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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: Greater New Bedford Regional Vocational Technical

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 09/05/2015.

**Mandatory One-Year Compliance Date:** **09/05/2016**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 22 | IEP implementation and availability | Partially Implemented |
| SE 32 | Parent advisory council for special education | Not Implemented |
| SE 36 | IEP implementation, accountability and financial responsibility | Partially Implemented |
| SE 54 | Professional development | Partially Implemented |
| SE 56 | Special education programs and services are evaluated | Not Implemented |
| CR 3 | Access to a full range of education programs | Partially Implemented |
| CR 9 | Hiring and employment practices of prospective employers of students | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 12A | Annual and continuous notification concerning nondiscrimination and coordinators | Partially Implemented |
| CR 14 | Counseling and counseling materials free from bias and stereotypes | Partially Implemented |
| CR 16 | Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | Partially Implemented |
| CR 25 | Institutional self-evaluation | Not Implemented |
| CR 26A | Confidentiality and student records | Partially Implemented |

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| **Criterion & Topic:** SE 22 IEP implementation and availability | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Interviews indicated that during the nine-day vocational shop rotation, specially designed instruction and modifications to the curriculum as set forth in students' IEPs are not always implemented. Vocational teachers are not consistently receiving information on the specific responsibilities related to the implementation of students' IEPs and the specific accommodations, modifications, and supports that must be provided for under it. Specifically, interviews indicated that during the vocational rotation, students are not always provided with testing modifications, breakdown of instructions, re-teaching of concepts and modification of assignments or text, as required. |
| **Description of Corrective Action:** The Special Education department makes sure that all current IEPs are sent to CVTE teachers. We have the sent and received receipts via email. However, the CVTE teachers' understanding of what they need to do may be lacking. The district has hired a teaching assistant to go into the CVTE areas, especially the exploratory shops, to make sure that students have been identified as having an IEP and that their accommodations are being made. Special Ed teachers have been given time in their schedules to go into the CVTE areas and meet with teachers and students to make sure that the IEPs are being followed. This past summer, the district offered PD to Special Ed and CVTE teachers a workshop going over the regulations in special education, as well as modifications in the CVTE areas and what those may look like. This gave teachers time to work together and discuss what some modifications would be for students with disabilities. |
| **Title/Role(s) of Responsible Persons:**Erin K. Ptaszenski, Director of Special ServicesRobert WattJames O'Brien | **Expected Date of Completion:**02/01/2016 |
| **Evidence of Completion of the Corrective Action:**By February 1, 2016, students will be placed in their permanent shops. Any student who we have concerns about regarding a modified CVTE program will have had a Team meeting. Shop teacher will have been invited to attend the meeting. Teachers keep a detailed a log of who they speak with and about which students when they go to the CVTE areas of the building. Shop teachers know how to get in touch with the special education liaisons if they have questions about specific IEPs or concerns about individual students. |
| **Description of Internal Monitoring Procedures:** 1. Attendance sheets of Team meeting participation making sure that a shop teacher is invited to every Team meeting
2. Email confirmations that CVTE teachers received IEPs of students in their shops
3. PD offering from the summer of 2015, as well as attendance sheet
4. Teaching assistant log of exploratory shops he goes into every day
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| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 22 IEP implementation and availability | **Corrective Action Plan Status:** Approved **Status Date:** 11/03/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By January 8, 2016, submit a copy of the agenda of the professional development training on the specific responsibilities for implementing the IEP and the accommodations, modifications and supports to be provided when students are in the vocational shops and classes. Include the training materials used, the signed attendance sheet of staff who attended and their role in the district, and the name and title of the presenter.By May 2, 2016, after this training has occurred, conduct site visits to the vocational shops/classrooms where there are special education students. Submit a report of the results of an internal review to ensure that special education students' IEPs are being implemented. Include the specific shops and classrooms visited and a summary report of the implementation activities that are occurring or any non-compliance issues documented. For any non-compliance, determine the root cause(s) of the non-compliance and provide the district's plan to remedy the non-compliance. |
| **Progress Report Due Date(s):** 01/08/201605/02/2016 |

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| **Criterion & Topic:** SE 32 Parent advisory council for special education | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** Interviews indicated that the school has not had a special education parent advisory council (PAC) since the 2013-2014 school year, and efforts have not been made to re-establish a PAC. Since the school does not have a PAC, the duties with regard to advising the school on matters that pertain to the education and safety of students with disabilities and meeting regularly with school officials to participate in the planning, development and evaluation of the special education programs are not being fulfilled. Additionally, a workshop on the rights of students and their parents and guardians under state and federal special education laws was not conducted in the 2014-2015 school year. |
| **Description of Corrective Action:** By February 1, 2016 two SEPAC meetings will be at least scheduled. A letter inviting parents into the school for the first SEPAC meeting will be mailed by September 30, 2015. The first meeting to discuss parents' rights will be held in October 2015. |
| **Title/Role(s) of Responsible Persons:**Erin Ptaszenski, Director of Special Ed | **Expected Date of Completion:**02/01/2016 |
| **Evidence of Completion of the Corrective Action:**letter to invite parentsattendance sheet of meeting participants |
| **Description of Internal Monitoring Procedures:** Director of Special Ed will invite parents and staff to the SEPAC meeting in October 2015.Renewal of the subscription to the Federation of Children with Special Needs |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Approved **Status Date:** 11/03/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By January 8, 2016, submit the signed attendance sheet and outline of the October 2015 meeting on parental rights. In addition, submit an update of the steps taken thus far in establishing a SEPAC. Include in this update the district's efforts to have officers and by-laws, any topics for future meetings and any opportunities parents have had in advising the school on matters that pertain to the education and safety of students with disabilities and any participation in planning, development and evaluation of the special education programs. |
| **Progress Report Due Date(s):** 01/08/2016 |

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| **Criterion & Topic:** SE 36 IEP implementation, accountability and financial responsibility | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** See SE 22. |
| **Description of Corrective Action:** The Special Education department makes sure that all current IEPs are sent to CVTE teachers. We have the sent and received receipts via email. However, the CVTE teachers' understanding of what they need to do may be lacking. The district has hired a teaching assistant to go into the CVTE areas, especially the exploratory shops, to make sure that students have been identified as having an IEP and that their accommodations are being made. Special Ed teachers have been given time in their schedules to go into the CVTE areas and meet with teachers and students to make sure that the IEPs are being followed. This past summer, the district offered PD to Special Ed and CVTE teachers a workshop going over the regulations in special education, as well as modifications in the CVTE areas and what those may look like. This gave teachers time to work together and discuss what some modifications would be for students with disabilities. |
| **Title/Role(s) of Responsible Persons:**Erin PtaszenskiRobert WattJames O'Brien | **Expected Date of Completion:**02/01/2016 |
| **Evidence of Completion of the Corrective Action:**By February 1, 2016, students will be placed in their permanent shops. Any student who we have concerns about regarding a modified CVTE program will have had a Team meeting. Shop teacher will have been invited to attend the meeting. Teachers keep a detailed a log of who they speak with and about which students when they go to the CVTE areas of the building. Shop teachers know how to get in touch with the special education liaisons if they have questions about specific IEPs or concerns about individual students. |
| **Description of Internal Monitoring Procedures:** 1. Attendance sheets of Team meeting participation making sure that a shop teacher is invited to every Team meeting
2. Email confirmations that CVTE teachers received IEPs of students in their shops
3. PD offering from the summer of 2015, as well as attendance sheet
4. Teaching assistant log of exploratory shops he goes into every day
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| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 36 IEP implementation, accountability and financial responsibility | **Corrective Action Plan Status:** Approved **Status Date:** 11/03/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** See SE 22. |
| **Progress Report Due Date(s):** 01/08/201605/02/2016 |

