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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: Fall River

CPR Onsite Year: 2014-2015

Program Area: Special Education

All corrective action must be fully implemented and all noncompliance corrected as soon as possible and no later than one year from the issuance of the Coordinated Program Review Final Report dated 03/26/2015.

**Mandatory One-Year Compliance Date:** **03/26/2016**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 51 | Appropriate special education teacher licensure | Partially Implemented |
| SE 54 | Professional development | Partially Implemented |
| CR 7A | School year schedules | Partially Implemented |
| CR 7B | Structured learning time | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | Partially Implemented |
| CR 12A | Annual and continuous notification concerning nondiscrimination and coordinators | 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 21 | Staff training regarding civil rights responsibilities | Partially Implemented |
| CR 23 | Comparability of facilities | Partially Implemented |
| CR 25 | Institutional self-evaluation | Partially Implemented |

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

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| **Criterion & Topic:** SE 51 Appropriate special education teacher licensure | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documentation indicated that not all special education teachers hold current licensure or have an approved waiver. |
| **Description of Corrective Action:** The district ensures that employed special education teachers have either a current license or approved waiver. |
| **Title/Role(s) of Responsible Persons:**Executive Director of Special EducationExecutive Director of Human Resources | **Expected Date of Completion:**03/01/2016 |
| **Evidence of Completion of the Corrective Action:**Administrative review of teacher licensure status to ensure that current special education teachers have current license or approved waiver. |
| **Description of Internal Monitoring Procedures:** Twice yearly sampling that special education teachers hold current licensure or approved waiver. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 51 Appropriate special education teacher licensure | **Corrective Action Plan Status:** Partially Approved **Status Date:** 06/09/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:** The district's plan did not provide details as to how it will monitor all special education teachers to ensure that all have a current license or an approved waiver. |
| **Department Order of Corrective Action:**Develop a monitoring plan that details how the district will monitor all special education teachers to ensure that they all have a current license or an approved waiver. |
| **Required Elements of Progress Report(s):** By October 2, 2015, submit a copy of the monitoring plan the district has developed to ensure that all special education teachers are appropriately licensed or have an approved and current waiver. In addition, submit documentation (current teacher’s license or approved waiver) for the two teachers identified who are not currently licensed. |
| **Progress Report Due Date(s):** 10/02/2015 |

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

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| **Criterion & Topic:** SE 54 Professional development | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documentation and interviews indicated that the district's professional development does not include training on state and federal special education requirements and related local special education policies and procedures for both special education and general education staff. |
| **Description of Corrective Action:** The district will incorporate into their on-line professional development training for staff on the mandated special education topics, including state and federal special education requirements and local policies and procedures for special education implementation. |
| **Title/Role(s) of Responsible Persons:**Executive Director of Special Education and Student ServicesExecutive Director of Human Resources | **Expected Date of Completion:**03/01/2016 |
| **Evidence of Completion of the Corrective Action:**Database reports detailing the completion of online professional development by staff |
| **Description of Internal Monitoring Procedures:** On-going monitoring of database reports to ensure completion of online professional development training |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 54 Professional development | **Corrective Action Plan Status:** Approved **Status Date:** 06/09/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By October 2, 2015, submit evidence of training to the general education and special education staff from all of the district's buildings on state and federal special education requirements and related local special education policies and procedures. Include a detailed agenda, specific training topics and materials used, training dates, signed attendance sheets indicating the title/role of staff and which school there are from, and the name and title of the presenter. |
| **Progress Report Due Date(s):** 10/02/2015 |

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

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| **Criterion & Topic:** CR 7A School year schedules | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documentation and interviews indicated that there are students at Durfee High School participating in non-directed study; these students are not scheduled for 990 hours of structured learning time per school year. See CR 7B. |
| **Description of Corrective Action:** Durfee High School just approved a revision of the current 7 period schedule to a 5 period per day A/B day schedule. This will alleviate holes in students’ schedules and therefore, all students will be fully scheduled. |
| **Title/Role(s) of Responsible Persons:**PrincipalAssociate PrincipalDirector of Guidance | **Expected Date of Completion:**03/01/2016 |
| **Evidence of Completion of the Corrective Action:**Samples of student schedules showing they meet the criteria for 990 hours of structured learning time. |
| **Description of Internal Monitoring Procedures:** Each semester, guidance will run the "grad summary" report in Aspen to ensure that students are scheduled to be on track for graduation, including adequate learning time. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 7A School year schedules | **Corrective Action Plan Status:** Approved **Status Date:** 05/26/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By October 2, 2015, submit a copy of the school district's revised Durfee High School schedule that includes a detailed narrative explanation of how the schedule allows for students to receive 990 hours of structured learning time per school year. In addition, submit a revised Principals' Student Learning Time Worksheet for the 2015-2016 school year. |
| **Progress Report Due Date(s):** 10/02/2015 |

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| **Criterion & Topic:** CR 7B Structured learning time | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documentation and interviews indicated that physical education is not a requirement for students for all four years at Durfee High School. In addition, interviews and observations indicated that non-directed study periods are included as part of the structured learning time at Durfee High School. |
| **Description of Corrective Action:** As part of the change to a 5-block A/B day rotating schedule, all students will be required to meet an annual Physical Education requirement. This change will also be supported by making it a graduation requirement. |
| **Title/Role(s) of Responsible Persons:**Director of Physical EducationDirector of Guidance | **Expected Date of Completion:**03/01/2016 |
| **Evidence of Completion of the Corrective Action:**Durfee Program of Studies delineating 4-year PE/Health graduation requirement. Samples of student transcripts that indicate that students have met the 4-year PE requirement. |
| **Description of Internal Monitoring Procedures:** Each semester, guidance will run the "grad summary" report in Aspen to ensure that students are scheduled to be on track for graduation, including 4-years of Physical Education. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 7B Structured learning time | **Corrective Action Plan Status:** Approved **Status Date:** 06/09/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By October 2, 2015, submit a copy of the Durfee High School Program of Studies that includes a statement that physical education is a requirement for students all four years of high school and that physical education and health are now graduation requirements. In addition, see CR 7A. |
| **Progress Report Due Date(s):** 10/02/2015 |

