district’s monitoring plan for ensuring the provision of translations of report cards, progress reports, and important information from secretarial staff.  Submit a copy of the ELL parent survey and results along with descriptions of parent involvement that developed as a result of the district’s inquiries.  Provide a detailed description of the district’s system for oral interpretation and specify the protocol/procedures as to how staff members will be made available in order to provide for parent-teacher communications in languages other than English. Include a list of the staff members serving as Portuguese and Spanish translators and indicate a plan for the provision of translators in other languages as needed. | | | |
| **Progress Report Due Date(s):** May 29, 2015 | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE 10 Parent Notification | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Review of records and documentation indicated that the parent notification letter does not inform parents of the following required elements:*   * *Program placement or the method of instruction used in the program;* * *How the program will meet the educational strengths and needs of the student;* * *How the program will specifically help the child learn English;* * *The specific exit requirements;* * *The parents’ right to apply for a waiver, or to decline to enroll their child in the program; and* * *If the student has additional education needs that require special education services, how the Title III program will meet the objectives of the Individualized Education Plan (IEP).*   *In addition, the review of records indicated that the parent notification letter was not consistently sent to parents annually.* | | | |
| **Narrative Description of Corrective Action:**  The PPS Director and the ELL teachers revised the RPS district’s Parent Notification letter to include the following: Program placement or the method of instruction used in our ELE programming, methodology used to meet the educational strengths and needs of students, strategies to help students learn English, specific criteria for exiting ELE programming, parental rights to request a waiver or to decline to enroll their child in ELE programming and procedures to meet additional educational needs of any student that requires special education services. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Linda Maniglia- Pupil Personnel Services Director, Rachel Zalocha- Teacher, Sonia Vaz- Teacher | | **Expected Date of Completion for Each Corrective Action Activity:** 1-28-15 | |
| **Evidence of Completion of the Corrective Action:** Updated Parent Notification Letter | | | |
| **Description of Internal Monitoring Procedures:**  Student files will be monitored to ensure copies of parent notification letters are in the student files. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 10 Parent Notification | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):**  Submit a copy of the district’s annual parent notification letter by **May 29, 2015**.  Submit the results of an internal review of records to ensure the provision of annual parent notification letters and indicate:   * Number of records reviewed * Number of records in compliance * Root cause for any non-compliance found * Corrective actions taken to remedy each individual file   Submit this information by **September 25, 2015.**  *\*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 record review; b) Date of the review; c) Name of person(s) who conducted the review, their role(s) and signature(s).* | | | |
| **Progress Report Due Date(s):** May 29, 2015; September 25, 2015 | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE 16 Equitable Facilities | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Observations and staff interviews indicated that the ELL instructional spaces at the Jefferson Elementary School and Esten Elementary School are not comparable to the instructional spaces provided to other students. Specifically, at the Jefferson Elementary School, the ELL instructional space is located in an office that is shared with the Title I instructional space and there can be up to six students receiving English language development instruction and six students receiving Title I tutoring at one time in this small and crowded space. This causes significant distractions. At the Esten Elementary School, the ELL instructional space is located in a classroom separated by a moveable divider; one side of the divider is shared office space with ELE, Occupational Therapy and Physical Therapy, which can have up to six students in this area together, the other side is a special education support class that can have up to five students receiving instruction concurrently with ELL on the other side of the divider thereby causing many auditory distractions.* | | | |
| **Narrative Description of Corrective Action:** ELL instructional space at both Jefferson and Esten Elementary school has been corrected by changing the area of instruction to instructional space that is not shared by other providers and their students. Specifically, at Esten, ELL services are provided in room 7. Room 1 B is used for the ELL staff member’s office. At Jefferson, students are serviced in room 5. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Linda Maniglia- Pupil Personnel Services Director, Marilyn Smith- Principal Esten, Christine Pruitt- Principal Jefferson | | **Expected Date of Completion for Each Corrective Action Activity:** 1-28-15 | |
| **Evidence of Completion of the Corrective Action:** Building floor plans | | | |
| **Description of Internal Monitoring Procedures:** | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 16 Equitable Facilities | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):** Progress reports have been submitted under CR 23 and follow-up DESE site visits took place on February 27, 2015. The ELL instructional spaces have been relocated and are comparable to other instructional spaces. Instruction occurs in an office space at the Jefferson School and in a shared classroom space with access to a break-out space at the Esten School. | | | |
| **Progress Report Due Date(s):** No further action is required. | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE 17 Program Evaluation | | | **Rating:** Not Implemented |
| **Department CPR Finding:** *Review of documentation and staff interviews indicated that the district has not conducted periodic evaluations of the effectiveness of its ELE program in developing students’ English language skills and increasing their ability to participate meaningfully in the educational program.* | | | |
| **Narrative Description of Corrective Action:**  Program evaluation is conducted annually. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** John Retchless- Superintendent, Linda Maniglia- Pupil Personal Services Director, Rachel Zalocha- Teacher, Sonia Vaz- Teacher | | **Expected Date of Completion for Each Corrective Action Activity:**  1-28-15 | |
| **Evidence of Completion of the Corrective Action:** Annual Evaluation Reports from 2010-2014 | | | |
| **Description of Internal Monitoring Procedures:** Progress monitoring throughout the year | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 17 Program Evaluation | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):** Submit copies of the annual ELE program evaluation reports from 2013 and 2014. | | | |
| **Progress Report Due Date(s):** May 29, 2015 | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| Criterion & Topic: ELE 18 Records of LEP Students | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Review of records indicated that ELL student records do not consistently contain all of the required documentation. All records do not include the following elements:*   * *Home language survey;* * *Information about the student’s previous school experiences;* * *Copies of annual parent notification letters; and* * *Progress reports and report cards in the native language, if necessary.* | | | |
| **Narrative Description of Corrective Action:**  All ELL student records will be checked for home language surveys, information about the student’s previous school experiences, copies of annual parent notification letters and progress reports/report cards in native language as necessary. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Linda Maniglia-Pupil Personal Services Director, Rachell Zalocha- Teacher, Sonia Vaz- Teacher | | **Expected Date of Completion for Each Corrective Action Activity:** 1-5-16 | |
| **Evidence of Completion of the Corrective Action:** Student files will contain all necessary paperwork. A checklist will be placed in the front of student files to ensure all documentation is in the file. | | | |
| **Description of Internal Monitoring Procedures:** Random student files will be checked quarterly. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 18 Records of LEP Students | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):**  Submit a copy of the district’s student record checklist to be used for ensuring all necessary documentation is included in ELL student records by **May 29, 2015**.    Submit the results of an internal review of records to ensure student records contain all required documentation and indicate:   * Number of records reviewed * Number of records in compliance * Root cause for any non-compliance found * Corrective actions taken to remedy each individual file   Submit this information by **September 25, 2015.**    *\*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 record review; b) Date of the review; c) Name of person(s) who conducted the review, their role(s) and signature(s).* | | | |
| **Progress Report Due Date(s):** May 29, 2015; September 25, 2015 | | | |