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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: Westfield

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 03/06/2014.

**Mandatory One-Year Compliance Date:** **03/06/2015**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 2 | Required and optional assessments | Partially Implemented |
| SE 3A | Special requirements for students on the autism spectrum | Partially Implemented |
| SE 6 | Determination of transition services | Partially Implemented |
| SE 8 | IEP Team composition and attendance | Partially Implemented |
| SE 14 | Review and revision of IEPs | Partially Implemented |
| SE 18A | IEP development and content | Partially Implemented |
| SE 18B | Determination of placement; provision of IEP to parent | Partially Implemented |
| SE 19 | Extended evaluation | Partially Implemented |
| SE 20 | Least restrictive program selected | Partially Implemented |
| SE 24 | Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE | Partially Implemented |
| SE 26 | Parent participation in meetings | Partially Implemented |
| SE 34 | Continuum of alternative services and placements | Not Implemented |
| SE 55 | Special education facilities and classrooms | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 25 | Institutional self-evaluation | Partially Implemented |

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| **Criterion & Topic:** SE 2 Required and optional assessments | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records indicated that the district does not always conduct all consented-to evaluations, including academic assessments such as Key Math, functional behavior assessments and independent living skills evaluations. Student record review also indicated that the district does not consistently provide educational assessments, including a history of the student's educational progress in the general curriculum and teacher assessment that addresses attention skills, participation behaviors, communication skills, memory and social relations with groups, peers and adults. |
| **Description of Corrective Action:** The district has taken the following steps to correct this partially implemented standard. In December 2013, all special education supervisors and special education teachers were trained in the process of referring a student for evaluation in all areas of suspected disability. Prior to this, the district would assess only in speech and language, academics, or psychological. Since then the practice is to evaluate in all areas the first time around. The district will conduct an internal record review. The district will address all areas identified during the CPR on-site review of student records to ensure FAPE. |
| **Title/Role(s) of Responsible Persons:**Patricia Byrnes, Adm. of SPED & SS, Special Ed Supervisors | **Expected Date of Completion:**12/08/2014 |
| **Evidence of Completion of the Corrective Action:**\*Submit evidence of training and results of internal record review. Documentation that the district corrected all student files that were identified as non-compliant during the CPR onsite. |
| **Description of Internal Monitoring Procedures:** Supervisors will review monthly that all consented to evaluations were conducted. The internal monitoring process will review on random sample of initial and re-evaluation packets for students referred for evaluation to ensure all documents are included. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 2 Required and optional assessments | **Corrective Action Plan Status:** Approved **Status Date**: 05/02/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By June 23, 2014, provide a narrative description of the corrective actions taken for each student identified in the Student Record Issues Worksheet and submit a copy of the completed Educational Assessment Form B: Current Teacher Assessment and accompanying N1 form and copies of the FBA and the Key Math evaluations with the N1 form.By September 8, 2014, submit a narrative description of the district's revised procedures related to assessing all areas of suspected disability and the completion of Educational Assessment A and B, along with evidence of staff training on these procedures, which will include but not be limited to a training agenda, signed attendance sheet and copies of the materials presented. By December 8, 2014, following implementation of the revised procedures and training, conduct an internal review of 5 student records per level (pre-k, elementary, middle, hs & including out-of-district) where parental consent was received for initial or re-evaluations. Submit a detailed analysis of the internal review, including the number of student records reviewed at each level; the number of records that contained all completed evaluations that parents consented to including functional behavior assessments and independent living skills evaluations; comprehensive Educational Assessments A (a history of the student's educational progress in the general curriculum); and B Current performance (teacher assessment that addresses attention skills, participation behaviors, communication skills, memory and social relations with groups, peers and adults). If non-compliance is identified, report the specific actions taken to correct each individual student file identify and report the root cause(s) of the ongoing non-compliance and a plan to remedy it. \*Please note that when 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 roles(s), and their signature(s). |
| **Progress Report Due Date(s):** 06/23/201409/08/201412/08/2014 |

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| **Criterion & Topic:** SE 3A Special requirements for students on the autism spectrum | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records indicated that, for students on the autism spectrum, IEP Teams do not consider and specifically address the verbal and nonverbal communication needs of the child; the need to develop social interaction skills and proficiencies; the needs resulting from the child's unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development. Interviews also indicated that the district has not developed a procedure for Team Chairpersons to follow when an evaluation indicates that a child has a disability on the autism spectrum, nor are special education staff familiar with the specific IEP development requirements for students on the autism spectrum. |
| **Description of Corrective Action:** Training occurred August 22, 2013 and December 18, 2013, on the Autism Checklist for students on the Spectrum with Special Education Supervisors and Teachers. IEP's are adding this information onto IEP 8 - additional information page for initial and 3 year reevaluations. |
| **Title/Role(s) of Responsible Persons:**Patricia Byrnes, Adm. of SPED and SS, Special Education Supervisors | **Expected Date of Completion:**12/08/2014 |
| **Evidence of Completion of the Corrective Action:**\*Special education supervisors agendas\*Copies of Autism Spectrum Disorder Form \*Updated Policy and Procedure Manuals in place by 09/01/2014 |
| **Description of Internal Monitoring Procedures:** Record sampling and/or reviews of initial and/or three year re-evaluation IEPs |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 3A Special requirements for students on the autism spectrum | **Corrective Action Plan Status:** Approved **Status Date**: 05/02/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By June 23, 2014, provide a narrative description of the corrective actions taken for the two students identified with autism on the Student Record Issues Worksheet. Submit a revised or amended IEP that includes social emotional goals and documentation that the IEP Team considered and addressed any IEP goals related to the 7 required areas of autism: The verbal and nonverbal communication needs of the child; the need to develop social interaction skills and proficiencies; the needs resulting from the child's unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development. Submit an N1 form evidencing that the Team was convened and parents were notified of the district’s recently proposed actions.By September 8, 2014, submit a narrative description of the newly developed district wide procedure that ensure that staff have considered and documented the seven required areas for students on the autism spectrum. Submit evidence (training materials, signed attendance sheets, agendas) that training has been provided.By December 8, 2014, following implementation of the revised procedures and training, conduct an internal review of students on the autism spectrum. Choose a minimum of five student records per level (pre-k, elementary, middle, hs & including out-of-district). Submit a detailed analysis of the internal review, including the number of student records reviewed at each level; the number of records of students that contain documentation that IEP Teams have considered and specifically addressed: the verbal and nonverbal communication needs of the child; the need to develop social interaction skills and proficiencies; the needs resulting from the child's unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development. If non-compliance is identified, report the specific actions taken to correct each individual student file, identify and report the root cause(s) of the ongoing non-compliance and a plan to remedy it. \*Please note that when 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 roles(s), and their signature(s). |
| **Progress Report Due Date(s):** 06/23/201409/08/201412/08/2014 |

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| **Criterion & Topic:** SE 6 Determination of transition services | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records indicated that IEP Teams do not document the discussion of student transition needs annually. Student records demonstrated that transition plans are consistently incomplete, generic, and/or do not include how students can be prepared both academically and functionally to transition to post-school activities. |
| **Description of Corrective Action:** Westfield Public Schools Special Education Program Coordinator is currently training teachers from the middle school and high school on a monthly basis until the end of the school year that will include how students can be prepared both academically and functionally to transition to post-school activities Conduct internal record review |
| **Title/Role(s) of Responsible Persons:**Patricia Byrnes, Adm. of SPED & SS. Special Education Supervisors | **Expected Date of Completion:**12/08/2014 |
| **Evidence of Completion of the Corrective Action:**\*Training of staff members\*Team meeting notes of discussion\*Meeting attendance sheets\*Submission of 3-5 transition plans |
| **Description of Internal Monitoring Procedures:** Record sampling and/or reviews of annual IEPs. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 6 Determination of transition services | **Corrective Action Plan Status:** Approved **Status Date**: 05/02/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By June 23, 2014, provide a narrative description of the corrective actions taken for the one student identified on the Student Record Issues Worksheet. Submit both a copy of the developed transition plan and the N1 form.By September 8, 2014, submit procedures for developing appropriate transition plans. Submit documentation (training materials, signed attendance sheets, agendas) that training on the was provided for special education staff who work with students ages 14 and older to ensure that Transition Planning Form are developed annual and that all required areas are completed. By December 8, 2014, following implementation of the revised procedures and training, conduct an internal review of students ages 14 and older. Submit a detailed analysis of the internal review, including the number of student records reviewed and the number of records that contain completed transition plans that have been developed annually, If non-compliance is identified, report the specific actions taken to correct each individual student file, identify and report the root cause(s) of the ongoing non-compliance and a plan to remedy it. \*Please note that when 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 roles(s), and their signature(s). |
| **Progress Report Due Date(s):** 06/23/201409/08/201412/08/2014 |