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

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| **Criterion & Topic:** CR 10A Student handbooks and codes of conduct | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documentation indicated that the nondiscrimination policy in the student handbooks for Resiliency Preparatory School and Durfee High School does not include gender identity as a protected category. |
| **Description of Corrective Action:** Updated student handbooks, code of conduct, and program of studies to include gender identity as one of the protected classes |
| **Title/Role(s) of Responsible Persons:**Dean of Student Support and OperationsDirector of Guidance | **Expected Date of Completion:**03/01/2015 |
| **Evidence of Completion of the Corrective Action:**Updated student handbooks, codes of conduct, and program of studies to include gender identity as one of the protected classes will be submitted to DESE. |
| **Description of Internal Monitoring Procedures:** Students handbooks, codes of conduct, and program of studies reviewed annually or as needed. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved **Status Date:** 06/09/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By October 2, 2015, submit a copy of the district's non-discrimination policy in the Resiliency Preparatory School and Durfee High School student handbooks that now includes gender identity as a protected category. |
| **Progress Report Due Date(s):** 10/02/2015 |

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

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| **Criterion & Topic:** CR 10B Bullying Intervention and Prevention | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documentation and interviews indicated that the district has a Bullying Prevention and Intervention Plan and although professional development has been provided, not all school staff, including cafeteria workers, custodians, bus drivers, coaches, and advisors to extra-curricular activities, were involved in the training. |
| **Description of Corrective Action:** The district will include Bullying Prevention and Intervention Plan in professional development on policies for cafeteria workers, custodians, bus drivers, coaches, and advisors to extra-curricular activities. In addition, the district will conduct a train the trainer professional development in August for school based bullying intervention contacts. They will then conduct training in their buildings on Bullying Prevention and Intervention Plan for all staff. |
| **Title/Role(s) of Responsible Persons:**Executive Director of Special Education and Student Services Director of Nursing | **Expected Date of Completion:**03/01/2016 |
| **Evidence of Completion of the Corrective Action:**Agendas and Sign- in sheets from trainings |
| **Description of Internal Monitoring Procedures:** District Bullying Intervention Committee will do annual audit of agendas and sign-in sheets by school and department. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved **Status Date:** 06/09/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By October 2, 2015, submit evidence of professional development training on the district's Bullying Prevention and Intervention Plan for cafeteria workers, custodians, bus drivers, coaches, and advisors to extra-curricular activities. Include a detailed agenda, specific training topics and materials, training dates, signed attendance sheets indicating the title/role of staff and which school there are from, and the name and title of the presenter. |
| **Progress Report Due Date(s):** 10/02/2015 |

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| **Criterion & Topic:** CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documentation indicated that written materials and other media used to publicize a school, such as the admission policy, admission application, recruitment materials and program brochures for the career/vocational technical education programs, do not indicate that the school does not discriminate on the basis of gender identity. |
| **Description of Corrective Action:** CVTE Admission Policy will be revised to reflect the addition of gender identity as a protected class. |
| **Title/Role(s) of Responsible Persons:**Director of CVTEDean of Student Support and Operations | **Expected Date of Completion:**03/01/2016 |
| **Evidence of Completion of the Corrective Action:**Revised CVTE Admission Policy will contain a non-discrimination statement for all protected classes. |
| **Description of Internal Monitoring Procedures:** Director of CVTE will revise the Admission Policy and Dean of Student Support and Operations will ensure all documentation include gender identity as a protected class. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved **Status Date:** 06/09/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By October 2, 2015, submit a copy of the district's non-discrimination policy from the Career/Vocational Technical Education Admission Policy, admission application, recruitment materials used, and any brochures regarding the career/vocational technical education program, that now includes gender identity as a protected category. |
| **Progress Report Due Date(s):** 10/02/2015 |

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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:** Review of documentation indicated that the notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion does not contain all required information. Specifically, the notice does not indicate 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 or that at the request of the parent or guardian, the district may consent to an extension of the time for the meeting of not longer than fourteen days. In addition, the notice is only sent to the parent and not to the student. Review of documentation and interviews also indicated that the district is not sending written notice to former students who have not yet earned their competency determination and who have not transferred to another school informing them of the availability of publicly funded post-high school academic support programs and encouraging them to participate in those programs. |
| **Description of Corrective Action:** Revision to present letter with recommended additions as stated in DESE CPR Draft report dated March 25, 2015. Additions are: 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 or that at the request of the parent or guardian, the district may consent to an extension of the time for the meeting of not longer than fourteen days. In addition, the notice will be sent to the parent and the student.During one of the district's monthly meetings with high school principals, principals will be reminded to provide annual written notice to students who have left school without a high school diploma, certificate of attainment or certificate of completion within the past two years informing them of the availability of publicly funded post-high school academic support programs and encouraging them to participate in those programs. |
| **Title/Role(s) of Responsible Persons:**Director of Guidance, High School Administration | **Expected Date of Completion:**03/01/2016 |
| **Evidence of Completion of the Corrective Action:**Submission of new letter with revisions; Post training administrative review of student records in order to determine if annual written notice was provided to students who have left school without a high school diploma, certificate of attainment or certificate of completion within the past two years. |
| **Description of Internal Monitoring Procedures:** Twice yearly sampling of student records to ensure that annual written notice was provided to students who have left school without a high school diploma, certificate of attainment or certificate of completion within the past two years. |
| 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:** 06/09/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By October 2, 2015, submit sample copies of letters sent out to parents and students 16 years of age and older who are leaving school without a high school diploma, certificate of attainment, or certificate of completion that includes all required information. If there are no students meeting this criteria, please submit a sample letter that would be sent.By October 2, 2015, submit sample copies of the annual written notice sent to former students who have not yet earned their competency determination and who have not transferred to another school, informing them of the availability of publicly funded post high school academic support programs and encouraging them to participate in those programs. |
| **Progress Report Due Date(s):** 10/02/2015 |

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

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| **Criterion & Topic:** CR 21 Staff training regarding civil rights responsibilities | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documentation indicated that while training was provided on civil rights responsibilities, the prevention of discrimination and harassment on the basis of gender identity was not included in the training. |
| **Description of Corrective Action:** The district will include in its staff training on civil rights responsibilities, the prevention of discrimination and harassment on the basis of gender identity. |
| **Title/Role(s) of Responsible Persons:**Executive Director of Special Education and Student ServicesExecutive Director of Human Resources | **Expected Date of Completion:**03/01/2016 |
| **Evidence of Completion of the Corrective Action:**Training module will be sent to DESE. |
| **Description of Internal Monitoring Procedures:** Annual review and update of on-line staff training for civil rights. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 21 Staff training regarding civil rights responsibilities | **Corrective Action Plan Status:** Approved **Status Date:** 06/09/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By October 2, 2015, submit evidence of the district's in-service training for all school personnel on civil rights responsibilities, including gender identity. Submit a copy of a detailed agenda, specific training topics and materials, signed participant attendance sheets indicating the title/role of staff and which school there are from, and the name and title of the presenter. |
| **Progress Report Due Date(s):** 10/02/2015 |

