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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: Quincy

CPR Onsite Year: 2014-2015

Program Area: Special Education

All corrective action must be fully implemented and all noncompliance corrected as soon as possible and no later than one year from the issuance of the Coordinated Program Review Final Report dated 02/03/2015.

**Mandatory One-Year Compliance Date:** **02/03/2016**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 3A | Special requirements for students on the autism spectrum | Partially Implemented |
| SE 18A | IEP development and content | Partially Implemented |
| SE 20 | Least restrictive program selected | Partially Implemented |
| SE 55 | Special education facilities and classrooms | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | Partially Implemented |
| CR 12A | Annual and continuous notification concerning nondiscrimination and coordinators | Partially Implemented |
| CR 23 | Comparability of facilities | Partially Implemented |

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

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| **Criterion & Topic:**  SE 3A Special requirements for students on the autism spectrum | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of records and interviews indicate that when a student is identified with a disability on the autism spectrum, the IEP Team does not consistently consider and address all of the following:    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 to address any behavioral difficulties resulting from the autism spectrum disorder; and,  Other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development. | | |
| **Description of Corrective Action:**  All teachers and chairpersons have been reeducated regarding the requirements at a team meeting for students identified in the autism spectrum. A revised checklist (received from PQA) has been provided to all chairpersons and teachers. This checklist is attached to all IEPs. Signed IEPs are sent to the special education office for monitoring and filing. | | |
| **Title/Role(s) of Responsible Persons:**  Judith Todd, Director of Special Education | | **Expected Date of Completion:**  10/01/2015 |
| **Evidence of Completion of the Corrective Action:**  Sign in sheets and agenda; Special Education Team meeting agendas and notes; Program Improvement Plan, Educator Evaluation goal. | | |
| **Description of Internal Monitoring Procedures:**  Every IEP has been monitored by my Team Administrators and me. Any IEP for a student within the spectrum is monitored for the Autism Spectrum checklist. If the checklist was missing, the TAs or myself would follow up via email (for documentation) purposes. This information is reviewed every month at our Special Education Team meeting. This is part of my professional goal; a goal in my program improvement plan, my TA's DDM and their professional goal as part of education evaluation. All chairpersons will be directed to address each of the questions in the N1 letter. At this time, we have only had to correct one chairperson and that was only because she didn't know to attach it to the IEP before sending to the special education office. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 3A Special requirements for students on the autism spectrum | **Corrective Action Plan Status:** Approved  **Status Date:** 04/01/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By June 3, 2015, submit evidence of training of special education staff on the requirements for a student identified on the autism spectrum, including the agenda and sign-in sheets.    In addition, for those students whose records were identified as non-compliant by the Department, the district must reconvene the IEP Teams to consider and address the areas of concern as identified in the special requirements for students on the autism spectrum. Submit a copy of the IEP, ASD checklist or other supporting documentation employed by the district to document the discussion, and the Team Meeting Attendance Sheet (N3A) to indicate that the IEP Teams have reconvened to discuss these areas of concern.  By November 24, 2015, submit a report of the results of an internal review of records to ensure that IEP Teams, that have convened after staff training, are addressing the special requirements for students on the autism spectrum. Include the number of student records reviewed, the number of records in compliance and for any records not in compliance, determine the root cause(s) of the non-compliance and the district's plan to remedy the non-compliance.  \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  06/03/2015  11/24/2015 | | |

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

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| **Criterion & Topic:**  SE 18A IEP development and content | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of student records indicates that when a student's disability affects social skills development, or for students identified with a disability on the autism spectrum, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, IEPs do not consistently address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. | | |
| **Description of Corrective Action:**  All teachers and chairpersons were reeducated to ensure that the potential to be a bully victim or to bully is discussed at every team meeting with language documented within the IEP under additional information. If a student was found to be a potential victim or a bully, a goal/benchmark was to be developed to address handling bullying. | | |
| **Title/Role(s) of Responsible Persons:**  Judith Todd, Director of Special Education | | **Expected Date of Completion:**  10/01/2015 |
| **Evidence of Completion of the Corrective Action:**  Agendas and sign in sheets. Emails to teachers/chairpersons. Special Education agenda. | | |
| **Description of Internal Monitoring Procedures:**  All IEPs are monitored by the Team Administrators and me. If any IEP is identified without bullying language or with bullying language but without an appropriate goal/benchmark, we contact the teacher/ chairperson and ask that they make the correction and send home the new IEP for signature. 100% compliance by June is the professional goal for our education evaluation process as well as a goal in the Special Education Program Improvement Plan. This is a fixed agenda item on our monthly special education team meetings. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 18A IEP development and content | **Corrective Action Plan Status:** Approved  **Status Date:** 04/01/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By June 3, 2015, submit evidence of training of special education staff on the requirement to consistently address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students whose disability affects social skills development, or for students identified with a disability on the autism spectrum, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing.  In addition, for those students whose records were identified by the Department, the district must reconvene the IEP Teams to consider and address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. Submit a copy of the IEP and the Team Meeting Attendance Sheet (N3A) to indicate that the IEP Teams have reconvened to discuss the skills and proficiencies to avoid and respond to bullying, harassment, or teasing.  By November 24, 2015, submit a report of the results of an internal review of records conducted after the training to determine compliance; include the number of student records reviewed, the number of records in compliance and for any records not in compliance, determine the root cause(s) of the non-compliance and the district's plan to remedy the non-compliance.  \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  06/03/2015  11/24/2015 | | |

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

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| **Criterion & Topic:**  SE 20 Least restrictive program selected | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of student records indicates that if a student is removed from the general education classroom at any time, the IEP Non-participation Justification statement does not always state why the removal is considered critical to the student's program and the basis for the Team's conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. | | |
| **Description of Corrective Action:**  Each teacher and therapist will be directed to specifically state why a student is being removed from the general education classroom and why with the use of supplementary aids and services, the student couldn't remain in the least restrictive environment. | | |
| **Title/Role(s) of Responsible Persons:**  Judith Todd, Director of Special Education | | **Expected Date of Completion:**  11/01/2015 |
| **Evidence of Completion of the Corrective Action:**  sign-in sheets, agenda, IEPs, emails | | |
| **Description of Internal Monitoring Procedures:**  The IEPs will be monitored the team administrators and myself as the IEPs come into the special education office. The team administrators and I will email any teacher or specialist who fails to include the appropriate language. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 20 Least restrictive program selected | **Corrective Action Plan Status:** Approved  **Status Date:** 04/01/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By June 3, 2015, submit evidence of staff training, including the agenda and signed attendance sheet.  By November 24, 2015, submit a report of the results of an internal review of records conducted after the training on the writing of Non-participation Justification statements. Include the number of student records reviewed, the number of records in compliance and for any records not in compliance, determine the root cause(s) of the non-compliance and the district's plan to remedy the non-compliance.  \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  06/03/2015  11/24/2015 | | |