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| **Criterion & Topic:** SE 54 Professional development | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documentation and interviews indicated that general education teachers and paraprofessionals are not regularly trained on the following:1. Analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom of students with diverse learning styles; and
2. Methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom.
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| **Description of Corrective Action:** The district hired a consultant using the 420 Grant to meet with CVTE teachers regarding special education regulations and modification of content in these areas. This PD took place in June and August of 2015. The Special Ed staff has ideas of what we feel the general education staff needs more information on. One area is an overview of the disability categories in MA. Another is reading strategies in the CVTE areas, especially when reading the related text materials in shop. The district is awaiting the hiring of a new Superintendent in the upcoming week. At that time, I will ask to meet with him to discuss PD plans. |
| **Title/Role(s) of Responsible Persons:**Erin PtaszenskiRosanne FrancoRobert WattSuperintendent TBA | **Expected Date of Completion:**09/05/2016 |
| **Evidence of Completion of the Corrective Action:**By October 15, one Professional Development workshop will be offered for new teachers regarding special ed procedures at GNBVT.By October 30, one Professional Development workshop will be offered for regular education teachers regarding inclusion classroom practices. Timeline of PD offerings in-house and attendance sheetsPD offerings and attendance sheets of off campus PDAttendance sheets |
| **Description of Internal Monitoring Procedures:** Schedule meetings with the Special Education staff to discuss what they feel the regular education staff needs help with.Schedule meetings with the 4 academic department heads and 5 CVTE Cluster Coordinators to discuss what they feel their staff needs help with.Timeline of PD offerings in-housePD offerings off campusAttendance sheets |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 54 Professional development | **Corrective Action Plan Status:** Approved **Status Date:** 11/03/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By January 8, 2016, submit evidence of training provided to the newly hired general education staff and the returning general education staff (including paraprofessionals) on the district's inclusion classroom practices along with other topics for accommodating diverse learning styles of students in order to achieve inclusion in the general education classroom of students with diverse learning styles and the collaborative strategies addressed for staff. Include a detailed agenda of the training(s), specific training topics and materials used, training dates, signed attendance sheets indicating the title/role of staff, and the name and title of the presenter. |
| **Progress Report Due Date(s):** 01/08/2016 |

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| **Criterion & Topic:** SE 56 Special education programs and services are evaluated | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** Review of documentation and interviews indicated that the district does not regularly evaluate its special education programs and services. |
| **Description of Corrective Action:** A Special Education program evaluation will take place during the summer of 2016. |
| **Title/Role(s) of Responsible Persons:**Erin Ptaszenski | **Expected Date of Completion:**09/05/2016 |
| **Evidence of Completion of the Corrective Action:**Speak with area Special Ed Directors on satisfying this requirement.Obtain a list of evaluators.Obtain a sample of a special education program evaluation survey. |
| **Description of Internal Monitoring Procedures:** At the next Vocational Administrators of Special Education meeting, I will ask my colleagues how they satisfy this requirement. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 56 Special education programs and services are evaluated | **Corrective Action Plan Status:** Partially Approved **Status Date:** 11/03/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:** The district plans to evaluate the district's special education programs and services during the summer of 2016; however, this evaluation needs to be completed prior to the end of the school year in order to meet the one year timeline for achieving compliance from the date of the Final Report. The district did not include a description of the plan. |
| **Department Order of Corrective Action:**Develop a plan to evaluate the district's special education programs and services and conduct an evaluation within the 2015-2016 school year. |
| **Required Elements of Progress Report(s):** By January 8, 2016, submit a detailed description of the district's proposed evaluation plan that indicates the special education programs/services to be evaluated, the process and timelines for implementation and the staff responsible. By May 2, 2016, submit a copy of the special education program evaluation. |
| **Progress Report Due Date(s):** 01/08/201605/02/2016 |

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| **Criterion & Topic:** CR 3 Access to a full range of education programs | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documentation and interviews indicated that gender identity is not included as a protected category in the district's policies regarding access to a full range of education programs. |
| **Description of Corrective Action:** The district will revise the nondiscrimination policy to include "homelessness" through a series of actions that include the following: Director of Guidance will formulate the following statement to be used as the nondiscrimination policy: Greater New Bedford Regional Vocational Technical High School is committed to ensuring equal educational opportunities for all students. The school does not discriminate on the basis of race, color, national origin, sex, disability, religion, sexual orientation, gender identity, age or homelessness in its education programs and activities, including admission to or employment in such programs or activities.Meeting with the administrative team will be held to inform and implement the revised nondiscrimination statement throughout the district. Departmental meeting will include conversation regarding the revise nondiscrimination policy. The revised policy will be part of the Civil Rights video training for all staff members at the beginning of each school year |
| **Title/Role(s) of Responsible Persons:**Jimmy Owens Director of Guidance/Pupil Services | **Expected Date of Completion:**09/05/2016 |
| **Evidence of Completion of the Corrective Action:**The district will collect a snapshot from the school's websites three times per year showing the nondiscrimination policy update. Copies of the student handbook and employees' handbook with be placed on file for verification. District memo informing staff about the revision will be on file. School's admission application has been revised and placed on file for verification along with the career guide and recruitment material. |
| **Description of Internal Monitoring Procedures:** All of the district's documents related to a full range of educational programs will be reviewed twice a year for compliance. Once in August before school starts and once in January at midyear break. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Approved **Status Date:** 11/03/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By January 8, 2016, submit a copy of the revised nondiscrimination policy that will be part of the district's civil rights training for staff, the district's website and all school handbooks for staff, students and families. |
| **Progress Report Due Date(s):** 01/08/2016 |