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| **Criterion & Topic:** SE 8 IEP Team composition and attendance | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Interviews indicated that special education teachers who chair annual reviews do not have the authority to commit the resources of the district or make programmatic decisions. |
| **Description of Corrective Action:** The Administrator of Special Education and Special Education Supervisors will provide training for Team Chair people designating authority to commit resources as evidenced by a signed participant attendance sheet and agenda of training. |
| **Title/Role(s) of Responsible Persons:**Patricia Byrnes, Adm. of SPED & SS, Special Education Supervisors, Principals | **Expected Date of Completion:**12/08/2014 |
| **Evidence of Completion of the Corrective Action:**\*Training of staff in running an IEP team meeting to discuss with their Special Education Supervisor any possible budgetary impact.\*Written Statement of assurance for special education teachers who chair annual reviews |
| **Description of Internal Monitoring Procedures:** The Administrator of Special Education and Special Education Supervisors will oversee the process for compliance. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 8 IEP Team composition and attendance | **Corrective Action Plan Status:** Approved **Status Date**: 05/02/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 8, 2014, provide documentation that training was conducted for all special education staff who chair meetings ensuring that they have the authority to commit the resources of the district (and who may act as the Chairperson). Submit a signed attendance sheet and agenda. |
| **Progress Report Due Date(s):** 09/08/2014 |

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| **Criterion & Topic:** SE 14 Review and revision of IEPs | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Student record review and interviews indicated that the district does not always develop a new IEP on or before the anniversary date of the current IEP. A review of records also indicated that amendments are used to change placements to more restrictive settings. |
| **Description of Corrective Action:** The district will conduct training on timelines and then do a tracking of data by school. |
| **Title/Role(s) of Responsible Persons:**Patricia Byrnes, Adm. of SPED & SS, Special Education Supervisors | **Expected Date of Completion:**12/08/2014 |
| **Evidence of Completion of the Corrective Action:**Submit Results of Tracking of report by school.IEP timelines will be monitored by the Special Education supervisors to assure that annual reviews are held in accordance with the regulations |
| **Description of Internal Monitoring Procedures:** \*Administrator will track Monthly and share monthly with special education supervisors who will intern share with building special education teachers.\*Amendments will be monitored by the Administrator to assure that they are not being used as a change to a more restricted setting. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 14 Review and revision of IEPs | **Corrective Action Plan Status:** Approved **Status Date**: 05/02/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 8, 2014, submit documentation (agendas, signed attendance sheets) that training was conducted to ensure that IEPs are developed annually, on or before the anniversary date of the IEP. Submit documentation that additional training was provided to staff on the proper use of amendments to ensure that the districts past practice of using amendments to change placements to more restrictive settings has been discontinued. By December 8, 2014, following implementation of revised procedures and training, the district will conduct two internal reviews. First, review each schools monthly tracking data and report the number of annual Team meetings convened between September through November 2014, and the number of those Team meetings that evidenced that IEPs were developed on or before the expiration of the current IEP. Secondly, conduct an internal review of proposed IEP amendments from September through November and report the number reviewed by each level and the number of amendments that were used appropriately. Report, if any, the number of any amendments that were used to change placements to more restrictive settings.If non-compliance is identified for the two internal reviews listed above, report the specific actions taken to correct each individual student file, identify and report the root cause(s) of the ongoing non-compliance and a plan to remedy it. \*Please note that when 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 roles(s), and their signature(s). |
| **Progress Report Due Date(s):** 09/08/201412/08/2014 |

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| **Criterion & Topic:** SE 18A IEP development and content | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records indicated that when a student is identified with a disability on the autism spectrum, IEP Teams do not consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. The district uses a generic statement in the Additional Information section of the IEP for all eligible students, which is not based either on individual student needs or disability-related needs as required. |
| **Description of Corrective Action:** The district training occurred on August 22, 2013 and December 18, 2013, on the Autism Checklist for students on the Spectrum with Special education Supervisors and teachers. Team chairperson will address bullying in the N1 letter. |
| **Title/Role(s) of Responsible Persons:**Patricia Byrnes, Adm. of SPED & SS, Special Education Supervisors | **Expected Date of Completion:**12/08/2014 |
| **Evidence of Completion of the Corrective Action:**\*Agenda's on the Autism Spectrum Disorder Form\*All IEP's will address the impact of bullying and either provide steps to provide children with the tools necessary, or document that it was discussed and the team does not feel at this time the child is a target for bullying |
| **Description of Internal Monitoring Procedures:** The internal monitoring process will consist of record review of the N1 letter for documentation of bullying discussion and evidence of the discussion in the IEP. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 18A IEP development and content | **Corrective Action Plan Status:** Approved **Status Date**: 04/23/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By June , 2014, provide a narrative description of the corrective actions taken for the student identified in the Student Record Issues Worksheet. Submit a copy of the students' revised or amended IEP, documenting that the district addressed the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing and a completed N1 notice of school district proposed action that was sent to the parents.By September 8, 2014, submit documentation (agendas, signed attendance sheets) that training was provided to special education staff to ensure that whenever an IEP Team evaluation indicates that a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, the IEP addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. By December 8, 2014, following implementation of revised procedures and training, conduct an internal record review of a minimum of 5 student records from each level (elementary, middle & hs). Report the number of student records reviewed, the number that contained evaluation reports that indicated the student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, and the number of those records whose IEPs addressed the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. If non-compliance is identified, report the specific actions taken to correct each individual student file, identify and report the root cause(s) of the ongoing non-compliance and a plan to remedy it. \*Please note that when 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 roles(s), and their signature(s). |
| **Progress Report Due Date(s):** 06/23/2014 |

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| **Criterion & Topic:** SE 18B Determination of placement; provision of IEP to parent | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records at the middle school level indicated that proposed IEPs, placements and Notices of Proposed School District Action (N1s) are not provided to parents immediately following the development of the IEP. In addition, consented-to IEPs and placements for students who currently attend the district's two unapproved day programs reflect that these students are in substantially separate programs. |
| **Description of Corrective Action:** Following all IEP meetings and parent receipt of meeting summary at the end of the meeting, proposed IEP and proposed placement along with the required notice will be provided to parents within two weeks of meeting date.The District will apply for approval of the two day programs as required by DESE. |
| **Title/Role(s) of Responsible Persons:**Patricia Byrnes, Adm. of SPED & SS, Special Education Supervisors | **Expected Date of Completion:**12/08/2014 |
| **Evidence of Completion of the Corrective Action:**Procedures on provision of IEP to parent.Procedures on IEP process timelines.\*Training session documented by copy of the agenda, training materials and attendance sheet.\*Evidence of change in practice: IEP will be provided to parents within two weeks of meeting date.\*Summary of internal monitoring review.\*Approval to use day program from DESE |
| **Description of Internal Monitoring Procedures:** \* The District will conduct an administrative review of 6 student records to ensure noncompliance has been corrected. \*Annual submission to operate a day program within the district. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 18B Determination of placement; provision of IEP to parent | **Corrective Action Plan Status:** Approved **Status Date**: 05/02/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 8, 2014, submit documentation (agendas, signed attendance sheets) that training was provided to special education staff to ensure that proposed IEPs, placements and Notices of Proposed School District Action (N1s) are provided to parents immediately following the development of the IEP.By December 8, 2014, following implementation of revised procedures and training, conduct an internal record review of a minimum of 5 student records from each level (pre school, elementary, middle & hs). Report the number of student records reviewed from each level and the number of records in which IEPs and Placements were proposed to parents immediately following the Team meeting. If non-compliance is identified, report the specific actions taken to correct each individual student file, identify and report the root cause(s) of the ongoing non-compliance and a plan to remedy it. \*Please note that when 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 roles(s), and their signature(s). |
| **Progress Report Due Date(s):** 09/08/201412/08/2014 |