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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:**  Onsite observations and interviews indicate that the district's special education facilities and classrooms are not always equal to the average standards of general education facilities and classrooms. Specifically, at the Beechwood Knoll Elementary School, the library/media center has partitioned areas in each corner of the room for special education, English learner education, general education reading/literacy, and computer lab. Instruction takes place simultaneously in these areas while library instruction occurs in the center of the room. The sectioned areas are open at the top and the openings for entry/exit do not have doors, resulting in lack of privacy and compromising confidentiality. Excessive auditory distraction also results from a variety of activities occurring simultaneously in this small area. In addition, at the Beechwood Knoll Elementary School, a therapy space is shared by the speech therapist, occupational therapist, and school psychologist. This area is located on the gym/auditorium stage and is accessed by students and staff through the kitchen or the gym/auditorium while classes are in session, compromising student confidentiality. The space is created by walls that do not reach the ceiling and is located next to the band/music practice area, which presents significant auditory distraction during therapy sessions.  At the Squantum Elementary School, special education resource room instruction occurs simultaneously with general education literacy instruction in one room, which compromises confidentiality.    At the Atherton Hough Elementary School, special education classrooms are clustered at one end of the hallway and are not located to facilitate inclusion opportunities. In addition, a shared space on the first floor is used for general education literacy support and special education, and necessitates students passing through one instructional area to access the other classroom space, which compromises confidentiality. Physical therapy services are provided in the basement in an open hallway where students and staff must pass and interrupt therapy to access the occupational therapy and reading specialist rooms; this results in significant auditory and visual distractions and does not ensure confidentiality. Located next to the music room, students entering/exiting music class have full visual access to students receiving physical therapy services, which results in auditory and visual distractions and further compromises confidentiality.  Onsite observations and interviews indicate that physical therapy services take place in hallways at all elementary schools except Snug Harbor and Amelia Della Chiesa. This results in auditory and visual distractions as staff and students pass, and compromises confidentiality. | | |
| **Description of Corrective Action:**  Beechwood Elementary: We are going to amend our service delivery site for the Speech Therapist. We are taking back the office used for afterschool daycare and that space will be shared with the Psychologist who is there two days a week and the Speech therapist who is there two partial days a week. The PT is at BW twice a week for 30 minutes. The Occupational Therapist is there for an hour one day and an hour and a half another day. The gym is used two days a week for PE and one day a week for band. There is sufficient time for each, the PT and OT to provide treatment in the gymnasium without distraction from other students. The OT may also use the Speech/ Psychologist office for fine motor activities as there is still time it is unused. These locations will be monitored by on-site visits by the assigned TEAM Administrator.  The Sawyer Center which is the site for Resource Room, ELL, Computer and Library services is being carefully scheduled. As per our discussion, students who visit the Resource Room only enter one doorway which is not in any way a confidentiality issue. No classrooms look into one another as the Resource Room table is placed in the corner of her room. The students in the computer lab use headphones so there is no distraction from that space. The Resource Room teacher usually sees no more than 6 students at a time and they are very quiet, providing no distraction to the other groups. Library is scheduled for 1/2 days and students will be permitted in the library to check out books but all lessons will be held in their classrooms, thus eliminating an additional group of students. For most of the time there will only be two verbal groups in the media center. We will be scheduling the Resource Room's prep, testing, lunch and Student support time to be when ELL has the largest group of students.  Atherton Hough: There are language based classes clustered at one end of the hallway. The Principal will reassign rooms for the next school year, facilitating more inclusive opportunities. Only one student receives PT 2x30 minutes. The gymnasium is only used two days per week. There is ample time for services to be provided in the gym. The Resource Room/Literacy Space share the same times of instruction so student entering and leaving are doing so at the same time. Neither group exceeds 8 students and most aren't even that large. The instruction for both of them takes place at their tables and they aren't standing in front of a board teaching so the noise is minimal. I observed last week for 30 minutes and could not see any distractions. We will continue to monitor for distractibility.  Squantum:  Physical Therapist: The Physical Therapist will be instructed to use the gymnasium for his services. Physical Education only occurs two days a week in most of our elementary schools so there is ample time to schedule to treat students using this space so it does not compromise confidentiality. This particular PT travels to 7/11 primary schools (2 of which are ECC and SH). In the 5 schools he reports he treats in the hallway, those were his choice which will be corrected immediately. | | |
| **Title/Role(s) of Responsible Persons:**  Judith Todd | | **Expected Date of Completion:**  10/01/2015 |
| **Evidence of Completion of the Corrective Action:**  Email directive to the Physical Therapist identifying the use of the gymnasium for the 5/7 primary schools he treats. Maintenance Order. Email to Principal of Atherton Hough directing her to relocate those clustered classrooms. I will do a walk-through and approve the spaces by June. | | |
| **Description of Internal Monitoring Procedures:**  Ongoing monitoring by the TEAM Administrator who is assigned to this building. These facilities will be discussed and reviewed at our monthly meetings. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Approved  **Status Date:** 04/01/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By June 3, 2015, submit weekly schedules of student instruction by room assignment for the following, include start and end times for each instructional group:  Beechwood Knoll- Sawyer Center - all groups using all instructional areas of the library/media center, including special education, ELL instruction, and general education groups; physical therapy and occupational therapy schedules for gym use.  Squantum Elementary- physical therapy services and location  Atherton Hough- Resource Room/Literacy Space schedules for all student instruction by special education and general education teachers; physical therapy services.  Submit a proposed floor plan for the reassigned classroom spaces for the 2015-16 school year.  By November 24, 2015, the Department will conduct a site visit to include:  Atherton Hough: a school tour to view reassigned classroom spaces for the 2015-16 school year.  Beechwood Knoll: observation of the new designated space for the school psychologist and speech therapist; observation of the Sawyer Center during peak usage.  Squantum Elementary: observation of physical therapy service area reassigned to the gymnasium. | | |
| **Progress Report Due Date(s):**  06/03/2015  11/24/2015 | | |