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| **Criterion & Topic:** CR 9 Hiring and employment practices of prospective employers of students | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documentation and interviews indicated that the district does not require employers recruiting at the school to sign a statement that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices on the basis of race, color, national origin, sex, gender identity, handicap, religion and sexual orientation. |
| **Description of Corrective Action:** The district met with the co-op coordinator along with the director of guidance and updated all forms associated with hiring and employment practices of prospective employers of students. All documents now include "gender identity and homelessness". |
| **Title/Role(s) of Responsible Persons:**Mr. Jimmy Owens Director of Guidance/Pupil ServicesMs. Heidi Walsh Cooperative Coordinator | **Expected Date of Completion:**09/05/2016 |
| **Evidence of Completion of the Corrective Action:**The co-op coordinator will place on file all documents and forms used in the hiring and employment practices of prospective employers of students for verification of new nondiscrimination policy. |
| **Description of Internal Monitoring Procedures:** District will review all hiring and employment practices of prospective employers of students every August before school starts to ensure that the nondiscrimination policy are consistent with the revisions. District will review a second time at the midyear cycle of January. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 9 Hiring and employment practices of prospective employers of students | **Corrective Action Plan Status:** Approved **Status Date:** 11/03/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By January 8, 2016, submit a copy of the form created for employers to sign that includes a statement that they will comply with applicable federal and state laws prohibiting discrimination in hiring or employment practices on the basis of race, color, national origin, sex, gender identity, handicap, religion and sexual orientation. Include copies of any forms that have been signed by prospective employers of students. |
| **Progress Report Due Date(s):** 01/08/2016 |

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| **Criterion & Topic:** CR 10A Student handbooks and codes of conduct | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documentation indicated that the nondiscrimination policy in the 2014-2015 student handbook does not include gender identity as a protected category. |
| **Description of Corrective Action:** District submitted revised nondiscrimination policy to handbook committee for publishing in the 2015/16 student handbook. The publisher updated the handbook and was distributed to students in August 2015 with the new revisions. A copy of the student handbook page with the nondiscrimination policy has been added in the evidence section. |
| **Title/Role(s) of Responsible Persons:**Jimmy OwensDirector of Guidance/Pupil Services | **Expected Date of Completion:**09/05/2016 |
| **Evidence of Completion of the Corrective Action:**V. SCHOOL POLICIES EQUAL EDUCATIONAL OPPORTUNITY/ NON-DISCRIMINATION POLICY Greater New Bedford Regional Vocational Technical High School is committed to ensuring equal educational opportunities for all students. The school does not discriminate on the basis of race, color, national origin, sex, disability, religion, sexual orientation, gender identity, or age in its education programs and activities, including admission to or employment in such programs or activities. The following persons have been designated to handle inquiries regarding the schools non-discrimination policies and have been designated as Title II (Americans with Disabilities Act) and Title IX coordinators: Principal Rosanne Franco or Principal Robert Watt Greater New Bedford Regional Vocational Technical High School 1121 Ashley Boulevard New Bedford, MA 02745 (508) 998-3321, ext. 670 or ext. 674 Inquiries concerning the application of Title II (Disability) and Title IX and its implementing regulations may be referred to the Title II/Title IX coordinators or to the U.S. Department of Education, Office for Civil Rights, 33 Arch St. Suite 900, Boston, MA 02110-1491. |
| **Description of Internal Monitoring Procedures:** Each year in the month of March when handbook committee for the following school year meets, the director of guidance will submit the annual nondiscrimination policy statement to ensure accuracy in printing for the following school year. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved **Status Date:** 11/03/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By January 8, 2016, submit a copy of the district's non-discrimination policy from the Greater New Bedford Regional Vocational Technical High School student handbook that now includes gender identity as a protected category. Please indicate that this information is correctly posted on the district's website. |
| **Progress Report Due Date(s):** 01/08/2016 |

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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 and interviews indicated that written materials and other media used to publicize the 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:** the district informed the district committed, the administrative team, and school publisher for school guide booklet regarding the revisions of the nondiscrimination policy statement. School-wide email was authorized to be sent to all employees with the revision of the nondiscrimination policy statement. |
| **Title/Role(s) of Responsible Persons:**Jimmy OwensDirector of Guidance/Pupil Services | **Expected Date of Completion:**09/05/2016 |
| **Evidence of Completion of the Corrective Action:**Guidance Counselor Recommendation: (Check One ONLY)&#61554; EXCELLENT: Student is highly motivated, demonstrates excellent leadership and independent skills, has outstanding work and study habits, maintains excellent citizenship, has respect for school policy and career/technical learning, and is a good example for peer mentoring. &#61554; ABOVE AVERAGE: Student is motivated, has good attitude toward school, and demonstrates leadership and independence regarding academic and career/technical learning. Student is responsible and a self-starter. &#61554; AVERAGE: Student successfully completes tasks, is attentive and motivated with a good attitude toward school and career/technical learning. Student will follow directions.&#61554; BELOW AVERAGE: Student is not motivated, and attitude toward school and/or behavior is problematic. Student may not follow rules and directions consistently. Student’s level of independence and responsibility is inconsistent. &#61554; POOR: Student is not motivated to attend school or to complete assigned school work. Attitude, behavior, and work habits are less than desirable. Student may be a safety risk. Guidance Counselor Signature Date  The school does not discriminate on the basis of race, color, national origin, sex, religion, sexual orientation, gender identity, age, disability, or homelessness in its educational programs and activities, including admissions or employment in such programs or activities.GNB Voc-Tech High School is committed to ensuring equal educational opportunities for all students. The school does not discriminate on the basis of race, disability, color, national origin, sex, religion, sexual orientation, age, gender identity or housing status in its education programs and activities, including admission to or employment in such programs or activities.I have included 2 excerpts from the district admissions application and career guide booklet that has the revised nondiscrimination statement included. Additionally a snapshot of the school website will be maintained for additional verification. Any additional recruitment material will be kept on file for additional verification. |
| **Description of Internal Monitoring Procedures:** The Director or Guidance and administrative assistant responsible for the admissions application will review its content annually during the month of September. All recruitment material including the career guide will be reviewed and monitored 2x year - once in September and again in February. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved **Status Date:** 11/03/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By January 8, 2016, submit a copy of the district admissions policy and application, career guide booklet and any other recruitment materials and program brochures for the career/vocational technical education programs that include the revisions of the nondiscrimination policy statement. |
| **Progress Report Due Date(s):** 01/08/2016 |