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| **Criterion & Topic:** SE 19 Extended evaluation | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records and interviews indicated that the district does not appropriately use the extended evaluation process as follows: 1) the district does not complete all consented-to assessments proposed for extended evaluations; 2) the district uses the extended evaluation process rather than initially proposing to assess the student in all areas of the suspected disability; 3) the district does not use the extended evaluation consent form when proposing additional assessments, but instead issues a second evaluation consent form. |
| **Description of Corrective Action:** The district will review SAT procedures for each building-- supervisors are working with building principals to streamline their Student Assistant Teams to address all areas of concern. The district will conduct training to staff on the proper use and requirements for extended evaluation-- in all areas of the suspected disability and that a second evaluation consent form is not used. A review of records on conducting an evaluation of all consented to extended evaluations are completed. |
| **Title/Role(s) of Responsible Persons:**Patricia Byrnes, Adm. of SPED & SS, Special Education Supervisors, Principals | **Expected Date of Completion:**12/08/2014 |
| **Evidence of Completion of the Corrective Action:**\*Training on Extended evaluations by special education supervisors -- submission of agendas\* Review of extended evaluation consent forms. |
| **Description of Internal Monitoring Procedures:** The internal monitoring process will consist of a quarterly review of files to review compliance. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 19 Extended evaluation | **Corrective Action Plan Status:** Approved **Status Date**: 05/02/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 8, 2014, submit documentation (agendas, signed attendance sheets) that training was provided to special education staff on the appropriate use and requirements of the extended evaluation process and on the student assistant team process to ensure that evaluations are proposed in all areas of suspected disability initially. See also the required progress reports for SE 34.By December 8, 2014, following implementation of revised procedures and training, conduct an internal review of those students who required extended evaluations. Report the number of extended evaluations conducted at each school. Report the number that contained evaluation reports for all of the extended evaluations proposed to parents and the number of records that evidenced that the extended evaluation process was used appropriately. If any non-compliance is identified, report the specific actions taken to correct each individual student file, identify and report the root cause(s) of the ongoing non-compliance and a plan to remedy it. See also the required progress reports for SE 34. \*Please note that when 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 roles(s), and their signature(s). |
| **Progress Report Due Date(s):** 09/08/201412/08/2014 |

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| **Criterion & Topic:** SE 20 Least restrictive program selected | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Student records indicated that IEP Teams do not consistently explain why the removal of a student from the general education classroom is critical to the student's program or provide the basis for its 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:** The Administrator of Special Education will meet with special education supervisors to provide training to staff to review least restrictive environment and completion of the Non-participation Justification statement as outlined in the regulations. |
| **Title/Role(s) of Responsible Persons:**Patricia Byrnes, Adm. of SPED & SS, Special Education Supervisors, Special Education staff | **Expected Date of Completion:**12/08/2014 |
| **Evidence of Completion of the Corrective Action:**\*Training by Special Education Supervisors to their staff with signed participant attendance sheets. |
| **Description of Internal Monitoring Procedures:** The district will do an internal review of records on IEP 6 for each level. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 20 Least restrictive program selected | **Corrective Action Plan Status:** Approved **Status Date**: 05/02/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 8, 2014, submit documentation (agendas, signed attendance sheets) that training was provided to special education staff on the required elements of IEP non- participation justification statements to ensure that staff explain why the removal of a student from the general education classroom is critical to the student's program or provide the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. By December 8, 2014, following implementation of revised procedures and training, conduct an internal review of IEPs from all levels (elementary, middle school, high school) that were developed from September through November Report the number IEPS reviewed at each level and the number of IEPS that contained comprehensive non-participation justification statements at each level. If any non-compliance is identified, report the specific actions taken to correct each individual student file, identify and report the root cause(s) of the ongoing non-compliance and a plan to remedy it. \*Please note that when 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 roles(s), and their signature(s). |
| **Progress Report Due Date(s):** 09/08/201412/08/2014 |

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| **Criterion & Topic:** SE 24 Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records indicated that at the high school level, Notices of Proposed School District Action (N1) do not consistently include a description of the evaluation procedures, tests, records, or reports used as the basis for the school district's decisions. |
| **Description of Corrective Action:** The district provided professional development training for TEAM Chairpersons and special education teachers on December 18 & 19, 2013 on how to write N1s that included a description of the evaluation procedures, tests, records, or reports used as the basis for the school district's decision. |
| **Title/Role(s) of Responsible Persons:**Patricia Byrnes, Adm. of SPED & SS, Special Education Supervisors | **Expected Date of Completion:**12/08/2014 |
| **Evidence of Completion of the Corrective Action:**\*Submit sample of N1 from each grade level for initial or three year re-evaluations. |
| **Description of Internal Monitoring Procedures:** The district will monitor the completion of the Notice of Proposed School District Action (N1).The Administrator will randomly check IEPs monthly to determine compliance. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 24 Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE | **Corrective Action Plan Status:** Approved **Status Date**: 05/02/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 8, 2014, submit documentation (agendas, signed attendance sheets) that training was provided to special education staff on Notices of Proposed School District Action (N1) and the requirement to include a description of the evaluation procedures, tests, records, or reports used as the basis for the school district's decisions.By December 8, 2014, following implementation staff training, conducts an internal review student records of IEPs from all levels (elementary, middle school, high school). Report the number of records reviewed from each level, and the number of records that contained comprehensive N1 notices that specifically included a description of the evaluation procedures, tests, records, or reports used as the basis for the school district's decisions. If any non-compliance is identified, report the specific actions taken to correct each individual student file, identify and report the root cause(s) of the ongoing non-compliance and a plan to remedy it. \*Please note that when 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 roles(s), and their signature(s). |
| **Progress Report Due Date(s):** 09/08/201412/08/2014 |

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

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| **Criterion & Topic:** SE 26 Parent participation in meetings | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records and interviews indicated that when neither parent can attend the IEP meeting, the district does not document its attempts to obtain parental participation or use other methods to ensure parent participation, including individual or conference telephone calls or video conferencing. |
| **Description of Corrective Action:** Develop procedures that staff will follow when parents are unable to attend IEP meetings. Training will occur for all special education supervisors and special education teachers on how to document their attempts to facilitate or obtain the parents' participation in IEP Team meetings. |
| **Title/Role(s) of Responsible Persons:**Patricia Byrnes, Adm. of SPED & SS, Special Education Supervisors | **Expected Date of Completion:**12/08/2014 |
| **Evidence of Completion of the Corrective Action:**\*Submit updated procedures. \*Submit evidence of training on the above procedures. |
| **Description of Internal Monitoring Procedures:** Out of 5 records from each level - where parents didn't attend, of review of IEP 8 on the eSped program. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 26 Parent participation in meetings | **Corrective Action Plan Status:** Approved **Status Date**: 05/02/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 8, 2014, submit documentation (agendas, signed attendance sheets) that training was provided to special education staff on the documentation of the district’s efforts to obtain parent participation through alternative means including individual or conference telephone calls or video conferencing. By December 8, 2014, following implementation of staff training, conduct an internal review student records of Team meetings from all levels (elementary, middle school, high school). Report the number of records whose parents were not present for Team meetings and the number of those records that documented that the district attempted to obtain their participation through an alternative means (individual or conference telephone calls or video conferencing). If any non-compliance is identified, report the specific actions taken to correct each individual student file, identify and report the root cause(s) of the ongoing non-compliance and a plan to remedy it. \*Please note that when 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 roles(s), and their signature(s). |
| **Progress Report Due Date(s):** 09/08/201412/08/2014 |