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

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| **Criterion & Topic:**  CR 10B Bullying Intervention and Prevention | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Interviews and review of documents indicate that training on the district's Bullying Prevention and Intervention Plan is not consistently provided to paraprofessionals. | | |
| **Description of Corrective Action:**  Quincy Public Schools will provide training to all paraprofessionals regarding responses to incidents of bullying by June 2015. Training will be given by the guidance and psychological staff at each site and will include training will include the following:  1. Definitions of bullying and cyber bullying and retaliation  2. Clear procedures for students, staff, parents, guardian and others to report bullying incidents.  3. Clear and prompt responses to and investigations of bullying or retaliation.  4. Concrete steps which are taken after a report is made i.e. interview reporter, note witnesses, note adults, query about any online involvement  5. Reporting forms and protocols for reporting.  6. Clear procedures for restoring a sense of safety for the target of bullying incidents  7. Range of consequences for the aggressor  8. Overview of Laws and Regulations and Bullying Prevention and Intervention Plans. | | |
| **Title/Role(s) of Responsible Persons:**  Kevin Mulvey, Deputy Superintendent  Maura Papile, Senior Director of Student Support Services | | **Expected Date of Completion:**  04/01/2015 |
| **Evidence of Completion of the Corrective Action:**  Agendas of training sessions shall be provided. | | |
| **Description of Internal Monitoring Procedures:**  The Senior Director of Student Support Services will insure that all paraprofessionals are included in annual anti-bullying trainings. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved  **Status Date:** 04/01/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By November 24, 2015, submit evidence of training of paraprofessionals on the district's policies and procedures of the Bullying Prevention and Intervention Plan; include agenda and signed attendance sheets for all training sessions. | | |
| **Progress Report Due Date(s):**  11/24/2015 | | |

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

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| **Criterion & Topic:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Review of documentation indicates that written materials and other media used to publicize a school, such as the admission policy, admission application, recruitment materials and program brochures for the career/vocational technical education programs, do not indicate that the school does not discriminate on the basis of gender identity. | | |
| **Description of Corrective Action:**  Written materials and other media used to publicize a school, such as the admission policy, admission application, recruitment materials and program brochures for the career/vocational technical education programs shall indicate that the school does not discriminate on the basis of gender identity or homelessness. | | |
| **Title/Role(s) of Responsible Persons:**  Kevin Mulvey, Deputy Superintendent  Keith Segalla, Executive Director of CVTE | | **Expected Date of Completion:**  02/27/2015 |
| **Evidence of Completion of the Corrective Action:**  Quincy's CVTE Work-Based Learning Agreement  Quincy's CVTE Work-Based Learning Letter to Parents  Quincy's CVTE Out-of-School Internship Form  Quincy's CVTE Work-Based Learning Plan Supervisor/Employer Rating Form | | |
| **Description of Internal Monitoring Procedures:**  The Executive Director of CVTE will annually review and insure that all written materials and other media used to publicize Quincy High School and its CVTE Program include language that indicated that the school does not discriminate on the basis of gender identity or homelessness. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved  **Status Date:** 04/01/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By November 24, 2015, submit copies of all written materials and other media used to publicize a school, such as the admission policy, admission application, recruitment materials and program brochures for the career/vocational technical education programs, to indicate that the school does not discriminate on the basis of gender identity or homelessness, as part of its comprehensive non-discrimination policy statement. | | |
| **Progress Report Due Date(s):**  11/24/2015 | | |

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

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| **Criterion & Topic:**  CR 23 Comparability of facilities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Onsite observations indicate concerns regarding comparable facilities for English language learner (ELL) instruction presented at the Montclair Elementary School. Specifically, ELL instruction takes place in a classroom that is sized for small group instruction. However, three instructional groups of up to eight students in each work concurrently, resulting in significant auditory distraction and limited workspace.  See also SE 55 regarding the ELL instructional space at the media center/library in the Beechwood Knoll Elementary School. | | |
| **Description of Corrective Action:**  Montclair Elementary School:  Description: At Montclair Elementary School: ELL Services will be carefully scheduled to keep group sizes down, and the classes will have staggered instructional times to allow for less auditory distraction. Currently, the ELL classroom space never has more than 22 ELL students at a time, less than mainstream classrooms. Kindergarten instruction will take place using an entire “push in” model in the Kindergarten classrooms themselves. Teachers will continue their “push-in” instructional time during the Walk to Read block as well in order to reduce the number of students in the ELL classroom at one time. Additionally, ELL teachers will rotate use of listening devices and computers with headphones to cut down on auditory distraction.  Beechwood Knoll Elementary School:  The Sawyer Center at Beechwood Knoll Elementary School is the location for the Resource Room, ELL, Computer and Library Services and all of these services will be carefully scheduled in order to eliminate distractions and disruptions. As per our discussion, students who visit the Resource Room only enter one doorway which does not compromise the confidentiality of other students. Also, no classrooms look into one another, as the Resource Room table is placed in the corner of the room. The students in the computer lab use headphones so there is no distraction coming from that space. The Resource Room teacher usually sees no more than 6 students at a time and they are very quiet, providing no distraction to the other groups. Library is scheduled for 1/2 days and students will only be permitted in the library to check out books. All library lessons will be held in their classrooms. , thus eliminating the presence of an additional group of students in the Resource Room. For most of the time, there will only be two verbal groups in the media center. Finally, we will be scheduling the Resource Room's prep, testing, lunch and Student Support time when ELL has the largest group of students. These measures will be designed to eliminate the distractions and disruptions in the Resource Room. | | |
| **Title/Role(s) of Responsible Persons:**  Judith Todd, Director of Special Education  Elizabeth Hallett, Coordinator of ELL | | **Expected Date of Completion:**  10/01/2015 |
| **Evidence of Completion of the Corrective Action:**  Special Education Director and ELL coordinator will do a facilities walk through and approve spaces by June. | | |
| **Description of Internal Monitoring Procedures:**  The Director of Special Education and Coordinator of ELL will do walk through to ensure that there are no disruptions or distractions. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 23 Comparability of facilities | **Corrective Action Plan Status:** Approved  **Status Date:** 04/01/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By June 3, 2015, submit weekly schedules for all ELL instruction taking place in the Montclair Elementary School; include start and end time for each instructional group, size of the instructional group, and the location of instruction.  By November 24, 2015, the Department will conduct an onsite observation at the Montclair Elementary School. | | |
| **Progress Report Due Date(s):**  06/03/2015  11/24/2015 | | |