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| **Criterion & Topic:** CR 23 Comparability of facilities | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:**Onsite observations indicated that the spaces used for English language development instruction at Fonseca Elementary School and Talbot Middle School are not comparable to the spaces provided to the overall student population. The English as a second language (ESL) room at Fonseca Elementary School is labeled "closet." It is a very small space that may be adequate for one to one instruction, but often has at least three students in the room at the same time which causes it to become over-crowded. At the time of the observation, there were six students and one teacher at a table and the door could not close.The room for English language development instruction at Talbot Middle School is a space that is also used for storage. Interviews indicated that there is a lack of materials provided to English language learners at this school. Further, while there is a computer in the room, it is not functional so the teacher and students do not have access to it for instruction as do other students in the building, as computers are available to students in the other classrooms at Talbot Middle School. |
| **Description of Corrective Action:** Fonsecal Elementary school was limited in classroom space. The COO will work with the principal to find an alternative setting with the building that will meet the projected maximum number of students being serviced at a given time. The ESL teachers at Talbot middle school are scheduled to conduct instruction in regularly sized classrooms. The ELL Coordinator will work with the principal to verify that these classrooms are comparable to others at Talbot and have the technology and academic resources necessary to support ESL instruction. |
| **Title/Role(s) of Responsible Persons:**Chief Operating OfficerCoordinator of English Language Learners Services | **Expected Date of Completion:**03/01/2016 |
| **Evidence of Completion of the Corrective Action:**Specifications of assigned space will be submitted to DESE including available technological resources. |
| **Description of Internal Monitoring Procedures:** ELL Coordinator will visit each class at least once quarterly to ensure adequate and comparable instructional space and materials are allotted for ESL instruction. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 23 Comparability of facilities | **Corrective Action Plan Status:** Approved **Status Date:** 06/09/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By October 2, 2015, submit the plan that includes the specific classroom changes made for the provision of English language development instruction at the Fonseca Elementary School and Talbot Middle School and the plan for these classrooms to have comparable technology and academic resources necessary to support ESL instruction. By December 4, 2015, an on-site visit will be conducted by the Department. |
| **Progress Report Due Date(s):** 10/02/201512/04/2015 |

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

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| **Criterion & Topic:** CR 25 Institutional self-evaluation | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documentation and interviews indicated that the district has not evaluated all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. |
| **Description of Corrective Action:** The team designated above will provide district oversight to respective programming to ensure equitable access for all students regardless of any pre-existing status. They will meet quarterly to create survey instruments and monitoring tools. |
| **Title/Role(s) of Responsible Persons:**Dean of Student Support and OperationsDirector of Physical EducationDirector of Title I | **Expected Date of Completion:**03/01/2016 |
| **Evidence of Completion of the Corrective Action:**Meeting Notes, Survey Items, and Survey results will provide evidence of the evaluation. |
| **Description of Internal Monitoring Procedures:** Above compliance team will meet once quarterly to ensure all programming is providing equitable access to all. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved **Status Date:** 06/09/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By October 2, 2015, submit a detailed description of the procedures the district will employ to evaluate access to all aspects of its K-12 program.By December 4, 2015, submit the results of the district's institutional self-assessment and include, as applicable, any actions taken and implemented as a result of the evaluation. |
| **Progress Report Due Date(s):** 10/02/201512/04/2015 |