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

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| **Criterion & Topic:** SE 34 Continuum of alternative services and placements | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** A review of student records and interviews indicated that the district is currently operating two unapproved day programs. Eligible students in grades K-12 with emotional and behavioral needs are placed in a program located in a separate building, where they have no access to grade-level or non-disabled peers. In addition, the district relocated its Eastern Mountain Transition Program for students aged 18-22 to Western Mass Hospital, a non-school based location. The district has not applied for or received approval from the Department of Elementary and Secondary Education for these two programs |
| **Description of Corrective Action:** The district will complete the required day school approval program by September 8, 2014. |
| **Title/Role(s) of Responsible Persons:**Patricia Byrnes, Adm. of SPED & SS, Special Education Supervisors, Program Coordinator | **Expected Date of Completion:**12/08/2014 |
| **Evidence of Completion of the Corrective Action:**\*Completion and submission of day program application(s). |
| **Description of Internal Monitoring Procedures:** The district will renew annual the day program application for submission to DESE. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 34 Continuum of alternative services and placements | **Corrective Action Plan Status:** Approved **Status Date**: 05/02/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By June 23, 2014, submit documentation that the district has completed applications for its two unapproved day schools: the Russell Road program for students with emotional needs K-12 and the East Mountain Transition Program for students aged 18-22 to ensure the district's compliance for the start of the 2014-2015 school year. |
| **Progress Report Due Date(s):** 06/23/2014 |

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

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| **Criterion & Topic:** SE 55 Special education facilities and classrooms | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Facilities observation at the Highland Elementary School demonstrated that occupational and physical therapies are conducted in the library when other students are present, resulting in loss of privacy and stigmatization. |
| **Description of Corrective Action:** The Administrator of Special education will coordinate with the building administrator to ensure that Occupational Therapy services and Physical Therapy services are not conducted in the library. 1) Relocate the OT and PT therapists from the Library |
| **Title/Role(s) of Responsible Persons:**Patricia Byrnes, Adm. of SPED & SS, Special Education Supervisors, Highland Principal | **Expected Date of Completion:**12/08/2014 |
| **Evidence of Completion of the Corrective Action:**\*The district will submit a written statement of assurance. \*A copy of the building revised floor plan will be submitted. |
| **Description of Internal Monitoring Procedures:** The Administrator of Special Education and the Highland Elementary School Principal will be responsible for scheduling and room assignments on an annual basis. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Approved **Status Date**: 05/02/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By June 23, 2014, submit a description of Highland Elementary Schools proposed plan to ensure that occupational and physical therapies will cease being conducted in the library at the start of the 2014-1015 school year. In addition, please submit at statement of assurance from the principal and the administrator of special education. By December 8, 2014, a site visit from DESE will confirm these corrective actions. |
| **Progress Report Due Date(s):** 06/23/201412/08/2014 |

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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:** Document review indicated that the district does not have a code of conduct for staff. In addition, document review demonstrated that the high school student handbook does not contain disciplinary procedures for students not yet eligible for special education. |
| **Description of Corrective Action:** Employee Staff Handbook will be developed to include consistent employee practices and a code of conduct for teachers/staff.All student handbooks will be revised to contain disciplinary procedures for students not yet eligible for special education.These revisions will go into effect in the printing of documents for the beginning of the 2014-15 school year and will be posted on the district and school websites. |
| **Title/Role(s) of Responsible Persons:**Director of HR, All Principals, Director of SPED, Director of Accountability | **Expected Date of Completion:**09/08/2014 |
| **Evidence of Completion of the Corrective Action:**Submitted staff and student handbooks |
| **Description of Internal Monitoring Procedures:** Annual review and revision of staff and student handbooks |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved **Status Date**: 05/02/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 8, 2014 submit the districts newly developed code of conduct for staff and a narrative description of how the district has informed staff of the required elements. Also submit a 2014-2015 high school student handbook that includes disciplinary procedures for students not yet eligible for special education and verification that the revised handbook has been updated on the high schools website. |
| **Progress Report Due Date(s):** 09/08/2014 |

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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:** A review of documents and interviews confirmed that the district does not annually conduct an institutional self-evaluation to ensure that all students have equal access to all programs, including athletics and other extracurricular activities. |
| **Description of Corrective Action:** Develop an institutional self-evaluation protocol focused on civil rights criterion 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 |
| **Title/Role(s) of Responsible Persons:**Director Human Resources | **Expected Date of Completion:**09/08/2014 |
| **Evidence of Completion of the Corrective Action:**Designed template self-evaluation protocol focused civil rights criterion.Records of institutional self-evaluation. |
| **Description of Internal Monitoring Procedures:** The District will conduct an annual institutional self-evaluation using the designed template and developed protocols. Results of the institutional self-evaluation will be analyzed to determine policies and procedures related to accessibility and equal access for all students, annually. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved **Status Date**: 05/02/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 9, 2014, report the districts civil rights institutional evaluation results to ensure that all students have equal access to all programs, including athletics and other extracurricular activities. |
| **Progress Report Due Date(s):** 09/08/2014 |