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

Charter School or District: QUINCY PUBLIC SCHOOLS

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Elizabeth Hallett, Quincy Public Schools

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 31, 2016**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE 8  Declining Entry to a Program | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Review of student records indicates that the provision of English language support is not consistently maintained in the student record for students whose parents have declined entry to a sheltered English immersion program.* | | | |
| **Narrative Description of Corrective Action:** For ELL students whose parents have chosen to opt out of ELL services, Quincy Public Schools has put into place a protocol that provides consistent communication and monitoring of Opt Out students. Following is the sequence of specific activities that ensure compliance with ELE Standard 8.  Starting in October 2014, principals, ELL staff, guidance counselors and mainstream teachers were trained on the implementation of the new Opt-Out protocol which includes the following:   1. Initial consultation meeting with the school principal, ELL teacher, mainstream teacher and other individuals who are part of the student’s Integrated Learning Team (ILT), such as a guidance counselor, where the Opt Out procedure is explained in detail to the parents and student 2. Opt-Out Student documentation, including the following:    1. Quincy Public Schools Opt-Out Form to be signed by parents, Quincy Public Schools Opt Out Monitoring Form, to be filled out by ILT members at the end of each marking period (3 or 4 times per year dependent upon number of marking periods per grade band K-5, 6-8 or 9-12)    2. Additional evidence (i.e. benchmark and formative assessments, MCAS, classroom observations, performance and/or project based assessments, etc.) in support of the Integrated Learning Team’s recommendations for the Opt Out student’s individual support    3. Final end-of-year meeting to analyze ACCESS and other data in order to determine program recommendation to Opt Out student and parents 3. Regular updating and filing of all Opt-Out documentation in the ELL Student Records three times per year (fall, winter, spring) to coincide with ELL Student Records and SIMS updates | | | |
| **Title/Role of Person(s) Responsible for Implementation:** ELL Coordinator, School Principals, ELL staff, mainstream teachers, guidance counselor (if necessary) | | **Expected Date of Completion for Each Corrective Action Activity:**   * **October 2014**: training completed * **November/December 2014**: ILT meetings and Opt Out Monitor Form update * **February/March 2015**: ILT meetings and Opt Out Monitor Form update * **April/May 2015:** ILT meetings and Opt Out Monitor Form update * **May/June 2015:** final Opt Out Monitor Form update and placement recommendation for 2015-16 * **June 2015:** communication sent to Opt- Out parents re: recommendations for student placement for 2015-16; copy of letter filed in ELL Student Folder | |
| **Evidence of Completion of the Corrective Action:** Agendas and minutes for meetings for the following teams: ELL Administrators Team, ELL Teacher Teams (Elementary, Middle, High), notes and communications regarding meetings with Opt-Out parents; updated ELL Student Folders | | | |
| **Description of Internal Monitoring Procedures:** The ELL Coordinator will hold a records review of Opt Out student folders 3 times per year to ensure that all documentation is filed and up to date; school principals will meet with ILTs to ensure that Opt Out Forms are updated or complete and appropriately filed. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 8  Declining Entry to a Program | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):** The district instituted training of responsible staff on Opt-out protocol and the requirements of maintaining Opt-out documentation in student records.  Following the implementation of the district's corrective actions, please submit the results of an internal review of student records addressing the inclusion of appropriate documentation reflecting Opt-out decisions. Indicate the number of records reviewed, the number found to be in compliance, an explanation of the root cause for any continued noncompliance, and a description of additional corrective actions taken by the district to address any identified noncompliance. Please submit this to the Department by November 24, 2015.  \*Please note when conducting administrative 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): 11/24/2015** | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE 10  Parent Notification | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Review of student records and interviews indicate that annual Parent Notification letters are not consistently maintained in the record.* | | | |
| **Narrative Description of Corrective Action:**  As of November 2014, ELL teachers, principals, school secretaries and Central Registration staff will adhere to the following protocol for keeping records of Parent Notification Letters that addresses corrections to ELE 10:   1. Within 30 school days of the start of the school year, Parent Notification Letters will be sent out to all ELL parents in the district. The letter will have the full date (month, day, and year) in addition to all pertinent information of which families of children receiving ELL services must be informed. 2. Within two weeks of identification of a new ELL student, parents must receive the same Parent Notification Letter with full date and all pertinent information regarding ELL services in Quincy Public Schools. 3. Copies of Parent Notification Letters will be filed in each student’s ELL Folder at the time of distribution to parents. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** ELL Coordinator, school principals, school secretaries, ELL teachers, Central Registration staff. | | **Expected Date of Completion for Each Corrective Action Activity:**  November 1, 2014 | |
| **Evidence of Completion of the Corrective Action:** Updated Parent Notification Letter that includes full sending date – to be sent to parents and to be filed immediately in ELL Student Folders | | | |
| **Description of Internal Monitoring Procedures:** ELL Coordinator will conduct records review three times per year (fall, winter and spring) to ensure protocol has been followed. Ell Coordinator will update the yearly Parent Notification Letter with the correct sending date each year. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 10  Parent Notification | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):** The district has provided training to responsible staff on protocols regarding maintaining Parent Notification letters in the student records.  Following the implementation of this corrective action, please submit the results of an internal review of student records focused on the inclusion of Parent Notification letters in the student records. Indicate the number of records reviewed, the number found to be in compliance, an explanation of the root cause for any continued noncompliance, and a description of additional corrective actions taken by the district to address any identified noncompliance. Please submit this to the Department by November 24, 2015.  \*Please note when conducting administrative 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):** 11/24/2015 | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE 13  Follow-up Support | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Review of student records indicates that documentation of monitoring activities of students who have exited an ELL program is not consistently maintained in the record. Records did not contain notification to parents of students who were being reclassified to formerly limited English proficient (FLEP), and what supports would be made available.* | | | |