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| **Criterion & Topic:** CR 14 Counseling and counseling materials free from bias and stereotypes | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documentation and staff interviews indicated that the district uses a form for the review of counseling and counseling materials to ensure that counseling materials are free from bias and stereotypes; however, this form does not include gender identity as a protected category. |
| **Description of Corrective Action:** The director of guidance had a staff meeting in September informing each guidance counselor regarding the changes in the nondiscrimination polity statement. Each guidance counselor was informed that they would be receiving the counseling and counseling materials free from bias and stereotypes form in October for their review and signature. |
| **Title/Role(s) of Responsible Persons:**Jimmy OwensDirector of Guidance/Pupil Services | **Expected Date of Completion:**09/05/2016 |
| **Evidence of Completion of the Corrective Action:**Cut/paste is the annual counseling materials free form bias and stereotypes form that was submitted to each guidance counselor during the October 2015 staff meeting. Each guidance counselor will return their form to the administrative asst. at the conclusion of the week of October 9, 2015. Annual Review of Counseling and Counseling MaterialsEnsuring Counseling and Counseling Materials Are Free from Bias and StereotypesOffice of Guidance/Pupil Personnel ServicesGreater New Bedford Regional Vocational Technical High SchoolOctober 2015At least annually, the Office of Guidance/Pupil Personnel Services conducts a review to ensure that counseling and counseling materials are free from bias and stereotypes on the basis of race, color, sex, religion, national origin, disability, gender identity, and homelessness. As part of that review, each guidance counselor must complete this form and submit it to the Coordinator of Guidance/Pupil Personnel Services. As a guidance counselor at Greater New Bedford Regional Vocational Technical High School, I understand that counseling and counseling materials must be free from bias and stereotypes on the basis of race, color, sex, religion, national origin, disability, gender identity, and homelessness.As a counselor, I: 1. Encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities and skills.YES \_\_\_\_\_\_\_\_ NO \_\_\_\_\_\_\_\_ DOES NOT APPLY \_\_\_\_\_\_\_\_IF “DOES NOT APPLY” IS CHECKED, PLEASE EXPLAIN:2. Examine testing materials for bias and counteract any found bias when administering tests and interpreting test results.YES \_\_\_\_\_\_\_\_ NO \_\_\_\_\_\_\_\_ DOES NOT APPLY \_\_\_\_\_\_\_\_IF “DOES NOT APPLY” IS CHECKED, PLEASE EXPLAIN:3. Communicate effectively with limited-English-proficient and disabled students and facilitate their access to all programs and services offered by the district.YES \_\_\_\_\_\_\_\_ NO \_\_\_\_\_\_\_\_ DOES NOT APPLY \_\_\_\_\_\_\_\_IF “DOES NOT APPLY” IS CHECKED, PLEASE EXPLAIN: |
| **Description of Internal Monitoring Procedures:** The director of guidance will print out the annual agreement the first week of September of every school year and introduce at every staff in September for current school year. A copy of the form will remain on file with guidance signatures each year. Nondiscrimination policy will be reviewed annually as well. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 14 Counseling and counseling materials free from bias and stereotypes | **Corrective Action Plan Status:** Approved **Status Date:** 11/03/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By January 8, 2016, submit a copy of the revised form used for the review of counseling and counseling materials that now includes gender identity. |
| **Progress Report Due Date(s):** 01/08/2016 |

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| **Criterion & Topic:** CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documentation and interviews indicated that the notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion does not contain all required information. Specifically, the notice does not address the student's unexcused absences or indicate that the student and the parent or guardian may meet with a representative of the district within ten days from the date the notice was sent or that at the request of the parent or guardian, the district may consent to an extension of the time for the meeting of not longer than fourteen days. In addition, the notice is only sent to the parent and not to the student. Review of documentation and interviews also indicated that the district is not sending written notice to former students who have not yet earned their competency determination and who have not transferred to another school informing them of the availability of publicly funded post-high school academic support programs and encouraging them to participate in those programs. |
| **Description of Corrective Action:** The district has revised the letter used to inform students over the age of 16 or over leaving school without a high school diploma, a certificate of attainment, or certificate of completion. The letter was developed by the Director of Guidance and submitted to the Chairman of the Retention Committee. A copy of the letter has been included with revisions in the evidence section. The letter has subsequently approved by the Retention Committee In October 2015 for use for current students. The Guidance Director has developed a letter for former students who have not yet earned their competency determination and who have not transferred to another school informing them of the availability of publicly funded post-high school academic support programs and encouraging them to participate in those programs. The letter was submitted to the Retention Chairperson for review of the retention committee in October 2015. A copy of the letter and its contents have been added to the evidence of completion section. |
| **Title/Role(s) of Responsible Persons:**Jimmy OwensDirector of Guidance/Pupil Services | **Expected Date of Completion:**09/05/2016 |
| **Evidence of Completion of the Corrective Action:**GREATER NEW BEDFORD REGIONALVOCATIONAL TECHNICAL HIGH SCHOOL1121 Ashley Boulevard, New Bedford, MA 02745-2496Tel.# 508-998-3321 Fax # 508-995-7268 http://www.gnbvt.edu October 5, 2015Dear We are writing to you to inform you of publicly funded post-high school programs for students who have not earned a high school diploma or a GED. We are enclosing a brochure with a list of agencies in the area. (New Bedford High School Evening Extension Program, Bristol Community College GED program and TEC Connection Academy for the Commonwealth)We feel it is in your best interest to enroll in one of these programs. Recent data suggests that, on an average, dropouts earn less annually than other workers. In fact, Massachusetts dropouts earned almost $10,000 less per year than high school graduates. This is in part due to three factors. * They are less likely to obtain employment
* When employed they work fewer hours
* hey earn lower hourly wages

If you need help contacting as agency or would like to discuss your options, please call our school and ask for Mr. Canastra at extension 341. It is our responsibility to report your status to the State and help you with your educational needs. Please call today. Respectfully yours, Jeff CanastraSupervisor of AttendanceGreater New Bedford Regional Vocational Technical High School does not discriminate on the basis of race, disability, color, national origin, sex, religion, sexual orientation, age, gender identity, or homelessness in its education programs and activities, including admission to or employment in such programs or activities.Linda Enos, Superintendent-DirectorRosanne Franco, PrincipalRobert Watt, PrincipalPaula A. Gendreau, School Business Administrator\*Proudly Serving the Towns of Dartmouth and Fairhaven and the City of New Bedford \* October 6, 2015 Mr. 274 Aquidneck Street New Bedford, MA 02744 Dear Mr.:As required by Chapter 76, Section 18, of the General Laws Related to Education, I am notifying you that you and your daughter, Diane, has the right to meet with me or my designee, within ten (10) days from the date of this notice. At this meeting, we will discuss the reasons that your child is leaving school and alternative educational or other placements. At the request of the parent/guardian, the district may consent to an extension of the time for the meeting of no longer than 14 days. I have included two dates and times for an exit interview between the Director of Guidance or his designee and the parent and student on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_..Please call (508) 998-3321, Extension 779, to confirm one of the dates or to make an appointment to come in..Sincerely, Mr. Jimmy Owens Coordinator of GuidancePupil Personnel ServicesIf you wish to disenroll your daughter, Diane, from this school, please sign the statement below and return to the school:I wish to withdraw my daughter, Diane Raposo, from Greater New Bedford Regional Vocational Technical High School. Please forward my records to:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name of School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature Date |
| **Description of Internal Monitoring Procedures:** The director of guidance will receive a copy of all letters on both accounts for every student that fits the criteria based on attendance or leaving school early without a diploma. The director of guidance or his designee will be part all exit interviews conducted for all students that leave school early. The director of guidance will verify the protocol for each letter as described by the following lists. Greater New Bedford Voc-TechProcedure for Sending Letters to Drop-outs (2 years)1. A list will be generated of school year drop-outs and summer drop-outs by guidance personnel and given to the Attendance Officer. The list should be created in Excel with the student's i.d., address, telephone number, and date of withdrawal from school.
2. The Attendance Officer will send a letter out to all drop-outs from the school year and summer for two years in a row. The mailing will also include a pamphlet outlining educational alternatives for the student to earn a high school diploma.
3. The Attendance Officer will indicate on the Excel spreadsheet the date that a letter has been mailed for each mailing.
4. The Attendance Officer will forward a copy of the spreadsheet to guidance personnel with the date of the mailing.
5. The guidance personnel will merge first year mailings with the drop-outs for the next school year and summer for the second mailing.
6. The guidance personnel will purge the names of students who received mailings 2 years in a row-but keep records of all mailings.