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

District: Westfield Public Schools

Corrective Action Plan Review

Program Area: English Learner Education

Prepared by: Denise Ruszala/Director of Assessment & Accountability

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: June 17, 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:** *Document review and interviews indicated that ELL students at proficiency level two receive 30-45 minutes of direct ESL instruction per day and level three students receive only 30 minutes of direct ESL instruction at the district’s elementary schools. Middle school ELLs at proficiency levels one and two receive only 84 minutes of ESL instruction per day. Current hours of ESL instruction provided to level two and level three students at the district’s elementary schools, and level one and two students at the district’s middle schools are insufficient and, 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). |
| **Narrative Description of Corrective Action:** **ELE 5: Elementary Level ELE Program Placement Structure Corrective Action Plan:**Westfield’s ELE Program at the elementary level is held at Highland Elementary School. The program has shown great success over the past two years. For the second year in a row the performance of the ELL subgroup exceeded their yearly CPI (Cumulative Progress and Performance Index) accountability targets as defined by the accountability waiver. 1. June 2014 – July 2014: Director of Assessment & Accountability met with the Principal, James Kane of Highland Elementary School to review the ELE Program Placement and Structure at the Elementary Level and to evaluate instructional minutes for ELL students. School accountability data and student assessment data was reviewed to determine ELL student placements. Student schedules were created based on 2014 ACCESS and Preliminary ELA MCAS data, as well as teacher recommendation.
2. ELL students at proficiency levels 1-3 are scheduled into a Tier I - 90 minute Literacy Block taught by a certified ESL teacher to receive CORE Literacy instruction. Additional, ESL English language development will be scheduled into Tier II instruction where ELL students will receive an additional 60- 75 minutes of ESL instruction taught by a certified ESL teacher.
3. All ELL students are scheduled into *Imagine Learning* for 30 minutes per day as additional instruction in English language development.
 |
| **Title/Role of Person(s) Responsible for Implementation:** Director of Assessment & Accountability and Principal of Highland School | **Expected Date of Completion for Each Corrective Action Activity:** 2014-2015 Master School Schedule: **August 2014 Complete**Student Schedules: **End September 2014** |
| **Evidence of Completion of the Corrective Action:** 2014-2015 Master School Schedule, Highland’s past two years (2012-13) and (2013-14) Accountability Data, and Student Schedules  |
| **Description of Internal Monitoring Procedures:** **ELE Program Placement & Structure:**1. The Office of Assessment & Accountability will continue to meet monthly with Principal, Kane and ELL Coach at Highland Elementary School to monitor the program placement and instructional schedules of ELLs to be certain they remain consistent with Department guidelines as indicated in the *“Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners August 2013.*
2. The District Office will collect student schedules of ELL students at proficiency levels 1-3 to monitor program placement and instructional minutes.
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| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 5  | **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 complete district information in the attached spreadsheet labeled *ELL List* **by school** for each ELL student in the district, **by January 15, 2015**. |
| **Progress Report Due Date(s): January 15, 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:** *Document review and interviews indicated that ELL students at proficiency level two receive 30-45 minutes of direct ESL instruction per day and level three students receive only 30 minutes of direct ESL instruction at the district’s elementary schools. Middle school ELLs at proficiency levels one and two receive only 84 minutes of ESL instruction per day. Current hours of ESL instruction provided to level two and level three students at the district’s elementary schools, and level one and two students at the district’s middle schools are insufficient and, 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). |
| **Narrative Description of Corrective Action:** **ELE 5: Middle School Level: ELE Program Placement Structure Corrective Action Plan:**Westfield’s ELE Program at the middle school level is held at South Middle School. 1. October 2013 – June 2014: Principal Dennis Duquette began collaborating with DSAC and established a Leadership Team to begin the process of instructional improvement.
2. April 2014 – June 2014: Educational Consultant Lyn Ward Healy worked with the Leadership Team to develop a new instructional schedule.
3. May 2014 – June 2014: Educational Consultant Eunice Taylor worked with all staff members to provide training in instructional practices for block scheduling.
4. June 2014 – Principal and staff created master schedule for longer instructional blocks.
5. June 2014 – July 2014: Director of Assessment & Accountability met with the Principal, Dennis Duquette of South Middle School to review the ELE Program Placement and Structure at the Elementary Level and to evaluate instructional minutes for ELL students. School accountability data and student assessment data was reviewed to determine ELL student placements. Student schedules were created based on 2014 ACCESS and Preliminary ELA MCAS data, as well as teacher recommendation.
6. ELL students at proficiency levels 1-2 are scheduled into a total of 150 - 160 minutes of ESL instruction taught by a certified ESL teacher. (One (75-85) minute block of ESL Literacy and an addition 75 minute block of ESL Academic Support.
 |
| **Title/Role of Person(s) Responsible for Implementation:** Director of Assessment & Accountability and Principal, Dennis Duquette of South Middle School | **Expected Date of Completion for Each Corrective Action Activity:** 2014-2015 Master School Schedule and Meeting Dates/Agendas: **August 2014** **Complete**Student Schedules: **End September 2014** |
| **Evidence of Completion of the Corrective Action:** 2014-2015 Master School Schedule, Meeting Dates and Agendas, Student Schedules  |
| **Description of Internal Monitoring Procedures:** **ELE Program Placement & Structure:*** The Office of Assessment & Accountability will continue to meet monthly with Principal, Dennis Duquette at South Middle School to monitor the program placement and instructional schedules of ELLs to be certain they remain consistent with Department guidelines as indicated in the *“Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners August 2013.*
* The District Office will collect student schedules of ELL students to monitor program placement and instructional minutes.
 |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 5  | **Status of Corrective Action:** [ ]  Approved [x]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** The district indicates in the proposed CAP that ELL students at proficiency levels 1-2 are scheduled into a total of 150 - 160 minutes of ESL instruction at the district’s middle schools and 75-85 minutes of this time is dedicated to teach ESL Literacy and 75 minutes to provide academic support. The district should note that academic tutoring cannot be a substitute for direct ESL instruction that is intended to promote second language acquisition and English language proficiency. |
| **Department Order of Corrective Action:** See elements of Progress Reports |
| **Required Elements of Progress Report(s):** 1. Please provide a detailed plan that shows that the district is providing sufficient ESL instruction to ELL students at the district’s middle schools based on the Department's *Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners* found at <http://www.doe.mass.edu/ell/TransitionalGuidance.pdf> **by January 15, 2015.**
2. Please complete district information in the attached spreadsheet labeled *ELL List* by school for each ELL student in the district **by January 15, 2015**.
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| **Progress Report Due Date(s): January 15, 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:** *Document review and interviews indicated that the district does not have an ESL curriculum used for direct ESL instruction or a plan to develop one that is aligned to the Massachusetts Curriculum Frameworks and the WIDA ELD Standards. See the Department’s WIDA English Language Development Standards Implementation Guide (Part I) at* [*http://www.doe.mass.edu/ell/wida/Guidance-p1.pdf*](http://www.doe.mass.edu/ell/wida/Guidance-p1.pdf) |
| **Narrative Description of Corrective Action:** **ESL Curriculum Development Action Plan:** 1. September 2014: District will develop an ESL Curriculum Committee with teacher representatives at each level – elementary, middle school and high school.
2. September – June 2014: The ESL Curriculum Committee will meet monthly to develop a district ESL Curriculum with the goal to have the curriculum completed in June 2015.
 |
| **Title/Role of Person(s) Responsible for Implementation:** Director of Assessment & Accountability, ELL Coach and ESL Teachers | **Expected Date of Completion for Each Corrective Action Activity:** June 2015 |
| **Evidence of Completion of the Corrective Action:**  Westfield Public School District ESL Curriculum and Monthly Meeting Agendas   |
| **Description of Internal Monitoring Procedures:** Director of Assessment & Accountability will meet regularly with the ESL Curriculum Committee and participate in the development of the ESL Curriculum. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 5  | **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 information such as WIDA training opportunities for the district staff, responsible district staff, meeting dates, minutes and signing sheets, timelines for implementation and completed parts of the curriculum to show evidence that the curriculum work is in progress in the district by **January 15, 2015.**  |
| **Progress Report Due Date(s): January 15, 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:**

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| *A review of student records and interviews indicated that the district’s annual notice to parents does not contain all required elements, specifically the reasons for identification of the student as an English Language Learner, the parent’s right to decline programming, and specific exit requirements..*  |

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| **Narrative Description of Corrective Action:** 1. May 2014- June 2014: The District adopted the DESE’s model of the **Parent Notification Form** in **Appendix C** of the *Transitional Guidance on Identification, and Reclassification of English Language Learners, August 2013*. The letter will be translated into Nepalese, Spanish, and Russian reflective of the major languages of the district ELLs.
2. June 30, 2014: Initial/Annual Parent Notification of English Language Education (ELE) and Title III Program Placement Letters were mailed to all incoming new students (Initial Notification) and ELL students in Grades 1-11 presently in the program (Annual Notification) using the new form letter. A copy of the district Opt-Out Letter was sent with letters.
3. July 2014 – Beyond: All Initial/Annual Parent Notification will be completed using the new forms within the recommended timeline as indicated in the *Transitional Guidance on Identification, and Reclassification of English Language Learners, August 2013* on page 5.
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| **Title/Role of Person(s) Responsible for Implementation:** Director of Assessment & Accountability – ELL Program  | **Expected Date of Completion for Each Corrective Action Activity:** **July 2014 Completed** |
| **Evidence of Completion of the Corrective Action:** Parent Notification Form in English and translated languages  |
| **Description of Internal Monitoring Procedures:** Director of Assessment & Accountability & Principals: District Tracking: - ELL Student Lists |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 10 | **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):** Provide a description of the monitoring process to ensure continued compliance, including periodic reviews and the role of the designated person responsible, **by January 15, 2015.**Report the results of an ELL student record review to ensure that all parents of such students received an appropriately translated initial or annual Parent Notification Letter, along with the district’s Opt Out Letter, and that this was documented in each student’s file. Report the number of records reviewed and the number of records in compliance. For any records found to be out of compliance, the district must conduct a root cause analysis of the noncompliance and provide a description of the root cause along with a description of the district’s plan to remedy remaining non-compliance **by April 23, 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 records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s).** |
| **Progress Report Due Date(s): January 15, 2015; April 23, 2015** |

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

WESTFIELD PUBLIC SCHOOLS

Corrective Action Plan Forms

Program Area: Career/Vocational Technical Education

Prepared by: Westfield Vocational Technical High School, Stefan Czaporowski, Principal