| **Narrative Description of Corrective Action:** In order to address corrections to ELE 13, as of November 2014, ELL teachers and principals will adhere to the following protocol for keeping records of follow-up support for FLEP students who were reclassified in the last two years:   1. At the time of reclassification, ELL teachers will send a Reclassification Letter with exit date and specific information regarding the ELL student’s criteria for reclassification and supports made available for FLEP students. A copy of this letter will be filed in the students FLEP Folder. 2. Throughout the school year, ELL teachers along with the principal, mainstream teachers, and other members of Integrated Learning Teams will regularly monitor FLEP students three times per year in team meetings and formally once per year in the early spring using Quincy’s FLEP evaluation protocol. This information will be available on Aspen, Quincy’s SIS, and paper copies of these monitoring documents for each FLEP student will be filed in the student’s FLEP Folder. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** ELL Coordinator, school principals, ESL teachers, mainstream teachers, IT staff | | **Expected Date of Completion for Each Corrective Action Activity:** As of November 2014, all required parties (ELL teachers, principals, mainstream teachers) have implemented and are currently following the above-mentioned protocol. | |
| **Evidence of Completion of the Corrective Action:** Reclassification letter to parents, Reclassification Criteria document, FLEP Evaluation forms, updated student records | | | |
| **Description of Internal Monitoring Procedures:** ELL Coordinator will conduct records review three times per year (fall, winter and spring) to ensure protocol has been followed. Ell Coordinator will maintain district FLEP Evaluation data via Aspen and will work with principals to ensure that FLEP Evaluation data is being maintained at each elementary site. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 13  Follow-up Support | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):** The district has provided training to responsible staff on the requirements for maintaining evidence of follow-up support provided to students reclassified as FLEP.  Following the implementation of this corrective action, please submit the results of an internal review of student records of students who have been reclassified as FLEP in the past two years. Indicate the number of records reviewed, the number found to be in compliance, an explanation of the root cause for any continued noncompliance, and a description of additional corrective actions taken by the district to address any identified noncompliance. Please submit this to the Department by November 24, 2015.  \*Please note when conducting administrative 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):** 11/24/2015 | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE 16  Equitable Facilities | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *On-site observations of instructional spaces indicate that at the Beechwood Knoll Elementary School, ELL instruction takes place in a sectioned off corner of the media center/library with dividers open at the top. The allocated space for up to eight students is not comparable in size and students do not have access to equipment and materials available in general education settings, including listening centers, computers, or other equipment to support ELL instruction. Interviews indicate that due to instruction happening simultaneously for ELL, special education, literacy, library and media/computers, teachers and students are frequently unable to interact with normal voice volume.*  *At the Montclair Elementary School, ELL instruction takes place in a classroom that is sized for small group instruction. However, three instructional groups of up to eight students in each work concurrently, side by side, in the room separated by dividers, resulting in significant auditory distraction.* | | | |
| **Narrative Description of Corrective Action:** In order to address corrections to ELE 16 for Beechwood Knoll, the following plan will be put into place:   1. ELL classes consisting of smaller groupings in the classroom space will be scheduled to alternate with instructional time of the SPED, Literacy and Library specialists throughout the school day, allowing for fewer auditory distractions for students. 2. Computers in the library and computer lab as well as other audio/visual equipment (listening equipment, projector) will be regularly available for the ELL teacher and her students to use as part of their instructional time.   In order to address corrections to ELE 16 for Montclair, the following plan will be put into place:   1. ELL classes consisting of smaller groupings in each classroom space will be scheduled to rotate during the school day with only one or, when necessary, two instructors teaching at far ends of the room, allowing for fewer auditory distractions for students. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** ELL Coordinator, ELL teachers, school principals | | **Expected Date of Completion for Each Corrective Action Activity:** September 2015 (beginning of next school year) | |
| **Evidence of Completion of the Corrective Action:** Agendas and notes for scheduling/planning meetings with ELLCoordinator, principals and ELL teachers,2015-16 adjusted teacher and student schedules, observation and walkthrough notes | | | |
| **Description of Internal Monitoring Procedures:** In September 2015, ELL Coordinator will:   1. Review student schedules with principals and ELL teachers to ensure that changes are adequate and in place 2. Conduct walkthroughs and observation at both schools | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion: ELE** 16  Equitable Facilities | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):** By October 15, 2015, submit weekly schedules for all ELL instruction taking place in the Montclair Elementary School; include start and end time for each instructional group, size of the instructional group, and the location of instruction.  Submit weekly schedules of ELL student instruction for the Beechwood Knoll-Sawyer Center.  By November 24, 2015, the Department will conduct a site visit to include Beechwood Knoll and Montclair Elementary Schools. | | | |
| **Progress Report Due Date(s):** 10/15/2015;11/24/2105 | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE 18  Records of LEP Students | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *See ELE 10 & ELE 13.* | | | |
| **Narrative Description of Corrective Action:** In order to address corrections for ELE 18, ELL teachers, principals, school secretaries and Central Registration staff will ensure completed records of Parent Notification Letters(ELE 10) and Reclassification documentation (ELE 13) :   1. Copies of Parent Notification Letters with the full date (month, day, and year) in addition to all pertinent information of which families of children receiving ELL services must be informed will be filed in each student’s ELL Folder at the time of distribution to parents (within two weeks of identification of a new ELL student or within 30 school days of the start of the school year for a continuing ELL student) 2. Copies of Reclassification Letters with exit date and specific information regarding the ELL student’s criteria for reclassification and supports made available for FLEP students and copies of all FLEP evaluation and monitoring documents will be filed in each reclassified student’s FLEP Folder. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** ELL Coordinator, ELL teachers | | **Expected Date of Completion for Each Corrective Action Activity:** November 2014 | |
| **Evidence of Completion of the Corrective Action:** Records review of ELL and FLEP Student Folders | | | |
| **Description of Internal Monitoring Procedures:** ELL Coordinator will conduct records review three times per year (fall, winter and spring) to ensure all ELL/FLEP Student Folders are complete an up-to-date. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 18  Records of LEP Students | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):** See ELE 10 & ELE 13 | | | |
| **Progress Report Due Date(s):** 11/24/2015 | | | |

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

Charter School or District: Quincy Public Schools

Corrective Action Plan Forms

Program Area: Career/Vocational Technical Education

Prepared by: Quincy Public Schools / Keith P. Segalla

CAP Form will expand to as many lines as necessary. Before completing and emailing to pqacap@doe.mass.edu, please see separate *Instructions for Completing Corrective Action Plans.*

All corrective action must be fully implemented and all noncompliance corrected as soon as possible and no later than one year from the issuance of the Coordinated Program Review Final Report to the school or district.