Responsible Party: Director of GuidanceAll minutes from the retention committee will be placed on file for monitoring any changes to the process of students leaving high school without a high school diploma. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | **Corrective Action Plan Status:** Partially Approved **Status Date:** 11/03/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:** The submitted sample notice to be sent when a student has been absent from school for 10 consecutive days indicated that it is only sent to the parent and not the student. |
| **Department Order of Corrective Action:**Revise the notice to indicate that it is being sent to the parent and the student. |
| **Required Elements of Progress Report(s):** By January 8, 2016, submit sample copies of notices sent out to parents and students 16years of age and older who are leaving school without a high school diploma, certificate ofattainment, or certificate of completion. By January 8, 2016, submit sample copies of the annual written notice sent to formerstudents who have not yet earned their competency determination and who have nottransferred to another school, informing them of the availability of publicly funded posthigh school academic support programs and encouraging them to participate in thoseprograms. |
| **Progress Report Due Date(s):** 01/08/2016 |

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

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| **Criterion & Topic:** CR 25 Institutional self-evaluation | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** Review of documentation and interviews indicated that the district does not evaluate all aspects of its program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. |
| **Description of Corrective Action:** The director of guidance has revised the annual review for equal access by all students form. All forms submitted to Dept. Head, Coordinator in the building in October 2015 administrative meeting. All forms reviewed and signed and submitted to guidance by week ending October 9, 2015. A copy of annual form used for Dept heads/Coordinators has been cut/paste in the evidence of completion section. |
| **Title/Role(s) of Responsible Persons:**Jimmy OwensDirector of Guidance/Pupil Services | **Expected Date of Completion:**09/05/2016 |
| **Evidence of Completion of the Corrective Action:**Annual Review for Equal Access by All StudentsGreater New Bedford Regional Vocational Technical High School2015-2016 School YearName of Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_This will serve to verify that all students have equal access to this program. This includes all students, regardless of race, color, sex, religion, national origin, limited English proficiency, sexual orientation, disability, gender identity, or homelessness. Greater New Bedford Regional Vocational Technical High School follows a state-approved Admissions Policy that considers only a students grades, attendance, disciplinary record, and sending school recommendation in making decisions about which students to admit. Similarly, it considers only a students grades, attendance, and disciplinary record in determining transfers within programs. Following the approved Admissions Policy ensures that all groups of students have equal access to this program. Students also have equal access to all athletic programs, extra-curricular programs, after-school activities, and other school services at Greater New Bedford Regional Vocational Technical High School. The school makes these programs and services available to all students without regard to race, color, sex, religion, national origin, limited English proficiency, sexual orientation, disability, gender identity, or homelessness. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Guy Shepherd Coordinator Jimmy Owens Director of Guidance/ Pupil Personnel Services\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date Date |
| **Description of Internal Monitoring Procedures:** The director of guidance will review compliance for each department once during month of October and again in the month of March through email and/or memo that will be kept on file for verification. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Partially Approved **Status Date:** 11/03/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:** The district reported that a form has been revised to annually verify that all students in the district have access to the program. The sample of the form submitted states that students will have access and that the district makes services and programs available to all. However, this is not an evaluation and does not address how the district will evaluate all aspects of its program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. |
| **Department Order of Corrective Action:**Develop a plan to evaluate all aspects of the district’s 9-12 programming 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, and submit the evaluation. |
| **Required Elements of Progress Report(s):** By January 8, 2016, submit a detailed description of how all aspects of the district's 9-12 programming will be evaluated. Include how equal access data/information will be collected, such as through surveys, questionnaires, or other means, and how the district plans for an analysis of the data collected.By May 2, 2016, submit the results of the district's institutional self-assessment andinclude, as applicable, any actions taken and implemented as a result of the evaluation. |
| **Progress Report Due Date(s):** 01/08/201605/02/2016 |

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

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| **Criterion & Topic:** CR 26A Confidentiality and student records | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of student records indicated that the special education student records do not include logs of access. |
| **Description of Corrective Action:** The director of guidance included in all student records the student log of access form. In addition since the Special Ed dept. maintains separate files, they also now include a log of access form for each record. copies of access form was given to administrative asst. of the Special Services Dept. during month of Sept. in which she included one log sheet in every record. |
| **Title/Role(s) of Responsible Persons:**Jimmy OwensDirector of Guidance/pupil personnel | **Expected Date of Completion:**09/05/2016 |
| **Evidence of Completion of the Corrective Action:**The director of guidance received a copy of the email that was distributed to the sped services admin assistant to complete the log of access form in each record. The directive was given by the director of Sped Services. |
| **Description of Internal Monitoring Procedures:** 5% of all records will be monitored 2x year by the director of Sped Services or director of guidance to maintain compliance. Each day of verification will be recorded for compliance. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 26A Confidentiality and student records | **Corrective Action Plan Status:** Approved **Status Date:** 10/16/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By January 8, 2016, submit the results of an internal review of the special education student records to determine that the student log of access form is located in the record. Indicate the number of records reviewed, the number in compliance and the root cause with corrective actions for any continued non-compliance. |
| **Progress Report Due Date(s):** 01/08/2016 |

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

Greater New Bedford Regional Vocational Technical School District

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Greater New Bedford Reg Voc Tech High School/Susan Sylvia