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 3, 2015**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 1 | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Document review and interviews indicated that the district is in the initial stages of developing a four-year career planning system for students.* |
| **Narrative Description of Corrective Action:** In September 2013, Guidance Counselors developed a template for Student Career Plans**.** In November 2013, the newly created Career Center in Student Services became operational. A laptop cart of 12 computers was added to the Career Center so that Guidance Counselors could meet with each grade 9 student at WVTHS to complete the MASS CIS Career Inventory. The Career Inventory, Freshmen Exploratory Process and individual meetings with students assisted in the development of student Career Plans. By December 2013, guidance counselors met individually with all students in grades 10, 11, and 12 and developed Career Plans with these students as well. Career Plans will be reviewed with all students annually.  |
| **Title/Role of Person(s) Responsible for Implementation:** Stefan Czaporowski, PrincipalRob Ollari, Director of Student ServicesTara Bean, Guidance CounselorAndrea Arvanites, Guidance CounselorJohn York, Vocational Director | **Expected Date of Completion for Each Corrective Action Activity:** Completed Student Career Plan Template – September 2013WVTHS Career Center operational – November 2013Freshmen Career Inventory Completion – December 2013Students in Grades 10, 11, 12 completed Career Plans - December 2013Career Plan updates – Annually |
| **Evidence of Completion of the Corrective Action:** Completed Student Career Plans  |
| **Description of Internal Monitoring Procedures:** To ensure compliance, completed Student Career Plans will be kept with student records and reviewed by the building Principal and Director of Student Services for annual updates. Career Plans for Students in grade 9 will be reviewed after the Freshmen Exploratory Process.  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 1 | **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):** Career Plan template, Samples of completed career plans for 9, 10, 11, and 12 grades (student names redacted). |
| **Progress Report Due Date(s): September 8, 2014** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 3 | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Interviews and document review indicated that the district has begun to develop a process to ensure that all students are assessed for the acquisition of the knowledge and skills standards contained in the Vocational Technical Education Frameworks, but currently not all students are assessed.* |
| **Narrative Description of Corrective Action:** Previously, student competencies were identified at the completion of grade 12. In January, all Lead Teachers for each CVTE Program were required to revise their Competency Tracking Forms so that they could be updated at the completion of each grade level. Updated Competency Tracking Forms will be turned in to the Principal by May 2014. Competency Tracking Forms will be completed based on formative and summative assessments, by all CVTE instructors for each student individually at all grade levels by the end of each school year. These forms will be turned in to the Director of Student Services so that they can be included in individual student records.  |
| **Title/Role of Person(s) Responsible for Implementation:** Stefan Czaporowski, PrincipalRob Ollari, Director of Student ServicesJohn York, Vocational DirectorCVTE Program Lead Teachers | **Expected Date of Completion for Each Corrective Action Activity:** Updated Competency Tracking Forms to Principal – May 2014Completed Student Competency Tracking Forms - June 2014, annually. |
| **Evidence of Completion of the Corrective Action:** Completed Student Competency Tracking Forms  |
| **Description of Internal Monitoring Procedures:** To ensure compliance, completed Student Competency Tracking Forms will be kept with student records and reviewed by the building Principal, Vocational Director, CVTE Program Lead Teachers, and the Director of Student Services for annual updates. Competency Tracking Forms will also be reviewed by the Vocational Director for placements in Coop, Internships, and Job Shadows.  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 3 | **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):** Samples of Competency Tracking Forms for each program (student names redacted). |
| **Progress Report Due Date(s): September 8, 2014** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 9 | **Rating:** Partially Implemented |
| **Department CPR Finding:** *A review of documents indicated that some students are recorded in programs in which they are not enrolled. In addition, a site visit by the Massachusetts Department of Elementary and Secondary Education’s Audit Office was conducted to review certain criteria that involve data collection and the administration and allowable use of Perkins funds.  The Massachusetts Department of Elementary and Secondary Education’s Audit Office will send a detailed report of its review to Superintendent Scallion under separate cover.* |
| **Narrative Description of Corrective Action:** In March 2014, all WVTHS students were reviewed by the WPS Tech Center and Director of Student Services to ensure that all students were reported in their appropriate CVTE Program. This data input will be completed annually before the October 1 report and manually verified by October 15. Changes in student program enrollment will be reported to the WPS Tech Center and tracked by the Director of Student Services throughout the school year. |
| **Title/Role of Person(s) Responsible for Implementation:** Barry Baraka, WPS Tech CenterRob Ollari, Director of Student ServicesStefan Czaporowski, Principal | **Expected Date of Completion for Each Corrective Action Activity:** Manual Verification of accurate recording of students in CVTE Programs – March 2014SIMS Data submission – October 1, 2014Manual Verification – October 15, 2014Student Program updates - Ongoing |
| **Evidence of Completion of the Corrective Action:** Manual verification ofaccurate recording of students in CVTE programs adjusting data as needed.  |
| **Description of Internal Monitoring Procedures:** Accurate student program data will be provided to the WPS Tech Center throughout the school year by the Director of Student Services. Manual Verification will occur shortly after the SIMS Data submission and on an as needed basis after that.  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 9 | **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):** No progress reports 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:** *Document review indicated that although the district has program advisory committees, most committees do not have the representation required by Vocational Technical Education regulations. There is also not a formal recruitment process to make the representation inclusive.* |
| **Narrative Description of Corrective Action:** Program Advisory Committees (PAC) at Westfield Vocational Technical High School (WVTHS) are comprised of a cross section of representatives from the businesses, industries, and post-secondary educational institutions that provide career and career pathways for students in the respective CVTE program.Each WVTHS CVTE PAC will actively recruit new members through business and social networking opportunities. Each PAC will review its membership on an annual basis to determine whether all demographical areas outlined in the DESE “Career/Vocational Education Advisory Committee Guide” are represented in the PAC membership. Every effort will be made to ensure that membership on the Advisory Committee includes females, racial and linguistic minorities, persons with disabilities and individuals in occupations nontraditional for their gender who are representative of the particular district or community served by the school. When a PAC identifies that a demographic sector is under-represented, PAC members will be asked to actively identify and recruit individuals who would meet the under-represented segment. Once an appropriate individual has been identified and approached, participation on the committee will be at the discretion of that individual. The Principal will develop a WVTHS Advisory Manual with the Vocational Director and Lead Teachers using the DESE model as a guide. A formal recruitment process will also be included in this manual. The completed manual will be submitted to the Superintendent of Schools for approval and fully implemented for the 2014-2015 school year. |
| **Title/Role of Person(s) Responsible for Implementation:** Stefan Czaporowski, PrincipalJohn York, Vocational DirectorCVTE Program Lead Teachers | **Expected Date of Completion for Each Corrective Action Activity:** Development of DRAFT WVTHS Advisory Manual – March 2014Review and make adjustments based on Lead Teacher Feedback – April 2014Superintendent approval – May 2014Full implementation of WVTHS Advisory Guidelines – August 2014 |
| **Evidence of Completion of the Corrective Action:**   |
| **Description of Internal Monitoring Procedures:**   |
| 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:** N/A |
| **Department Order of Corrective Action:** N/A |
| **Required Elements of Progress Report(s):** By September 8, 2014, the district will submit a copy of the WVTHS Advisory Manual and Guidelines. By December 8, 2014, the district will submit updated Advisory Committee membership rosters and agendas and minutes from the fall advisory committee meetings. |
| **Progress Report Due Date(s): September 8, 2014; December 8, 2014** |