**Mandatory One-Year Compliance Date: January 26, 2016**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** CVTE 4 STUDENT IDENTIFICATION AND PROGRAM PLACEMENT | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *See CR 12A*  *Review of documentation indicates that written materials and other media used to publicize a school, such as the admission policy, admission application, recruitment materials and program brochures for the career/vocational technical education programs, do not indicate that the school does not discriminate on the basis of gender identity.* | | | |
| **Narrative Description of Corrective Action:** Quincy Public Schools Career & Technical Education has **reviewed** and **revised** all CVTE documentation, including admission policy, admission application, website, and recruitment materials and career guide for Quincy’s Career Vocational Technical Education program indicating the QPS does not discriminate on the basis of gender identity. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Keith P. Segalla, Executive Director of Career & Technical Education;  Quincy’s CTE Team | | **Expected Date of Completion for Each Corrective Action Activity:** February 9, 2015 | |
| **Evidence of Completion of the Corrective Action:** Below you will find Quincy’s CVTE revised documentation (incorporating gender identity in the nondiscrimination statement),including admission policy, admission application, website, and recruitment materials and career guide.  **Quincy Public Schools Career Vocational Technical Education Website:**  <http://quincypublicschools.com/careers/>    **Quincy's CVTE Admissions Policy:**  <http://quincypublicschools.com/qpsinfo/download/district/district_2014-2015/CVTE-Admissions-Policy-Revised-2-15.pdf>    **Quincy's CVTE Non-Resident Record Release Form:**  <http://quincypublicschools.com/qpsinfo/download/district/district_2014-2015/CFTE-Non-Resident-Record-Release-Form-Revised-2-15.pdf>    **Quincy's CVTE Career Enrollment ~ Webpage:**  <http://quincypublicschools.com/careers/enrollment/>    **Quincy's CVTE Preparation Guide/Brochure:**  <http://quincypublicschools.com/qpsinfo/download/district/district_2014-2015/QPS-Career-Guide-2015.pdf>    **Quincy Public Schools Human Resources Department ~ Webpage:**  <http://quincypublicschools.com/qpsinfo/human-resources-dept/> | | | |
| **Description of Internal Monitoring Procedures:** Quincy Public Schools Career & Technical Education staff will review the gender identity nondiscrimination law during our annual Civil Rights Training. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** CVTE 4 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** Not Applicable | | | |
| **Department Order of Corrective Action:** Not Applicable | | | |
| **Required Elements of Progress Report(s):**  None Required. The district has addressed the finding. | | | |
| **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 6 STUDENT IDENTIFICATION AND PROGRAM PLACEMENT | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Document review and interviews reveal that the district uses its Department-approved admission policy. However, the notice of nondiscrimination in the admission policy, admission application, recruitment materials and program brochures has not been updated by the district to include gender identity as a protected category, as required under the state law protecting students from discrimination in public schools. (Legal Citation: M.G.L. c.76 section 5,2).* | | | |
| **Narrative Description of Corrective Action:** Quincy Public Schools Career & Technical Education has **reviewed** and **revised** all CVTE documentation, including admission policy, admission application, website, and recruitment materials and career guide for Quincy’s Career Vocational Technical Education programs indicating the QPS does not discriminate on the basis of gender identity. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Keith P. Segalla, Executive Director Career & Technical Education;  Quincy’s CTE Team | | **Expected Date of Completion for Each Corrective Action Activity:** February 9, 2015 | |
| **Evidence of Completion of the Corrective Action:** Below you will find Quincy’s CVTE revised documentation (incorporating gender identity in the nondiscrimination statement), including admission policy, admission application, website, and recruitment materials and career guide.  **Quincy Public Schools Career Vocational Technical Education Website:**  <http://quincypublicschools.com/careers/>    **Quincy's CVTE Admissions Policy:**  <http://quincypublicschools.com/qpsinfo/download/district/district_2014-2015/CVTE-Admissions-Policy-Revised-2-15.pdf>    **Quincy's CVTE Non-Resident Record Release Form:**  <http://quincypublicschools.com/qpsinfo/download/district/district_2014-2015/CFTE-Non-Resident-Record-Release-Form-Revised-2-15.pdf>    **Quincy's CVTE Career Enrollment ~ Webpage:**  <http://quincypublicschools.com/careers/enrollment/>    **Quincy's CVTE Preparation Guide/Brochure:**  <http://quincypublicschools.com/qpsinfo/download/district/district_2014-2015/QPS-Career-Guide-2015.pdf>    **Quincy Public Schools Human Resources Department ~ Webpage:**  <http://quincypublicschools.com/qpsinfo/human-resources-dept/> | | | |
| **Description of Internal Monitoring Procedures:** Quincy Public Schools Career & Technical Education staff will review the gender identity nondiscrimination law during our annual Civil Rights Training. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** CVTE 6 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** Not Applicable | | | |
| **Department Order of Corrective Action:** Not Applicable | | | |
| **Required Elements of Progress Report(s):** None Required.The district has addressed the finding. | | | |
| **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 10 PARENT AND COMMUNITY INVOLVEMENT | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Document review indicates that although the district has program advisory committees, not all committees have the representation required by Vocational Technical Education regulations. There is also not a formal recruitment process to make advisory committee representation inclusive. The General Advisory Committee does not meet with the School Committee as required. (Legal Citation: Vocational Technical Education Regulations 603 CMR 4.03(1) 1. and 2).* | | | |
| **Narrative Description of Corrective Action:** Quincy Public Schools Career & Technical Education Program Advisory Committees currently have the appropriate representation required by Vocational Technical Education regulations. Quincy Public Schools Career & Technical Education Team will design and develop a formal recruitment process to make Quincy’s Program Advisory Committee representation inclusive. Finally, Quincy’s CVTE General Advisory Committee will meet with the Quincy School Committee as required in the spring of 2015 (May 25, 2015). | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Keith P. Segalla, Executive Director Career & Technical Education;  Quincy’s CVTE Staff; Program Advisory Committees; Superintendent of Schools; Quincy School Committee | | **Expected Date of Completion for Each Corrective Action Activity:** June 1, 2015 | |