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

Fall River Public School District

Corrective Action Plan Forms

Program Area: Career/Vocational Technical Education

Prepared by: Robert Gadbois / CVTE Director

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: March 24, 2016**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 2 | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Review of documentation and student records indicated that although the district did provide teachers with aggregate school-wide academic assessment results, these were not used to design instructional and support services in career technical education (CTE) classes. (Legal Citation: Perkins 135; Vocational Technical Education Regulations: 603 CMR 4.03(4)(d))* |
| **Narrative Description of Corrective Action:** Comprehensive professional development training for all CVTE staff members on the district X2 Aspen and TestWiz platforms to be started May 2015 and extend to May 2016. Program will be based on identification of available data sources, procedure for accessing available data in district and designing suitable modifications to instructional practices based on data extracted. |
| **Title/Role of Person(s) Responsible for Implementation:** CVTE Director | **Expected Date of Completion for Each Corrective Action Activity:** 3/1/16 |
| **Evidence of Completion of the Corrective Action:** Planning meeting minutes, Outline of training dates, Dated training rosters |
| **Description of Internal Monitoring Procedures:** Administrative review of training outline and timeline, Training attendance rosters, Staff feedback survey to identify and correct deficiencies.  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 2 | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:**  |
| **Department Order of Corrective Action:**  |
| **Required Elements of Progress Report(s):** The district will provideplanning meeting minutes, an outline of training dates, and dated training rosters. |
| **Progress Report Due Date(s):** October 2, 2015 |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 4 | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Review of documentation indicated that written materials and other media used to publicize a school, such as the admission policy, admission application, recruitment materials and program brochures for the career/vocational technical education programs, do not indicate that the school does not discriminate on the basis of gender identity. (Legal Citation: M.G.L. c.76 section 5,2)* |
| **Narrative Description of Corrective Action:** All district statements regarding discrimination are currently under review by district legal team. Upon completion of new antidiscrimination statements that include gender identity by legal team, CVTE Director will transfer new statements to all media publicized by Durfee CVTE including admissions policy, admission application, recruitment materials, brochures and applicable web pages. |
| **Title/Role of Person(s) Responsible for Implementation:** CVTE Director | **Expected Date of Completion for Each Corrective Action Activity:** 3/1/16 |
| **Evidence of Completion of the Corrective Action:** Copies of admissions policy, admission application, recruitment materials, brochures reflecting gender identity inclusion. Links to applicable web pages reflecting gender identity inclusion. |
| **Description of Internal Monitoring Procedures:** Administrative / Legal Team Review |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 4 | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:**  |
| **Department Order of Corrective Action:**  |
| **Required Elements of Progress Report(s):** The district will provide copies of admissions policy, admission application, recruitment materials, brochures reflecting gender identity inclusion, and links to applicable web pages reflecting gender identity inclusion in the identified documents. |
| **Progress Report Due Date(s):** October 2, 2015 |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 8 | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Review of documentation and interviews indicated that not all programs in which students are enrolled meet the Perkins IV definition of career and technical education. For example, Television Broadcasting did not have any licensed teachers and all non-Chapter 74 programs lacked advisory boards as required under the Perkins IV definition of Career Technical Education.  Additionally, the Carpentry program does not offer a sequence of courses. Interviews with all staff teaching non-Chapter 74 programs also revealed an overall lack of understanding of the Perkins IV definition of career and technical education and related requirements. See also CVTE 18 and CVTE 22.*  |
| **Narrative Description of Corrective Action:** A: A decision is required by the District Administrative team to determine the future status of the Radio/TV Broadcasting program. Decision to apply as Chapter 74 program, remain a Perkins reported program and require all current Fred TV teachers to be licensed or do not continue to report as Perkins students will be necessary.B: An Engineering advisory team was established in Fall of 2014. Establishment of a recruiting program to attract advisory team members for Electronics, Construction, Radio/TV Broadcasting is to be developed.C: There may be some confusion surrounding the lack of sequence of courses in Carpentry Program. Durfee does not offer Carpentry courses but offers two elective courses in Woodworking Technology that are not Perkins reported. Construction Craft Laborer has a sequence of courses (I, II, III), that are Perkins reported and reflected in current Program of Studies. Please see Program of Studies page 83:http://www.fallriverschools.org/Durfee/PDFs/2014-2015%20Program%20of%20Studies.pdfD: Perkins IV Professional Development program to be created and provided for all CVTE staff members.  |
| **Title/Role of Person(s) Responsible for Implementation:** District Admin Team, CVTE Director | **Expected Date of Completion for Each Corrective Action Activity:** 3/1/16 |
| **Evidence of Completion of the Corrective Action:** A: Radio Broadcasting students no longer Perkins reported in SIMS or new Chapter 74 program application for Radio/TV Broadcasting or licensing attainment for all current Radio/TV Broadcasting instructors.B. Recruitment program materials developed, minutes/agendas of special interest group meetings attended for recruiting purposes, call logs to prospective membersC: Please see Program of Studies page 83:http://www.fallriverschools.org/Durfee/PDFs/2014-2015%20Program%20of%20Studies.pdfD: Perkins IV Professional Development program materials created, minutes/agendas of all Perkins IV training planning meetings, Outline of training dates, Dated and signed training rosters |
| **Description of Internal Monitoring Procedures:** Administrative review of training materials, training program outline and timeline, Training attendance rosters, Staff feedback / assessment to identify and correct deficiencies. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 8 | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:**  |
| **Department Order of Corrective Action:**  |
| **Required Elements of Progress Report(s):** The district will provide Perkins IV Professional Development program materials created, minutes/agendas of all Perkins IV training planning meetings, outline of training dates, dated and signed training rosters. All other aspects of this finding have been addressed by the CAP. |
| **Progress Report Due Date(s):** October 2, 2015 |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 9A | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Review of documentation and interviews indicated that students are being reported as enrolled in Chapter 74 and non-Chapter 74 programs at the district’s Resiliency Preparatory School when no students at the alternative high school are enrolled in these programs. Some of the non-Chapter 74 career and technical education programs reported in the Department of Elementary and Secondary Education’s Student Information Management System (SIMS) do not currently meet the federal Perkins Act definition of career and technical education. Consequently, the data for the Perkins indicators of performance inaccurately includes data of students who are not participating in career/vocational technical education programs. See CVTE 8. (Legal Citation: Perkins Section 113)* |
| **Narrative Description of Corrective Action:** CVTE director will be following newly established SIMS submissions protocol developed in conjunction with SIMS office. |
| **Title/Role of Person(s) Responsible for Implementation:** CVTE Director | **Expected Date of Completion for Each Corrective Action Activity:** 3/1/16 |
| **Evidence of Completion of the Corrective Action:** SIMS data report |
| **Description of Internal Monitoring Procedures:** CVTE Director and SIMS office to verify accuracy by reviewing RPS data individually prior to uploading to ESE web site. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 9A | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:**  |
| **Department Order of Corrective Action:**  |
| **Required Elements of Progress Report(s):** No additional reports are required. |
| **Progress Report Due Date(s): N/A** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 10 | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Review of documentation and interviews indicated that not all program advisory committees possess representation required under the Chapter 74 regulations. Cosmetology, Culinary Arts, and Engineering lack postsecondary representation. Engineering also lacks a parent/guardian representative. No advisory committee has representation of individuals with disabilities and there is no plan in existence to recruit individuals from this group. Every program except Engineering lacks representation of racial or linguistic minorities and there is no plan in place to recruit individuals from this group.* *There is no General Advisory Committee and, therefore, no meetings of the General Advisory Committee and the district school committee. (Legal Citation: Vocational Technical Education Regulations 603 CMR 4.03(1)1)* |
| **Narrative Description of Corrective Action:** A: As this is first year for many program advisory boards, full representation has not been attained. CVTE Director will include the required program advisory representation in the Perkins professional development program for all CVTE staff. Special population groups lacking representation are to be identified and improvement plans are to be developed for group(s) identified.B: Though the General Advisory Team has met twice during 2014-15 school year, additional members are needed. Program advisory boards are to identify new chairpersons to serve on General Advisory Board. Report generated from the General Advisory meeting will serve as the report for School Committee. |
| **Title/Role of Person(s) Responsible for Implementation:** CVTE Director | **Expected Date of Completion for Each Corrective Action Activity:** 3/1/16 |