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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:** *Document review and interviews indicated that not all programs are structured so that students acquire the knowledge and skills standards contained in the Employability, Management and Entrepreneurship, and Technological Strands of the Vocational Technical Education Frameworks.* |
| **Narrative Description of Corrective Action:** In the Summer and Fall of 2013, an Integrated Project Team made up of academic (ELA, Health, and Social Studies) and CVTE teachers worked on developing a project for students in grades 11 and 12 specifically focusing on Employability, Management, and Entrepreneurship. Project binders were distributed to all CVTE Program Lead Teachers in January 2014 for review and piloting purposes. Feedback is due to the Integrated Project team in June 2014. In August 2014, the Integrated Project will be rolled out to all staff involved for full implementation for the 2014-2015 school year. In the preparation process for the 2014-2015 WVTHS budget proposals, the principal has requested a technology teacher specifically to address the Technological Strands of the Vocational Technical Education Frameworks. This position existed previously but was eliminated due to district budget constraints. If this position is again filled, students will be required to take additional technology coursework. The Assistant Principal will modify the schedule accordingly and Guidance Counselors will enroll students into this course.  |
| **Title/Role of Person(s) Responsible for Implementation:** Stefan Czaporowski, PrincipalStaff Integrated Project TeamCVTE Program Lead TeachersKevin Daley, Assistant PrincipalWVTHS Guidance Counselors | **Expected Date of Completion for Each Corrective Action Activity:** Integrated Project Feedback due to Integrated Project Team – June 2014Integrated Project Roll out – August 2014Integrated Project full implementation – 2014-2015 school yearFinal budget received – June 2014Hiring of a CVTE Technology Instructor – July 2014Incorporate CVTE Technology courses into the Master Schedule – August 2014 |
| **Evidence of Completion of the Corrective Action:** Completed Student Integration Projects  |
| **Description of Internal Monitoring Procedures:**   |
| 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:** N/A |
| **Department Order of Corrective Action:** N/A |
| **Required Elements of Progress Report(s):** Description of Integrated Project and copy of the Master Schedule. |
| **Progress Report Due Date(s): September 8, 2014** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 12 | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Interviews indicated that students are not provided Accuplacer pre-testing to help prepare students and avoid remediation; also, interviews and documentation indicated a process for annual review and approval of articulation agreements is not in place.* |
| **Narrative Description of Corrective Action:** The Director of Student Services and WVTHS Guidance Counselors will create a procedure to develop articulation agreements with post-secondary programs (colleges and apprenticeship, when appropriate) and to review them on an annual basis to make sure they are still in effect or to renew if required. This review will occur every August and include CVTE Program Lead Teachers for the upcoming school year. Accuplacer pre-tests and preparation strategies will be offered to students that express an interest in attending college after graduation from WVTHS. This mini-course will include strategies that will be assembled by the WVTHS Guidance Counselors. It will be offered to students at our School on Saturday sessions from October to March annually under the supervision and guidance of our School on Saturday instructor.  |
| **Title/Role of Person(s) Responsible for Implementation:** Stefan Czaporowski, PrincipalRob Ollari, Director of Student ServicesCVTE Program Lead TeachersWVTHS Guidance CounselorsSchool on Saturday Instructor | **Expected Date of Completion for Each Corrective Action Activity:** Procedure identified to develop articulation agreements – June 2014Student Services review of current articulation agreements – August 2014, annuallyAccuplacer strategies mini course development – Summer 2014Accuplacer mini course offered to students – October 2014 |
| **Evidence of Completion of the Corrective Action:**   |
| **Description of Internal Monitoring Procedures:**   |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 12 | **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):** Copy of Articulation Agreement tracking sheet, copies of new and renewed articulation agreements. |
| **Progress Report Due Date(s): September 8, 2014** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 13 | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Document review and interviews indicated that the district does not have a consistent method for documenting students’ attainment of skills competencies while on cooperative education placements.* |
| **Narrative Description of Corrective Action:** The VocationalDirector will meet with the Cooperative Education Coordinator Group to determine thebest method for tracking and documenting the student’s attainment of skills competencies.With input from the CH74 program Lead Teachers, the Vocational Director will modify or change the existing Co-op Time Sheet/ Work Log to reflect the addition of a mechanism that tracks the attainment of student skills competencies.The Vocational Director and Principal will meet with the Chapter 74 teachers that are responsible for student on Cooperative Education. Training will be provided to the teachers so that the student skills competencies are documented in a consistent format.As part of the weekly review of the Co-op Time Sheet/ Work Log the Vocational Director will monitor the consistency of competency tracking, on an on-going basis. |
| **Title/Role of Person(s) Responsible for Implementation:** John York, Vocational DirectorStefan Czaporowski, PrincipalChapter 74 Programs, Lead Teachers | **Expected Date of Completion for Each Corrective Action Activity:** Meet with Cooperative Education Coordinator Group - April 15, 2014Meet with CH74 program Lead Teachers for review of modified Co-op Time Sheet/Work Log – May 16, 2014Train Vocational staff responsible for Cooperative Education students – June 6, 2014Monitor competency tracking on Co-op Time Sheet/ Work Log – On-going, starting – July 1, 2014 |
| **Evidence of Completion of the Corrective Action:** Modified Co-op Time Sheet/ Work Log,Minutes from meeting with Vocational Lead Teachers, Documentation of training session for staff responsible for Cooperative Education students including procedure for the consistent documentation of student skills competencies.  |
| **Description of Internal Monitoring Procedures:** Weekly record review of Co-op Time Sheet/ Work Log by Vocational Director or Cooperative Education Coordinator  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 13 | **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):** Copy of modified Co-op Time Sheet/Work Log,minutes from meeting with Vocational Lead Teachers, Documentation of training session for staff responsible for Cooperative Education students including procedure for the consistent documentation of student skills competencies. |
| **Progress Report Due Date(s): September 8, 2014** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 14 | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Document review and interviews indicated that the district does not have a consistent method for documenting students’ attainment of skills competencies while on internship placements.* |
| **Narrative Description of Corrective Action:** The VocationalDirector will meet with the Cooperative Education Coordinator Group to determine thebest method for tracking and documenting the student Interns attainment of skills competencies.With input from the CH74 program Lead Teachers, the Vocational Director will modify or change the existing Internship Time Sheet/ Work Log to reflect the addition of a mechanism that tracks the attainment of student skills competencies.The Vocational Director and Principal will meet with the Chapter 74 teachers that are responsible for student on Internships. Training will be provided to the teachers so that the student skills competencies are documented in a consistent format.As part of the weekly review of the Internship Time Sheet/ Work Log the Vocational Director will monitor the consistency of competency tracking, on an on-going basis. |
| **Title/Role of Person(s) Responsible for Implementation:** John York, Vocational DirectorStefan Czaporowski, PrincipalCH 74 Programs, Lead Teachers | **Expected Date of Completion for Each Corrective Action Activity:**       Meet with Meet with Cooperative Education Coordinator Group - April 15, 2014Meet with CH74 program Lead Teachers for review of modified Internship Time Sheet/work Log – May 16, 2014Train Vocational staff responsible for Internship students – June 6, 2014Monitor competency tracking on Internship Time Sheet/ Work Log – On-going, starting – July 1, 2014 |
| **Evidence of Completion of the Corrective Action:** Modified Internship Time Sheet/ Work Log,Minutes from meeting with Vocational Lead Teachers, Documentation of training session for staff responsible for Internship students including procedure for the consistent documentation of student skills competencies.  |
| **Description of Internal Monitoring Procedures:** Weekly record review of Internship Time Sheet/ Work Log by Vocational Director or Cooperative Education Coordinator  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 14 | **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):** Copy of modified Internship Time Sheet/Work Log,Minutes from meeting with Vocational Lead Teachers, Documentation of training session for staff responsible for Internship students including procedure for the consistent documentation of student skills competencies. |
| **Progress Report Due Date(s): September 8, 2014** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 15 | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Document review and interviews indicated that the ratio of teachers to students on off-campus construction projects exceeds the recommended ratios.*  |
| **Narrative Description of Corrective Action:** WVTHS has instituted a new policy that requires all shops to adhere to state regulations on off-campus construction projects. This new procedure was put into effect in January of 2014 and was shared with all CVTE Program Lead Teachers.  |
| **Title/Role of Person(s) Responsible for Implementation:** Stefan Czaporowski, PrincipalJohn York, Vocational DirectorCVTE Program Lead Teachers | **Expected Date of Completion for Each Corrective Action Activity:** New policy implementation **-** January 2014 |
| **Evidence of Completion of the Corrective Action:** New 8:1 Teacher-Student ratio on off-campus construction sites policy. |
| **Description of Internal Monitoring Procedures:** AdministrativeReview of off-campus construction paperwork submitted by CVTE Program Lead Teachers. Random administrative visits of off-campus construction sites to ensure compliance.  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 15 | **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):** Copy of new policy regarding ratio of students to teachers on off campus construction projects. |
| **Progress Report Due Date(s): September 8, 2014** |

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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 will send a Safety Survey Report, which will include details specific to each program, to Superintendent Scallion under separate cover.* |
| **Narrative Description of Corrective Action:** As of this writing, 73 items on the Safety Survey Report have been addressed in an effort to comply with this criterion. These corrected items have been approved by the CVTE specialist. Updated progress reports are submitted to DESE every 30 days. Items that require significant funding outside the WPS allotted budget have been submitted to the Chairman of the Westfield School Committee for funding approval. In addition, a WVTHS school wide Safety Committee will be created for the 2014-2015 School year.  |
| **Title/Role of Person(s) Responsible for Implementation:** Stefan Czaporowski, PrincipalJohn York, Vocational DirectorRick Jablonski, WPS Maintenance DirectorMayor Daniel Knapik, Chairman of the Westfield School CommitteeCVTE Program Lead Teachers | **Expected Date of Completion for Each Corrective Action Activity:** Safety Survey Report responses – began on January 11, additional items addressed submitted for approval every thirty days after. Creation of a school wide Safety Committee – January 2015 |
| **Evidence of Completion of the Corrective Action:** CPR Safety Survey Report Responses submitted to DESE.  |
| **Description of Internal Monitoring Procedures:** The school wide WVTHS Safety Committee will be responsible for monitoring school compliance for this criterion. |
| 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:** N/A |
| **Department Order of Corrective Action:** N/A |
| **Required Elements of Progress Report(s):** Continue monthly reporting to OCTVE until all hazards have been mitigated. |
| **Progress Report Due Date(s):** Continue monthly reporting to OCTVE until all hazards have been mitigated. |