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: November 4, 2016**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 5 Program Placement and Structure | **Rating:** Partially Implemented |
| **Department CPR Finding:** *A review of student records, student schedules and interviews indicated one of the ELLs who is entitled to receive both language and disability relates services under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504) does not have access to the direct ESL instruction that other ELLs at the same proficiency level receive. Please see* *20 U.S.C. §§1400-1419;34 C.F.R. pt.300 (IDEA, Part B and its implementing regulations); 29 U.S.C. § 794 and 34 C.F.R. pt.104 (Section 504 and its implementing regulations)* |
| **Narrative Description of Corrective Action:*** The ELL Director and Special Services Director will review all ELL-SpEd student schedules to collaboratively determine if each student’s individual IEP or 504 and English proficiency needs are being met.
* The Directors will work collaboratively to change individual student schedules if any students’ needs are not being met in their existing schedule.
* The Scheduling Coordinator will be notified that no changes are to be made to these students’ schedules without authorization from both Directors.
* Prior to the start of each school year the two Directors will collaborate on school year schedules for each of these students as well as for incoming grade 9 students.
* The Scheduling Coordinator will be provided with an updated annual list that identifies schedules that cannot be changed without authorization from both Directors.
* ELL and Special Services staff will be directed to notify both Directors if they encounter an issue with a students’ schedule that compromises their IEP, 504 or English proficiency needs.
 |
| **Title/Role of Person(s) Responsible for Implementation:** ELL Director/Susan SylviaSpecial Services Director/Erin PtaszenskiScheduling Coordinator/Sue Demers | **Expected Date of Completion for Each Corrective Action Activity:** February 1, 2016 |
| **Evidence of Completion of the Corrective Action:*** ELL-SpEd student schedules
* Periodic schedule checks to ensure changes have not been made without authorization
* Annual letter to parents outlining students’ program
 |
| **Description of Internal Monitoring Procedures:** * Quarterly review of ELL-SpEd student schedules
 |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 5 Program Placement and Structure | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval: N/A** |
| **Department Order of Corrective Action: N/A** |
| **Required Elements of Progress Report(s):** Please complete district information in the attached spreadsheet labeled ELL List for each ELL student who receives both language and disability related services by **March 18, 2016.** |
| **Progress Report Due Date(s):** March 18, 2016 |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 10 Parent Notification | **Rating:** Partially Implemented |
| **Department CPR Finding:** *A review of student records and staff interviews indicated that the parent notification letter is not sent to parents annually* |
| **Narrative Description of Corrective Action:** * A letter was created and translated during summer 2015.
* The letter was sent to all ELL students’ homes notifying them of their annual status.
* Copies of the letter were placed in all students’ files.
* The letter will be sent to parents/guardians at the start of each school year.
 |
| **Title/Role of Person(s) Responsible for Implementation:** ELL Director/Susan Sylvia | **Expected Date of Completion for Each Corrective Action Activity:** August 24, 2015 |
| **Evidence of Completion of the Corrective Action:** * Letters are sent to parents
* Copies of the letters are placed in the students’ files
 |
| **Description of Internal Monitoring Procedures:** The Academic Office secretary, who places copies of all letters into student files, will verify at the start of each school year that all parents/guardians have been sent a letter designating student status. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 10 Parent Notification | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** N/A |
| **Department Order of Corrective Action**: N/A |
| **Required Elements of Progress Report(s):** Submit a copy of the parent notification letter sent annually to parents of ELLs by **March 18, 2016.** Following the implementation of the district's corrective actions, please submit the results of an internal review of ELE student records to ensure the inclusion of an annual parent notification letter. 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 **June 24, 2016.** \*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):** March 18, 2016; June 24, 2016 |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 11 Equal Access to Academic Programs and Services | **Rating:** Partially Implemented |
| **Department CPR Finding:** *A review of student records and interviews indicated that there are students identified as English language learners who are also receiving special education services, but are not receiving any English language development instruction.* |
| **Narrative Description of Corrective Action:** * The ELL Director will review all ELL-SpEd student schedules to collaboratively determine what students’ English proficiency needs are not being met.
* The ELL Director will work collaboratively with the Special Services Director to change individual student schedules so students IEP or 504 and English proficiency needs are being met.
* The Scheduling Coordinator will be notified that no changes are to be made to these students’ schedules without authorization from both Directors.
* Prior to the start of each school year the two Directors will collaborate on school year schedules for each of these students as well as for incoming grade 9 students.
* The Scheduling Coordinator will be provided with an updated annual list that identifies schedules that cannot be changed without authorization from both Directors.
* ELL and Special Services staff will be directed to notify both Directors if they encounter an issue with a students’ schedule that compromises their IEP, 504 or English proficiency needs.
 |
| **Title/Role of Person(s) Responsible for Implementation:** ELL Director/Susan SylviaSpecial Services Director/Erin PtaszenskiScheduling Coordinator/Sue Demers | **Expected Date of Completion for Each Corrective Action Activity:** February 1, 2016 |
| **Evidence of Completion of the Corrective Action:** * ELL-SpEd student schedules
* Periodic schedule checks to ensure changes have not been made without authorization
* Annual letter to parents outlining students’ program
 |
| **Description of Internal Monitoring Procedures:** * Quarterly Review of ELL-SpEd schedules
 |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 11 Equal Access to Academic Programs and Services | **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):** See ELE 5. |
| **Progress Report Due Date(s):** March 18, 2016 |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 17 Program Evaluation | **Rating:** Not Implemented |
| **Department CPR Finding:** *The district submitted a “Program Evaluation Narrative” that provides a list of the activities that took place in the district in the last four years; however, there is no evidence in the documentation submitted of a program evaluation to evaluate the effectiveness of its ELE programming in developing students’ English language skills and increasing their ability to participate meaningfully in the district’s educational program. Please see* [*http://www.doe.mass.edu/ell/ProgramEvaluation.pdf*](http://www.doe.mass.edu/ell/ProgramEvaluation.pdf) |
| **Narrative Description of Corrective Action:** The Program Evaluation will be conducted at the close of every other school year beginning at the close of SY2016-2017. The evaluation will be reviewed and program changes will be considered based on the results. |
| **Title/Role of Person(s) Responsible for Implementation:** ELL Director/Susan SylviaProgram Team | **Expected Date of Completion for Each Corrective Action Activity:** Every other year beginning SY2016-2017 |
| **Evidence of Completion of the Corrective Action:** * Completed Program Evaluation
* Program Team meeting and evaluation findings
* Improvement efforts
 |
| **Description of Internal Monitoring Procedures:** * ELL Director will initiate the Program Evaluation
* ELL Director will initiate the Program Team meetings
* ELL Director and ESL staff will develop a plan to implement changes
* ELL Director and ESL staff will monitor changes for effectiveness
 |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 17 Program Evaluation | **Status of Corrective Action:** [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 copy of the most recent evaluation conducted by the district to identify the strengths and areas of improvement in developing ELLs’ English language skills and increasing their ability to participate meaningfully in the district’s educational program.Include a description of program adjustments or changes made in response to the most recent ELE program evaluation by **June 24, 2016**.  |
| **Progress Report Due Date(s):** June 24, 2016 |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 18 Records of ELL Students | **Rating:** Partially Implemented |
| **Department CPR Finding:** *A review of student records indicated that home language surveys are not included in all of the student records.* |
| **Narrative Description of Corrective Action:** Home Language Surveys are issues by the Dean’s Office to all students. The surveys are processed and then forwarded to the ELL Director’s Office for review. The Academic Office secretary will record all survey results in an Excel spreadsheet to track that all students have returned the forms. Missing forms will be reported to the ELL Director and Dean’s Office for additional collection efforts. |
| **Title/Role of Person(s) Responsible for Implementation:** ELL Director/Susan SylviaDean/Robert PimentalAcademic Office secretary/Janet Stanton  | **Expected Date of Completion for Each Corrective Action Activity:** SY2015-2016 |
| **Evidence of Completion of the Corrective Action:** * All Home Language surveys are accounted for annually
* All Home Language surveys are placed in student files
 |
| **Description of Internal Monitoring Procedures:**       |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 18 Records of ELL Students | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** N/A |
| **Department Order of Corrective Action:**  N/A |
| **Required Elements of Progress Report(s):** Following the implementation of the district's corrective actions, please submit the results of an internal review of ELE student records to ensure the inclusion of a completed Home Language Survey. 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 **March 18, 2016.** \*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):** March 18, 2016 |