| **Evidence of Completion of the Corrective Action:** A: Perkins IV Professional Development program materials created, minutes/agendas of all Perkins IV training planning meetings, Outline of training dates, Dated and signed training rosters. Special population representation improvement plan, Program Advisory Meeting agendas and minutes, completed program advisory roster form.B: General Advisory Board meeting agendas and minutes, completed general advisory roster form. |
| **Description of Internal Monitoring Procedures:** Administrative review of training materials, training program outline and timeline, training attendance rosters, staff feedback / assessment to identify groups.  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 10 | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:**  |
| **Department Order of Corrective Action:**  |
| **Required Elements of Progress Report(s):** The district will provide: A: Perkins IV Professional Development program materials created, minutes/agendas of all Perkins IV training planning meetings, outline of training dates, dated and signed training rosters, a special population representation improvement plan, Program Advisory Committee meeting agendas and minutes, and completed program advisory roster forms.B: General Advisory Board meeting agendas and minutes and a completed general advisory roster form. |
| **Progress Report Due Date(s):** October 2, 2015 |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 11 | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Review of documentation and interviews indicated that the culinary program lacks appropriate facilities to emulate a modern work place, and all programs lack funded budgets from the local school district for supplies, repairs, and general program maintenance. See CVTE 25. (Legal Citations: Perkins Act, Sections 3 and 135; Vocational Technical Education Regulations 603 CMR 4.03(3))* |
| **Narrative Description of Corrective Action:** **A:** Due to the permanent installation of most kitchen equipment, adjustments to the layout are not feasible. However, improvements have been made to the program by way of the installation of new safety slicer and commercial frialator to emulate a modern work environment. In addition, new procedures and posters have been created and installed regarding the safe handling of boiling water.B: A meeting with the district business manager was scheduled and attended by CVTE Director on 5/11/15 to address this finding. Additional meeting with District administration to address this finding is scheduled for 5/19/15.  |
| **Title/Role of Person(s) Responsible for Implementation:** CVTE Director | **Expected Date of Completion for Each Corrective Action Activity:** 3/1/16 |
| **Evidence of Completion of the Corrective Action:** Financial report showing program budgets |
| **Description of Internal Monitoring Procedures:** Purchase requests tracking system and budget balances monitored by CVTE Director, Associate Principal, Business manager. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 11 | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:**  |
| **Department Order of Corrective Action:**  |
| **Required Elements of Progress Report(s):** The district will provide reports on progress made to upgrade facilities, supplies and equipment and the provision of needed repairs required for the programs. |
| **Progress Report Due Date(s**): October 2, 2015 |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 18 | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Review of documentation and interviews indicated that one administrative and one instructional staff member are not appropriately licensed or working under a Department-issued waiver. (Legal Citation: Vocational Technical Education Regulations 603 CMR 4.03(5))* |
| **Narrative Description of Corrective Action:** **A:** CVTE Director is scheduled for Comm and Literacy Skills test on 6/20/15. Upon the securing of a new letter from former employer, and successful completion of above test, license requirements will be completed.B:  Though one instructor in the DVC program is licensed, the remaining unlicensed instructor in DVC program will be completing the remaining licensing requirements during the 2015-16 school year. This instructor is scheduled for the Comm and Literacy Skills test on 6/6/15.  |
| **Title/Role of Person(s) Responsible for Implementation:** CVTE Director | **Expected Date of Completion for Each Corrective Action Activity:** 3/1/16 |
| **Evidence of Completion of the Corrective Action:** Documentation of secured licenses as reported in ELAR. |
| **Description of Internal Monitoring Procedures:** Administrative review |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 18 | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:**  |
| **Department Order of Corrective Action:**  |
| **Required Elements of Progress Report(s):** The district will provide status updates on progress made toward licensure on the part of the CVTE Director and DVC program instructor. |
| **Progress Report Due Date(s):** October 2, 2015 |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 20 | **Rating:** Partially Implemented |
| **Department CPR Finding:** *A site visit by the Office of Career/Vocational/Technical Education safety specialist revealed that not all instructional facilities used for career/vocational technical education meet current occupational standards. The Office for Career/Vocational Technical Education sent a Safety Survey Report, including details specific to each program, to Superintendent Mayo-Brown under separate cover. (Legal Citation: Vocational Technical Education Regulations 603 CMR 4.03(3)(d))* |
| **Narrative Description of Corrective Action:** Monthly reports are submitted to the safety compliance liaison Dave Edmonds. All safety items related to the CVTE department have been corrected and are reflected in safety reports. All remaining items fall under the jurisdiction of the district maintenance department. |
| **Title/Role of Person(s) Responsible for Implementation:** CVTE Director, Director of Maintenance | **Expected Date of Completion for Each Corrective Action Activity:** 3/1/16 |
| **Evidence of Completion of the Corrective Action:** MonthlySafety Survey Response Report |
| **Description of Internal Monitoring Procedures:** Monthly administrative review |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 20 | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:**  |
| **Department Order of Corrective Action:**  |
| **Required Elements of Progress Report(s):** The district will provide monthly status updates to the CVTE Safety Specialist. |
| **Progress Report Due Date(s):** Monthly to CVTE Safety Specialist |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 21 | **Rating:** Partially Implemented |
| **Department CPR Finding:** *A site visit by the Office of Career/Vocational/Technical Education safety specialist revealed that not all instructional equipment used for career/vocational technical education meets current occupational standards. The Office for Career/Vocational Technical Education sent a Safety Survey Report, including details specific to each program, to Superintendent Mayo-Brown under separate cover. (Legal Citation: Vocational Technical Education Regulations 603 CMR 4.03(3)(d))* |
| **Narrative Description of Corrective Action:** See CVTE 20 |
| **Title/Role of Person(s) Responsible for Implementation:** See CVTE 20 | **Expected Date of Completion for Each Corrective Action Activity:** See CVTE 20 |
| **Evidence of Completion of the Corrective Action:** See CVTE 20 |
| **Description of Internal Monitoring Procedures:** See CVTE 20 |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 21 | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:**  |
| **Department Order of Corrective Action:**  |
| **Required Elements of Progress Report(s):** The district will provide monthly status updates to the CVTE Safety Specialist. |
| **Progress Report Due Date(s):** Monthly to CVTE Safety Specialist |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 22 | **Rating:** Not Implemented |
| **Department CPR Finding:** *Interviews revealed that most advisory committee members and technical teachers are unaware of the Perkins Act Core Indicator of Performance outcomes beyond their assistance in the career/vocational technical education graduate follow-up surveys, which provided data for Perkins core indicator 5S1. Therefore, the technical teachers cannot utilize the Perkins Act Core Indicator of Performance outcomes to improve programs and outcomes for students. (Legal Citation: Perkins Section 113)* |
| **Narrative Description of Corrective Action:** Perkins Act Core Indicators of Performance outcomes are to be included in the Perkins IV Professional Development program to be created and provided for all CVTE staff members. |
| **Title/Role of Person(s) Responsible for Implementation:** CVTE Director | **Expected Date of Completion for Each Corrective Action Activity:** 3/1/16 |
| **Evidence of Completion of the Corrective Action:** Perkins IV Professional Development program materials created, minutes/agendas of all Perkins IV training planning meetings, Outline of training dates, Dated and signed training rosters |
| **Description of Internal Monitoring Procedures:** Administrative review of training materials, training program outline and timeline, Training attendance rosters, Staff feedback / assessment to identify and correct deficiencies. 2016 Perkins Core Indicator data |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 22 | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:**  |
| **Department Order of Corrective Action:**  |
| **Required Elements of Progress Report(s):** The district will provide:Perkins IV Professional Development program materials created, minutes/agendas of all Perkins IV training planning meetings, an outline of training dates, and dated and signed training rosters. |
| **Progress Report Due Date(s):** October 2, 2015 |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 25 | **Rating:** Not Implemented |
| **Department CPR Finding:** *Review of documentation and interviews indicated that the district does not possess adequate financial resources to satisfy this criterion. See CVTE 11. (Legal Citations: Perkins Act, Sections 3 and 135; Vocational Technical Education Regulations 603 CMR 4.03(3))* |
| **Narrative Description of Corrective Action:** A meeting with the district business manager was scheduled and attended by CVTE Director on 5/11/15 to address this finding. Additional meeting with District administration to address this finding is scheduled for 5/19/15. |
| **Title/Role of Person(s) Responsible for Implementation:** CVTE Director | **Expected Date of Completion for Each Corrective Action Activity:** 3/1/16 |
| **Evidence of Completion of the Corrective Action:** District financial report showing adequate financial resources. |
| **Description of Internal Monitoring Procedures:** District Administrative review  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 25 | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:**  |
| **Department Order of Corrective Action:**  |
| **Required Elements of Progress Report(s):** The district will provide a financial report showing adequate financial resources. |
| **Progress Report Due Date(s):** October 2, 2015 |