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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 will send a Safety Survey Report, which will include details specific to each program, to Superintendent Scallion under separate cover.* |
| **Narrative Description of Corrective Action:** As of this writing, 73 items on the Safety Survey Report have been addressed in an effort to comply with this criterion. These corrected items have been approved by the CVTE specialist. Updated progress reports are submitted to DESE every 30 days. Items that require significant funding outside the WPS allotted budget have been submitted to the Chairman of the Westfield School Committee for funding approval. In addition, a WVTHS school wide Safety Committee will be created for the 2014-2015 School year |
| **Title/Role of Person(s) Responsible for Implementation:** Stefan Czaporowski, PrincipalJohn York, Vocational DirectorRick Jablonski, WPS Maintenance DirectorMayor Daniel Knapik, Chairman of the Westfield School CommitteeCVTE Program Lead Teachers  | **Expected Date of Completion for Each Corrective Action Activity:** Safety Survey Report responses – began on January 11, additional items addressed submitted for approval every thirty days after. Creation of a school wide Safety Committee – January 2015. |
| **Evidence of Completion of the Corrective Action:** CPR Safety Survey Report Responses submitted to DESE.  |
| **Description of Internal Monitoring Procedures:**   The school wide WVTHS Safety Committee will be responsible for monitoring school compliance for this criterion.      |
| 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:** N/A |
| **Department Order of Corrective Action:** N/A |
| **Required Elements of Progress Report(s):** Continue monthly reporting to OCTVE until all hazards have been mitigated. |
| **Progress Report Due Date(s):** Continue monthly reporting to OCTVE until all hazards have been mitigated. |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 23 | **Rating:** Partially Implemented |
| **Department CPR Finding:** *A site visit by the Massachusetts Department of Elementary and Secondary Education’s Audit Office was conducted to review certain criteria that involve data collection and the administration and allowable use of Perkins funds.  The Massachusetts Department of Elementary and Secondary Education’s Audit Office will send a detailed report of its review to Superintendent Scallion under separate cover.* |
| **Narrative Description of Corrective Action:** WVTHS was cited for misuse of Perkins funds in regard to staffing and the replacement purchase of a compressor for the Construction Technology shop. Although the expenditure of these funds was approved by our DESE CVTE liaison, WVTHS will continually adhere to Perkins funding requirements. The use of Perkins funds for staffing was approved by the previous Principal. This practice was discontinued for the 2012-2013 school year. All funding for WVTHS staffing will be provided by LEA. In regard to the compressor for Construction Technology, the previous compressor was operational so when submitted, it was viewed as an upgrade. Every effort will be made not to use Perkins funding to supplant LEA responsibilities in the future. |
| **Title/Role of Person(s) Responsible for Implementation:** Stefan Czaporowski, PrincipalJoanne Lemelin, WPS Grants CoordinatorJohn York, Vocational DirectorDESE CVTE Liaison | **Expected Date of Completion for Each Corrective Action Activity:** Cease using Perkins funds for staffing - August 2012Appropriate use of Perkins funds - Ongoing |
| **Evidence of Completion of the Corrective Action:** CVTE liaison approval of appropriate Perkins funds use (after initial submission and with follow up amendments as needed). |
| **Description of Internal Monitoring Procedures:** Working with the WPS Grants Coordinator and DESE CVTE liaison, ensure that all Perkins funds usage adheres to federal and state guidelines.  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 23 | **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):** The Department’s Audit Unit is addressing these findings. Any additional progress reports required will be provided directly to the Department’s Audit Unit. No progress reports are required by CVTE. |
| **Progress Report Due Date(s):** Not applicable  |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 24 | **Rating:** Partially Implemented |
| **Department CPR Finding:** *A site visit by the Massachusetts Department of Elementary and Secondary Education’s Audit Office was conducted to review certain criteria that involve data collection and the administration and allowable use of Perkins funds.  The Massachusetts Department of Elementary and Secondary Education’s Audit Office will send a detailed report of its review to Superintendent Scallion under separate cover.* |
| **Narrative Description of Corrective Action:** WVTHS was cited for misuse of Perkins funds in regard to staffing and the replacement purchase of a compressor for the Construction Technology shop. Although the expenditure of these funds was approved by our DESE CVTE liaison, WVTHS will continually adhere to Perkins funding requirements. The use of Perkins funds for staffing was approved by the previous Principal. This practice was discontinued for the 2012-2013 school year. All funding for WVTHS staffing will be provided by LEA. In regard to the compressor for Construction Technology, the previous compressor was operational so when submitted, it was viewed as an upgrade. Every effort will be made not to use Perkins funding to supplant LEA responsibilities in the future. |
| **Title/Role of Person(s) Responsible for Implementation:** Stefan Czaporowski, PrincipalJoanne Lemelin, WPS Grants CoordinatorJohn York, Vocational DirectorDESE CVTE Liaison  | **Expected Date of Completion for Each Corrective Action Activity:** Cease using Perkins funds for staffing - August 2012Appropriate use of Perkins funds - Ongoing |
| **Evidence of Completion of the Corrective Action:** CVTE liaison approval of appropriate Perkins funds use (after initial submission and with follow up amendments as needed).  |
| **Description of Internal Monitoring Procedures:** Working with the WPS Grants Coordinator and DESE CVTE liaison, ensure that all Perkins funds usage adheres to federal and state guidelines . |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 24 | **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):** The Department’s Audit Unit is addressing these findings. Any additional progress reports required will be provided directly to the Department’s Audit Unit. No progress reports are required by CVTE. |
| **Progress Report Due Date(s):** Not applicable  |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 25 | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Interviews and document review indicate that Westfield Vocational High School does not have adequate financial resources to enable programs to meet current industry standards.*  |
| **Narrative Description of Corrective Action:** WVTHS requires more funding in order for our CVTE programs to meet current industry standards. WVTHS applies for many grants that are available to us. Our program advisories and partners in industry have donated over $100,000 of materials and direct funds in the last twelve months. In addition, each shop presented their individual needs to meet current industry standards to the Westfield School Committee on January 27 in a joint School Committee-General Advisory Meeting. During the budget preparation process, the principal requested over $200,000 in additional CVTE program funding for the 2014-2015 school year. The WPS school budget will be presented to the City Council in May 2014. WVTHS brings in around $1,000,000 into the city general fund with Chapter 74 out of district tuition. In the last two years, only ten percent of that amount was allocated to WVTHS. An increased percentage is being sought as a possible solution to meeting this criterion.  |
| **Title/Role of Person(s) Responsible for Implementation:** Stefan Czaporowski, PrincipalSuperintendent Suzanne ScallionWestfield School CommitteeJoanne Lemelin, WPS Grants CoordinatorWestfield City CouncilWVTHS Program AdvisoriesWVTHS General Advisory | **Expected Date of Completion for Each Corrective Action Activity:** Continue to apply for appropriate grant funding – OngoingBudget Needs from Program Advisories to School Committee – January 2014Budget Proposal to Superintendent – February 2014Budget Proposal Presentation to Westfield City Council – May 2014Final Budget Approval - June 2014 |
| **Evidence of Completion of the Corrective Action:** Adequate funding for all CVTE programs to meet current industry standards.  |
| **Description of Internal Monitoring Procedures:** Work with Lead Teachers and Program Advisory Committees to develop individual CVTE program funding needs.Submit an annual budget of need to the School Committee and Superintendent.  |
| 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:** N/A |
| **Department Order of Corrective Action:** N/A |
| **Required Elements of Progress Report(s):** Copies of budget recommendations from Advisory Committees, Budget proposal to Superintendent, Budget proposal to City Council, final approved budget. |
| **Progress Report Due Date(s): September 8, 2014** |