| **Evidence of Completion of the Corrective Action:** *See Quincy’s CVTE Thumb Drive ~ File Folder CVTE Criterion 10* and you will find each of Quincy’s CVTE Program Advisory Committee with **revised** and **appropriate** representation identified. Formal Recruitment Process to make Quincy’s CVTE Advisory Committee Representation inclusive ~ Quincy CTE Meeting Agenda and Minutes (May 1, 2015). Quincy School Committee Agenda and Meeting Minutes of May 25, 2015. | | | |
| **Description of Internal Monitoring Procedures:** Quincy Public Schools Career & Technical Education Team will continue to monitor the appropriate representation for Quincy’s CVTE Program Advisory Committees. Continue to promote the established formal recruitment process to make Quincy’s Program Advisory Committee representation inclusive. The Executive Director of Quincy’s CVTE will collaborate with the Superintendent of Schools to ensure Quincy’s General Advisory Committee meets with School Committee annually as required. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** CVTE 10 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:**  Attached documents indicated that three Program Advisory Committees (Carpentry, Engineering and Criminal Justice) currently do not have Post-Secondary representatives. | | | |
| **Department Order of Corrective Action:**  In addition to the corrective action described above to develop a formal recruitment process to make Program Advisory Committee (PAC) representation inclusive, the district must ensure that all of the PACs have the representation required by Vocational Technical Education Regulations. | | | |
| **Required Elements of Progress Report(s):** The district shall submit updated membership rosters for Program Advisory Committees showing that all have the required representation, May Program Advisory Committee and General Advisory Committee Agendas and Minutes, and the Agenda and Minutes for the Quincy School Committee meeting that includes the General Advisory Committee. | | | |
| **Progress Report Due Date(s):** June 29, 2015 | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** CVTE 14 CURRICULUM AND INSTRUCTION | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Document review and interviews reveal that non-cooperative education is implemented in accordance with applicable laws, regulations and policies. However, the notice of nondiscrimination statement in the related forms must be revised to reflect gender identity as a protected category under the state law protecting students from discrimination in public schools. (Legal Citation: M.G.L. c.76 section 5,2).* | | | |
| **Narrative Description of Corrective Action:** Quincy Public Schools Career & Technical Education has **reviewed** and **revised** all CVTE documentation, including related non-cooperative education forms, including Work-Based Learning Agreement, Letter to Students and Parents, Supervisor/Employer Rating, and Out-of-School Internship Rating for Quincy’s Career Vocational Technical Education programs indicating the QPS does not discriminate on the basis of gender identity. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Keith P. Segalla, Executive Director Career & Technical Education | | **Expected Date of Completion for Each Corrective Action Activity:** February 9, 2015 | |
| **Evidence of Completion of the Corrective Action:** *See Quincy’s CVTE Thumb Drive ~ File Folder CVTE Criterion 14* and you will find Quincy’s CVTE revised documentation (incorporating gender identity in the nondiscrimination statement),including related non-cooperative education forms, including Work-Based Learning Agreement, Letter to Students and Parents, Supervisor/Employer Rating, and Out-of-School Internship Rating. | | | |
| **Description of Internal Monitoring Procedures:** Quincy Public Schools Career & Technical Education staff will review the gender identity nondiscrimination law during our annual Civil Rights Training. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** CVTE 14 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** Not applicable | | | |
| **Department Order of Corrective Action:** Not applicable | | | |
| **Required Elements of Progress Report(s):** None required. The district has addressed the finding. | | | |
| **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 20  SCHOOL&WORK-BASED FACILITIES AND EQUIPMENT | | | **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 DeCristofaro under separate cover. (Legal Citation: Vocational Technical Education Regulations 603 CMR 4.03(3)(d)).* | | | |
| **Narrative Description of Corrective Action:** Quincy Public Schools Career & Technical Education instructional facilities used for career/vocational technical education **meet** current occupational standards. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Keith P. Segalla, Executive Director Career & Technical Education;  Quincy’s CVTE Staff; Program Advisory Committees; and CTE Safety Team | | **Expected Date of Completion for Each Corrective Action Activity:** February 9, 2015 | |
| **Evidence of Completion of the Corrective Action:** *See Quincy’s CVTE Thumb Drive ~ File Folder CVTE Criterion 20* and you will find communication from David Edmonds, Educational Specialist-Safety from the Massachusetts Department of Elementary and Secondary Education Office for Career Vocational Technical Education confirming and recognizing the progress Quincy’s CVTE Program has made correcting **all** identified safety hazards, including instructional facilities indicated in Safety Survey Report conducted October 14-17, and follow-up inspection conducted January 8, 2018. | | | |
| **Description of Internal Monitoring Procedures:** Quincy Public Schools Career & Technical Education Safety Team, CVTE Program Advisory Committees, CVTE Administration and staff will continue to plan, implement, reflect and evaluate annually Quincy’s CVTE instructional facilities ensuring a safe environment for students and staff. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** CVTE 20 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** Not applicable | | | |
| **Department Order of Corrective Action:** Not applicable | | | |
| **Required Elements of Progress Report(s):** None required. The district has addressed the finding . | | | |
| **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 21 PROGRAM EVALUATION | | | **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 DeCristofaro under separate cover. (Legal Citation: Vocational Technical Education Regulations 603 CMR 4.03(3)(d)).* | | | |
| **Narrative Description of Corrective Action:** Quincy Public Schools Career & Technical Education instructional equipment used for career/vocational technical education **meet** current occupational standards. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Keith P. Segalla, Executive Director Career & Technical Education;  Quincy’s CVTE Staff; Program Advisory Committees; and CTE Safety Team | | **Expected Date of Completion for Each Corrective Action Activity:** February 9, 2015 | |