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

Fall River School District

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Fall River Public Schools/ Kelly-Ann Cooney

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: September 7, 2016**

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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:** *Interviews and a review of the documentation submitted by the district indicated that there is no consistency in the level of ESL instruction ELLs at the same proficiency levels receive at different schools in the district. For instance, ELLs at the proficiency levels 1 and 2 receive 2.5 hours of ESL instruction per day at Letourneau Elementary when ELLs at the same proficiency levels are provided with only 30 minutes of ESL instruction at Samuel Watson and Spencer Borden Elementary Schools. Additionally, most of the students at Mary Fonseca Elementary and none of the students at Morton Middle receive any ESL instruction. Therefore, the district* *does not provide all the ELLs in the district with the same learning opportunities to promote and support the rapid acquisition of English language proficiency and equal access to the district’s educational program as required in G.L. c 71A and Equal Educational Opportunities Act, 20USC § 1703(f).* |
| **Narrative Description of Corrective Action:** In order to provide all the ELLS in the district with the same access to ESL services:1. Two ESL positions were created so that Henry Lord now has two ESL staff, Watson has one full time, and Spencer Borden has one full time staff.2. At Fonseca a dually licensed staff member now teaches full time ESL so there are currently 3 ESL staff3. A fourth position was created at Durfee High school so there is now four full-time ESL staff.4. Two additional ESL FTE’s were recently secured to support over enrollment of newcomers and meet the service needs at the middle schools.5. An ESL pathway was presented to Fall River School Committee and accepted. This will be a FRPS sponsored 90 hour graduate class with 150 hours of internship time taught by UMASS Dartmouth professors. The goal is to 1) help teachers on waivers fulfill the requirements for licensure through the MA DESE, 2) provide an opportunity for core content and SPED teachers to fulfill the requirements for ESL licensure. This will create a larger candidate pool and provide flexibility with scheduling in the future. |
| **Title/Role of Person(s) Responsible for Implementation:** Fran Roy-Chief Academic OfficerKelly Cooney- Ell DirectorJocelyn LeMaire- Director HR | **Expected Date of Completion for Each Corrective Action Activity:** 1. August/ September 2015: 3 new ESL positions were created; two positions were converted to ESL. Fonseca now has three ESL teachers (+1) and Watson has one full-time ESL teacher (+ ½). Durfee now has 4 full time ESL teachers (+1). Henry Lord has two ESL teachers (+1).
2. October 2015: Superintendent will propose adding two more new ESL staff to school committee
3. Ell Director will monitor intake/ placement, a Google doc has been created to track the number of hours student at Foundational/ Transitional are receiving. ESL staff and student schedules will be monitored and ESL positions created as needed. Report to be compiled monthly. First report is due October 31st.
4. Winter 2016: First cohort of ESL pathway will begin. Target is 30 staff members.
 |
| **Evidence of Completion of the Corrective Action:**1.HR postings2. Excel sheet of Google doc3.ESL pathway plan as approved by FRPS School Committee, syllabi and class participant list  |
| **Description of Internal Monitoring Procedures:** 1. ELL Director will monitor intake/ placement, a Google doc has been created to track the number of hours student at Foundational/ Transitional are receiving. ESL staff and student schedules will be monitored and ESL positions created as needed. Report to be compiled monthly. First report is due October 31st.
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| 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:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** N/A |
| **Department Order of Corrective Action:** N/A |
| **Required Elements of Progress Report(s):** Please submit the documents below by the progress report due date:* HR postings
* The spreadsheet labeled *ELL List* or the excel sheet of the district’s Google document if it includes all the information the *ELL List* requires
* ESL pathway plan as approved by FRPS School Committee, syllabi and class participant list
* A copy of the 2015-16 ESL teacher schedule(s) for all grade levels district wide.All schedules should include the following for each block of time: a. Names of the ELL students; b. Grade level for each student; c. English proficiency level for each student
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| **Progress Report Due Date(s): February 12, 2016** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 6 Program Exit and Readiness | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Fall River Reclassification Policy indicates that the reclassification team reviews ACCESS results using the criteria from the Department. However, the documentation submitted by the district and a review of student records revealed that the district reclassified some students who still performed at WIDA Level 3 and also students with ACCESS scores at WIDA Level 4, but without proficiency on the MCAS ELA or the ability to perform ordinary class work in English. There were students, as well, exited from the program without an ACCESS composite score of at least Level 5 and reading and writing scores of at least Level 4. The current practice of reclassification of ELLs as Former Limited English Proficient (FLEP) in Fall River Public Schools is not consistent with the district’s policy for exiting ELL students, and the Department guidelines for reclassification as stated in the “Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners August 2013 . Please see 603 CMR 14:02 at* [*http://www.doe.mass.edu/lawsregs/603cmr14.html*](http://www.doe.mass.edu/lawsregs/603cmr14.html) *and* [*http://www.doe.mass.edu/ell/guidance\_laws.html*](http://www.doe.mass.edu/ell/guidance_laws.html) *.* |
| **Narrative Description of Corrective Action:** In Spring 2015 FRPS adopted the new MA DESE guidelines for exiting students. No students are considered for exiting unless they receive overall 5.0 on ACCESS with high 4’s in writing and reading, and ELA MCAS scores are considered. Monitoring for those who had been Flepped prior to this has been increased to quarter 1, quarter 2 and quarter 4. Students who were not making progress were reclassified as LEP. |
| **Title/Role of Person(s) Responsible for Implementation:**Kelly Cooney-ELL DirectorAndrew Woodward- Director of Guidance/ Durfee High School**District Language Acquisition Team Members:***Durfee:*Michelle Sylvaria-Associate Principal Andrew Woodward-Director of GuidanceJessica Swiers- ESL teacher*Talbot Middle School:*Natalia Silvia Patterson-Vice Principal Sharon Solway- ESL teacher*Morton Middle School:*Maria Matos-GuidanceKuss Middle School:Kristen Whiley- Vice PrincipalRachel Grande- ESL teacher*Letourneau:*Fred McClellan- Vice PrincipalNancy Rodrigues- ESL Specialist*Henry Lord:*Tracey Curley- PrincipalHelen Schoonmaker- ESL teacher*Viveiros:*Anne Marie Scott- Vice PrincipalCynthia Meegan- ESL teacher*Doran:*Eric Bradely- PrincipalKelly Blackburn- ESL teacher*Fonseca:*Michael Ward- PrincipalNathan Couto- ESL teacher*Greene:* Jillian Allain-Vice PrincipalMaegan Prizio- ESL teacher*Watson:*Erin Lund- Vice PrincipalStephanie Martins-Borges- ESL teacher*Silvia:*Tricia Whitty- Vice PrincipalEllen Barley- ESL teacher*Spencer Borden:*Kate Cobb- PrincipalAllison Farias- Department Head ELA*RMS Middle:*Joyce Paulo- Principal | **Expected Date of Completion for Each Corrective Action Activity:** 1. Language Acquisition Team Staff trained on new guidance June 2015.
2. Durfee High School Guidance staff to be trained October 20, 2015.
3. Audit of FLEP folders by October 29, 2015 and after grading quarter 1 (November 13th), quarter 2 (January 29th) and quarter 4 (June 22nd).
 |
| **Evidence of Completion of the Corrective Action:** 1.Copies of new reclassification forms2. Agenda for training |
| **Description of Internal Monitoring Procedures:** 1. School-based Language Acquisition Teams will monitor FLEP students and fill-out paper work after reviewing report cards and district benchmarks. If it is determined that a student needs to be reclassified, then the paperwork will be completed after quarter 1, 2 and 4. At district Language Acquisition Team meetings (with two representatives per elementary & middle school) the FLEP monitoring forms will be reviewed after quarter 1, 2 and 4. At Durfee High School the ELL director will meet with guidance after each quarter to review the FLEP monitoring forms.
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| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 6 Program Exit and Readiness | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** N/A |
| **Department Order of Corrective Action:** N/A |
| **Required Elements of Progress Report(s):** Please submit a roster of the reclassified students with their most recent ACCESS scores and other relevant data the district considered for reclassification by February 12, 2016. |
| **Progress Report Due Date(s): February 12, 2016** |