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

Greater New Bedford Regional Vocational Technical School District

Corrective Action Plan Forms

Program Area: Career/Vocational Technical Education

Prepared by: Robert Watt, Principal for Career and Technical Education

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

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

**Mandatory One-Year Compliance Date: September 1, 2016**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 2 | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Review of documentation and interviews revealed that vocational technical education teachers do not receive and utilize MCAS data in order to tailor technical coursework to improve students’ math and English language arts skills.* (Citation: *Perkins Section 134, Vocational Technical Education Regulations 603 CMR 4.03(4))* |
| **Narrative Description of Corrective Action:** (1) Vocational teachers do receive MCAS data included with program statistics along with school-wide state assessment data. With that said, the district will work to get vocational teachers MCAS results as soon as they are released and offer professional development on how to analyze the data and incorporate findings into revising coursework and instruction to include more English Language Arts and math skills. Also, for each individual Career and Technical Education program, the school will annually generate data on student enrollment in the program, ninth-grade students’ exploratory choices, student attendance, post-secondary placement, and co-op to assist instructional leaders and members of program advisory committees in recommending changes to improve the Career and Technical Education program. (2) The school began using Renaissance Place this year as the benchmark test to evaluate student’s ELA and math proficiency levels to assist in selecting courses best meet students’ needs and in tailoring instruction in those areas. (3) The school will continue to administer end-of-year tests, assessing students’ attainment of competencies in the Massachusetts Frameworks, in all academic and career and technical subjects (4) The Academic Principal and Principal for Career and Technical Education will instruct curriculum leaders to include in Program Advisory Committee minutes how assessment results are being used to improve programs.  |
| **Title/Role of Person(s) Responsible for Implementation:** (1) Scheduling / Reporting Coordinator, Principal for Career and Technical Education (2) Academic Principal, Academic Department Chairs in ELA and Math, Scheduling / Reporting Coordinator (3) Academic Principal and Principal for Career and Technical Education (4) Academic Principal and Principal for Career and Technical Education | **Expected Date of Completion for Each Corrective Action Activity:** (1) November, 2015 (2) August, 2015 (3) June, 2016 (4) October, 2015 and March, 2016  |
| **Evidence of Completion of the Corrective Action:** (1) Copies of the Program Statistics for advisory committees including MCAS data, Copies of attendance records of professional development opportunities (2) Summary reports from Renaissance Place Software indicating the score range for incoming 9th grade students (3) Copies of all end-of-year tests will be available in the Principals’ offices (4) A copy of the memo used to instruct curriculum leaders will be kept on file  |
| **Description of Internal Monitoring Procedures:** (1) The Principal for Career and Technical Education will ensure that the Scheduling / Reporting Coordinator is receiving necessary assessment results, attendance data, etc. for completing the Advisory Program Statistics for each individual program’s committees. (2) The Academic Principal will check to ensure that annual Renaissance testing is conducted and that the necessary reports are generated. (3) The Academic Principal and Principal for Career and Technical Education will annually require all teachers to submit copies of their end-of-year tests. (4) The Academic Principal and the Principal for Career and Technical Education will periodically spot check Program Advisory Committee minutes to verify that assessment results are being used to improve programs.  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 2 | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** Not applicable |
| **Department Order of Corrective Action:** Not applicable. |
| **Required Elements of Progress Report(s):** The district will provide samples of program statistics viewed by advisory committees; a summary report indicating the score range for incoming 9th grade students; a sample of end of year tests; and a copy of the memo used to instruct curriculum leaders. |
| **Progress Report Due Date(s): January 25, 2016** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 9A | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Interviews indicated that the district is running two separate programs under one program title. Students in the Design and Visual Communication Program start in and can participate in this program which has a specific vocational framework, or take part in a Radio and Television Broadcasting Program, which has a different vocational framework. The two programs are not the same, and Radio and Television Broadcasting has not been through a Chapter 74 approval process with the Department. Students in the Radio and Television Broadcasting program portion of this class should not be reported as Chapter 74 students, as they are not participating in a state-approved Chapter 74 program.* (Citation: *Vocational Technical Education Regulations 603 CMR 4.03(4))* |
| **Narrative Description of Corrective Action:**  Greater New Bedford Regional Vocational Technical High School does not wish to create a separate Radio and Television Broadcast program for Media Technology. After careful review and discussion, it is our position that the current curriculum and its’ structure are not two substantially separate programs being run side by side under the Design and Visual Communications Program. While our current Media Technology program may include a small portion of the Radio, Television and Broadcasting frameworks, the majority of the program’s concentration is Design and Visual Communication. The teacher interviewed during the on-site visit by the Department was the teacher that covers the small portion of broadcasting and was speaking to what parts of the curriculum she teaches the students in this program.The structure of the Media Technology program is currently that all grade 9 and grade 10 curriculum is from the Design and Visual Communications frameworks. The grade 11 students utilize the same Design and Visual Communications frameworks with less than 13% content coming from the Radio and Television Broadcasting Curriculum Frameworks. Grade 12 curriculum utilizes less than 1% of the Radio and Television Broadcasting frameworks. The integration of that small portion of the Radio and Television Broadcasting frameworks allows students to produce a tangible product tying together all of the Design and Visual Communications frameworks, but more importantly it introduces students to other career opportunities that are closely related to the field and connected to the Design and Visual Communications frameworks. Comingling the small amount of Radio and Television Broadcasting frameworks has allowed our students to compete and win first, second and third place standings both locally, statewide, and nationally.With such a small amount of the Radio and Television Broadcasting curriculum used over four years in the Media Technology program, it would be fiscally irresponsible for the district to look to start a new substantially separate program from Design and Visual Communications as we neither offer and teach solely Radio and Television Broadcasting nor have the space to add a substantially separate Career and Technical Education Program for Broadcasting. |
| **Title/Role of Person(s) Responsible for Implementation:** Principal for Career and Technical Education, Cluster Coordinator in the Arts, Communication and Consumer Services Cluster | **Expected Date of Completion for Each Corrective Action Activity:** Immediately |
| **Evidence of Completion of the Corrective Action:** Copy of the Curriculum used for Media Technology Programs, and a copy of the structure of courses and percentage of time in each program frameworks for Media Technology.  |
| **Description of Internal Monitoring Procedures:** The Cluster Coordinator in the Arts, Communication and Consumer Services Cluster will ensure that the curriculum in Media Technology is followed as outlined above in narrative and as shown in the evidence of completion. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 9A | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** Not applicable; the curricular evidence provided supports the district’s position that this is in fact one program. |
| **Department Order of Corrective Action:** Not applicable. |
| **Required Elements of Progress Report(s):** Not applicable |
| **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 | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Review of documentation and interviews indicated that the following Program Advisory Committees lack the identified required Program Advisory Committee membership:** *Automotive Technology lacks required members representing postsecondary education, students, and parents/guardians.*
* *Biotechnology lacks required members representing students and parents/guardians.*
* *Collision Technology lacks required members representing students and parents/guardians.*
* *Maritime Technology lacks required members representing postsecondary education, students, and parents/guardians.*
* *Painting and Design lacks required members representing postsecondary education, students, and parents/guardians.*