| **Evidence of Completion of the Corrective Action:** *See Quincy’s CVTE Thumb Drive ~ File Folder CVTE Criterion 21* and you will find communication from David Edmonds, Educational Specialist-Safety from the Massachusetts Department of Elementary and Secondary Education Office for Career Vocational Technical Education confirming and recognizing the progress Quincy’s CVTE Program has made correcting **all** identified safety hazards, including instructional equipment indicated in Safety Survey Report conducted October 14-17, and follow-up inspection conducted January 8, 2018. | | | |
| **Description of Internal Monitoring Procedures:** Quincy Public Schools Career & Technical Education Safety Team, CVTE Program Advisory Committees, CVTE Administration and staff will continue to plan, implement, reflect and evaluate annually Quincy’s CVTE instructional equipment ensuring a safe environment for students and staff. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** CVTE 21 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** Not applicable | | | |
| **Department Order of Corrective Action:** Not applicable | | | |
| **Required Elements of Progress Report(s):** None required. The district has addressed the finding . | | | |
| **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 23 RECORDKEEPING AND FUND USE | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Document review reveals that Perkins funds were expended for some items not authorized by the Department resulting in unallowable expenses under the Carl D. Perkins Act of 2006, including transportation and lodging of students for SkillsUSA. (Legal citation: Massachusetts Perkins IV Manual).* | | | |
| **Narrative Description of Corrective Action:** Quincy Public Schools Career & Technical Education will comply with the Carl D. Perkins Act of 2006, and will not expend funds for transportation and lodging of students for SkillsUSA. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Keith P. Segalla, Executive Director Career & Technical Education;  QPS Director of Business Affairs | | **Expected Date of Completion for Each Corrective Action Activity:** February 9, 2015 | |
| **Evidence of Completion of the Corrective Action:** Quincy Public Schools Director of Business Affairs and Executive Director of Career & Technical Education will review the Massachusetts Perkins IV Manual and will ensure compliance with regulations. | | | |
| **Description of Internal Monitoring Procedures:** Quincy Public Schools Director of Business Affairs will collaborate with the Executive Director of Career & Technical Education and monitor Perkins Grant funds expenditures on a quarterly basis ensuring compliance. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** CVTE 23 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** In addition to the corrective action and monitoring procedures described above, the district is required to file an amended Final Financial Report Form (FR-1) that reflects only the allowable expenses of the grant. In addition, the questioned costs for the grant for the total amount of $6,200 are to be returned to the Department as payable to the Commonwealth of Massachusetts. | | | |
| **Department Order of Corrective Action:** The district is required to file an amended Final Financial Report Form (FR-1) that reflects only the allowable expenses of the grant. In addition, the questioned costs for the grant for the total amount of $6,200 are to be returned to the Department as payable to the Commonwealth of Massachusetts | | | |
| **Required Elements of Progress Report(s):**  District shall submit documentation of submission of the amended FR-1 and the return of questioned funds to the Department. | | | |
| **Progress Report Due Date(s):** June 29, 2015 | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** CVTE 24 RECORDKEEPING AND FUND USE | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *See CVTE 23.* | | | |
| **Narrative Description of Corrective Action:** See CVTE 23 | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Keith P. Segalla, Executive Director Career & Technical Education;  QPS Director of Business Affairs | | **Expected Date of Completion for Each Corrective Action Activity:** See CVTE 23. | |
| **Evidence of Completion of the Corrective Action:** See CVTE 23. | | | |
| **Description of Internal Monitoring Procedures:** See CVTE 23. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** CVTE 24 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** See CVTE 23 | | | |
| **Department Order of Corrective Action:** See CVTE 23 | | | |
| **Required Elements of Progress Report(s):** See CVTE 23 | | | |
| **Progress Report Due Date(s):** See CVTE 23 | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** CVTE 25 RECORDKEEPING AND FUND USE | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Interviews and document review indicate that Quincy Public Schools does not have adequate financial resources to enable programs to meet current industry standards. Program budgets for supplies are extremely limited which restricts teachers’ ability to address the technical standards of the frameworks. (Legal citation: Vocational Technical Education Regulations 603 CMR 4.03(3) and (4)).* | | | |
| **Narrative Description of Corrective Action:** Quincy Public Schools will assist and support adequate financial resources (i.e. Occupational Education program budget for supplies) to enable Quincy’s CVTE Programs to meet current industry standards and CVTE staff to address technical standards and frameworks. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Keith P. Segalla, Executive Director Career and Technical Education**;**  QPS Director of Business Affairs  Quincy’s CTE Team | | **Expected Date of Completion for Each Corrective Action Activity:** July 1, 2015 | |
| **Evidence of Completion of the Corrective Action:** Quincy Public Schools will support adequate funds and increase financial resources $9,900 (30%) for Quincy’s CVTE Programs in a variety of ways, including increasing Quincy Public Schools Occupational Education Supply Line ~ $3,300 (10%); Quincy School ~ Community Partnership (i.e. Local 103, PV Sullivan Plumbing Supply, Granite City Electric Supply, and Stephen Wessling Architects) will contribute $3,300 (10%) monitory funds, and Quincy’s CVTE Revolving Line will contribute $3,300 (10%).  Documentation included ~ 2015-2016 QPS Budget Book (June 2015), Quincy Public Schools 2015-2016 Career & Technical Education Program Improvement Plan (October 2015), and 2015-2016 CVTE Program Budgets (June 2015). | | | |
| **Description of Internal Monitoring Procedures:** Quincy Public Schools Superintendent’s Leadership Team and Career and Technical Education Team will continue to monitor CVTE Program budgets and advocate for adequate funds in order to meet current industry standards. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** CVTE 25 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):** District will submit the 2015-2016 QPS Budget Book (June 2015), Quincy Public Schools 2015-2016 Career & Technical Education Program Improvement Plan (October 2015), and 2015-2016 CVTE Program Budgets (June 2015) as evidence of the increase in funding to support the technical programs in meeting current industry standards. | | | |
| **Progress Report Due Date(s):** June 29, 2015 | | | |