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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:** *A review of the documentation and student records indicated that the Parental Notification letter does not include specific exit requirements or indicate how the Title III program will meet the objectives of the Individualized Education Plan (IEP), if the student has additional education needs that require special education services. In addition, record review indicated that the district is not always providing English language learners with report cards and progress reports in the same manner and with the same frequency as general education reporting.* |
| **Narrative Description of Corrective Action:** FRPS will use the DESE updated Parental Notification forms in English, which include how Title III will meet the objectives of the IEP, and the older translated versions until the DESE makes new translations available. All schools will continue to put copies of Report Cards and English Language Development progress reports in the ELL folders, in addition to sending them home. |
| **Title/Role of Person(s) Responsible for Implementation:** Kelly Cooney- ELL DirectorSiobhan Ryan- Director of K-12 Parent Center Andrew Woodward- Director of Durfee High School GuidanceBarbara Allard- Director of Pre-K. | **Expected Date of Completion for Each Corrective Action Activity:** 1. New MA DESE English Parent Notification forms used- September 2015
2. Sending new forms to all students who registered as of July 2015- October 2015
3. Audit of purple folders for parental notification and report cards by October 29, 2015 and after grading quarter 1 (November 13th), quarter 2 (January 29th), quarter 3 (April 8th), and quarter 4 (June 22nd).
 |
| **Evidence of Completion of the Corrective Action:** 1. Copies of new English letter.
2. Audit of ELL folders.
 |
| **Description of Internal Monitoring Procedures:** 1. School based Language Acquisition Teams and District LAT team will complete audits of the ELL folders.
 |
| 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:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** N/A |
| **Department Order of Corrective Action:** N/A |
| **Required Elements of Progress Report(s):** Submit a copy of the revised, annual parental notification letter that includes all required information sent to families of English language learners. In addition, submit a copy of notification to all ELE staff and school building principals informing them that report cards and English language development progress reports are to be sent to parents with the same frequency as general education reporting and copies are to be located in the student’s ELL folder. Submit both documents by February 12, 2016.Conduct an internal review of the district’s English language learner student records to determine that parent notification letters that include all required information are sent to parents annually and that progress reports and report cards are provided to parents with the same frequency as general education reporting*.* Provide the number of records that were reviewed from each building, the number of records that were in full compliance, an explanation of the root cause for any continued non-compliance and a description of the specific corrective action taken by the district to address any identified noncompliance by April 15, 2016. |
| **Progress Report Due Date(s): February 12, 2016 and April 15, 2016** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 13 Follow-up Support | **Rating:** Partially Implemented |
| **Department CPR Finding:** *A review of the student records indicated that not all students who have exited the English learner education program are being monitored. Specifically, there were some reports of monitoring activities from general education teachers indicating that students were not making progress, but there was no indication that language support services were being provided. Additionally, there were some records reviewed of students who have exited the program with ACCESS scores at Level 4, but without proficiency on the MCAS ELA or the ability to perform ordinary class work in English. There were students, as well, exited from the program without an ACCESS composite score of at least Level 5 and reading and writing scores of at least Level 4.* |
| **Narrative Description of Corrective Action:** 1. In winter of 2014 school based LAT teams carefully monitored FLEP students who were exited with ACCESS composite overall scores lower than 5.0. Students were reclassified as LEP.
2. In school-year 2014-2015 new FLEP monitoring forms were created. FLEP monitoring was increased to the end of quarter 1 (not required) and winter and spring.
3. In school year 2015-16, school-based Language Acquisition Teams will monitor FLEP students and fill-out paper work after reviewing report cards and district benchmarks. If it is determined that a student needs to be reclassified, then the paperwork will be completed after quarter 1, 2 and 4.
4. At district Language Acquisition Team meetings (with two representatives per elementary & middle school) the FLEP monitoring forms will be reviewed after quarter 1, 2 and 4. At Durfee High School the ELL director will meet with guidance after each quarter to review the FLEP monitoring forms.
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| **Title/Role of Person(s) Responsible for Implementation:** Kelly Cooney- ELL Director | **Expected Date of Completion for Each Corrective Action Activity:** 1. Durfee High School Staff trained on monitoring October 22, 2015.
2. Audit of FLEP forms in ELL folders by October 29, 2015 and after grading quarter 1 (November 13th), quarter 2 (January 29th), quarter 3 (April 8th), and quarter 4 (June 22nd).
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| **Evidence of Completion of the Corrective Action:** 1. Copies of new reclassification forms.
2. Google excel doc with names of students re-entered prior to September 2015.
3. Copy of reclassification spreadsheet for district completed June 2015
4. Copy of x2 query of FLEPs with MCAS scores
5. Google EXCEL sheet will be created to track audit of FLEP monitoring.
 |
| **Description of Internal Monitoring Procedures:** **1.** School based teams will complete FLEP monitoring form on a quarterly basis. Folders will then be audited at district level LAT meetings at least quarterly. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 13 Follow-up Support | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** N/A |
| **Department Order of Corrective Action:** N/A |
| **Required Elements of Progress Report(s):** Submit copies of the newly developed FLEP monitoring form that is being used by the school district by February 12, 2016.Submit the results of an internal monitoring review by the school-based Language Acquisition Teams from each building that includes an analysis of the progress of FLEP students. Include the number of FLEP students from each building reviewed and a summary of the progress they are making to continue in this status. If any FLEP students are not making progress or if there are students who were not classified FLEP appropriately, include a report that reclassification has been completed. Submit analysis and reclassification report by April 15, 2016. |
| **Progress Report Due Date(s): February 12, 2016 and April 15, 2016** |

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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:** *Onsite observations indicated that the spaces used for English language development instruction at the Fonseca Elementary School and the Talbot Middle School are not comparable to the spaces provided to the overall student population. The ESL room at Fonseca Elementary School is labeled “closet;” it is a very small space that may be adequate for one-one instruction, but often has at least three students in the room at the same time which causes it to become over-crowded. At the time of the observation, there were six students and one teacher at a table and the door could not close.**The room for English language development instruction at the Talbot Middle School is located at the end of the hallway away from other classrooms in a space that is also used for storage. There is a lack of materials provided to students, and while there is a computer in the room, it is not functional so the teacher and students do not have access to it for instruction.****Please refer to the district’s corrective action plan progress report for CR 23* *Comparability of facilities due on October 2, 2015.*** |
| Narrative Description of Corrective Action:The Fonseca ESL rooms have been moved to a larger space that meets the needs of the number of students at a given time. The ESL teachers at Talbot middle school are scheduled to conduct instruction in regularly sized classrooms. The ELL Coordinator will work with the principal to verify that these classrooms are comparable to others at Talbot and have thetechnology and academic resources necessary to support ESL instruction. |
| **Title/Role of Person(s) Responsible for Implementation:** Kelly Cooney-Ell DirectorTom Coogan, COO | **Expected Date of Completion for Each Corrective Action Activity:** New classrooms will be assigned at Fonseca and Talbot by September 2015 |
| **Evidence of Completion of the Corrective Action:** Action Specifications of assigned space will be submitted to DESE including availabletechnological resources.ELL Director will visit each class at least once quarterly to ensure adequate and comparableinstructional space and materials are allotted for ESL instruction and will document.  |
| **Description of Internal Monitoring Procedures:** ELL Director will visit each class at least once quarterly to ensure adequate and comparableinstructional space and materials are allotted for ESL instruction. |
| 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:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** N/A |
| **Department Order of Corrective Action:** On November 5, 2015, a site visit was made by the Department to Talbot Middle School and Fonseca Elementary School to verify that the changes required from the Coordinated Program Review were implemented.  * At Talbot Middle School, the provision of ESL services has been re-located to a classroom with sufficient resources and materials and the classroom is not used for storage. All students have the use of laptops in the class along with other curriculum materials and comparable technology to support ESL instruction.
* The services for ESL students at the Fonseca Elementary School have been re-located as well, to larger spaces that can adequately serve at least six students. There are now two classrooms and at the time of the on-site visit, there were three students in one classroom and six students in the other classroom. All signage has been removed.
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| **Required Elements of Progress Report(s):** N/A |
| **Progress Report Due Date(s):** N/A |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 18 Records of ELL Students | **Rating:** Partially Implemented |
| **Department CPR Finding:** *A review of the student records indicated that the following documents were not always found in the ELL student records: information about previous school experiences, progress reports, Parental Notification letters and report cards. In addition, some records did not include documents translated into the native language, as requested on the Home Language Survey.* |
| **Narrative Description of Corrective Action:** K-12 Parent center and Durfee High School will call previous schools when possible and ask for records which will be placed in ELL folders. Parental Notification letters, in two languages, when possible, will be filed in ELL folders. Copies of Report cards (in two languages when possible) and English Language Development (ELD) Quarterly Reports will be placed in student ELL Folders each quarter. |
| **Title/Role of Person(s) Responsible for Implementation:** Kelly Cooney-Ell DirectorSiobhan Ryan- Director of Parent Center | **Expected Date of Completion for Each Corrective Action Activity:** 1. Parent Center training on parental notification complete by October 10th.
2. Parental Notification letters- on-going as students enrolled and identified. Copies placed in ELL folders.
3. Copy of email and agenda notes reminding schools to provide translated copies of reports cards and progress reports, to mail one set home and file the other in ELL folders, a week before end of quarter.
4. Report Cards & ELD Progress Reports copied & filed in ELL folder after each quarter.
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| **Evidence of Completion of the Corrective Action:** 1. Audits of ELL folders after each quarter for report Cards & ELD Progress Reports: Agenda, auditing forms
2. Audits of ELL folders for Parental Notification Letters quarterly for all newly enrolled ELLS: Agenda, auditing forms.
3. Training Agenda
4. Emails as reminders.
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| **Description of Internal Monitoring Procedures:** 1. ELL Director will audit the ELL folders after each marking period with members of the District Language Acquisition Team to ensure that report cards and English Language Development (ELD) Progress Reports are filed as well as sent home.
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| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 18 Records of ELL Students | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** N/A |
| **Department Order of Corrective Action:** N/A |
| **Required Elements of Progress Report(s):** Submit evidence of the Parent Center training on the document requirements for student records of English language learners, including translated documents as requested by parents through the Home Language Survey. Submit the agenda, materials used, training date(s), signed attendance sheets and the name and title of the presenter by February 12, 2016.Submit the results of an internal review of the district’s English language learner student records from each building to determine that the student records contain all required information. Provide the number of records that were reviewed from each building, the number of records that were in full compliance, an explanation of the root cause for any continued non-compliance and a description of the specific corrective action taken by the district to address any identified noncompliance by April 15, 2016. |
| **Progress Report Due Date(s): February 12, 2016 and April 15, 2016** |