*Plumbing and Pipefitting lacks required members representing postsecondary or apprenticeship programs.**Review of documentation indicated that the following Program Advisory Committees lack representation of the following groups:**Representatives of individuals with disabilities:**Biotechnology* * *Business Technology*

*Computer Information Technology* *Early Childhood Education* *Heating, Ventilation, Air Conditioning, Refrigeration /Appliance Technology* * *Maritime Technology*

*Medical Assisting*  |
| *Representatives of individuals with disabilities and racial or linguistic minorities:**Carpentry* *Collision Technology**Diesel Service Technology**Electrical* *Engineering Technology* *Environmental Science and Technology* *Fashion Design* *Machine Technology* *Media Technology* *Metal Fabrication and Joining Technologies**Steam Engineering* *Visual Design* *Representatives of individuals with disabilities, racial or linguistic minorities, and nontraditional by gender:* *Automotive Technology* *Culinary Arts* *Painting and Design* *Review of documentation also indicated there is no plan (formal recruitment process) to make the Program Advisory Committees inclusive of representatives of individuals with disabilities; racial or linguistic minorities; and nontraditional by gender.* |
| **Narrative Description of Corrective Action:** (1) The school will create and distribute the school’s “Program Advisory Committee Outreach Plan” to all Career and Technical Education Cluster Coordinators and will require coordinators to actively pursue advisory committee recruits in each of the Career and Technical areas they oversee to fill identified gaps using the process outlined in the Program Advisory Committee Outreach Plan. The plan should include representation of race, linguistic, disability and non-traditional by gender populations. Also, annually the Cluster Coordinators will review program advisory membership in each program and update the information as needed. As outlined in the finding: particular attention will be given to include representation of postsecondary education, students and parents/guardians in the following Career and Technical Programs: Automotive Technology, Collision Repair Technology, and Plumbing. And, attention will be given to include representation of individuals with disabilities in the following Career and Technical Programs: Business Technology, Computer Information Technology, Early Childhood Education, HVAC, and Medical Assisting. And, attention will be given to include representation of individuals with disabilities and racial or linguistic minorities in the following Career and Technical Programs: Carpentry, Collision Repair Technology, Diesel Service Technology, Electrical Technology, Engineering Technology, Environmental Science and Technology, Fashion Design, Machine Technology, Metal Fabrication and Joining, Stationary Engineering, and Visual Design. And, attention will be given to include representation of individuals with disabilities, racial or linguistic minorities, and nontraditional by gender in the following Career and Technical Programs: Automotive Technology and Culinary Arts. (2) The school will issue a press release annually recruiting new advisory members. (3) The school’s General Advisory Committee will meet with the District School Committee in the spring of 2016.  |
| **Title/Role of Person(s) Responsible for Implementation:** (1) Principal for Career and Technical Education, Cluster Coordinators (2) Cluster Coordinator in charge of press releases (3) Principal for Career and Technical Education | **Expected Date of Completion for Each Corrective Action Activity:** (1) January, 2016 and March, 2016 (2) Annually by August 1 (3) March, 2016 and annually thereafter |
| **Evidence of Completion of the Corrective Action:** (1) Copy of the Program Advisory Outreach Plan, and copies of program advisory membership lists will be kept on file in the Office of the Principal for Career and Technical Education (2) Copy of annual press releases (3) Minutes from the General Advisory Committee – District School Committee meeting  |
| **Description of Internal Monitoring Procedures:** (1) Annually the Principal for Career and Technical Education will remind coordinators to reach out for new Program Advisory Committee members as outlined in the school’s Program Advisory Committee Outreach Plan to fill all categories of representation as outlined and review PAC Lists with Cluster Coordinators. (2) The Cluster Coordinator in charge of press releases will add issuance of a news release to his checklist of late summer activities. (3) The Principal for Career and Technical Education will ensure that a meeting post is made of the General Advisory Committee – District School Committee meeting.  |
| 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:** Not applicable. |
| **Department Order of Corrective Action:** Not applicable. |
| **Required Elements of Progress Report(s):** The district will provide the following as evidence of corrective action: copy of the Program Advisory Outreach Plan; copies of program advisory membership lists demonstrating all required members are represented; copy of annual press releases; minutes from the General Advisory Committee – District School Committee meeting. |
| **Progress Report Due Date(s): January 25, 2016** |

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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 facilities used for career/vocational technical education meet current occupational standards. The Office for Career/Vocational Technical Education sent a Safety Survey Report, which includes details specific to each program, to Superintendent Enos under separate cover. (Legal Citation: Perkins Section 134; Vocational Technical Education Regulations 603 CMR 4.03(3)(d))* |
| **Narrative Description of Corrective Action:** The district will review all findings from the site visit by the Office of Career/Vocational Technical Education Safety once made available. A working document is already underway ahead of receiving the formal report from Dave Edmonds’ Office. The plan will be updated as each corrective action is taken and a status update reported. The district will keep the Office of Career/Vocational/Technical Education Safety and the Department updated on progress with each finding. The district is already addressing issues in an effort to be proactive ahead of receiving the final report. A copy of a working document, created by the Coordinator of Off-Site Construction Projects, is a tool to assign, address and monitor the status of "corrective action" to the items of concern determined by our recent safety survey. A rather concise list that was put together from my field notes in order to be proactive until the time we receive the formal document aligned with the OSHA Standards.  |
| **Title/Role of Person(s) Responsible for Implementation:** Coordinator of Off-Site Construction Projects | **Expected Date of Completion for Each Corrective Action Activity:** Ongoing and by any deadline that the Office of Career/Vocational Technical Education Safety requires of the district |
| **Evidence of Completion of the Corrective Action:** The school has created a comprehensive report (Safety Survey Response Checklist) tracking the status of all safety issues originally identified to the Office of Career/Vocational Technical Education and Safety. A copy will be provided to the Department.  |
| **Description of Internal Monitoring Procedures:** The Principal for Career and Technical Education will meet periodically with the Coordinator of Off-Site Construction Projects and the school’s Facilities Manager to ensure progress on safety findings are being met |
| 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:** Not applicable. |
| **Department Order of Corrective Action:** Not applicable. |
| **Required Elements of Progress Report(s):** The district will continue to provide monthly reports to the CVTE Safety Specialist until all issues are abated. Also, a summary of progress made towards abatement will be provided on each Progress Report until resolved. |
| **Progress Report Due Date(s): January 25, 2016** |

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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 equipment used for career/vocational technical education meets current occupational standards. The Office for Career/Vocational Technical Education sent a Safety Survey Report, which includes details specific to each program, to Superintendent Enos under separate cover. (Legal Citation: Perkins Section 134; Vocational Technical Education Regulations 603 CMR 4.03(3)(d))* |
| **Narrative Description of Corrective Action:** The district will review all findings from the site visit by the Office of Career/Vocational Technical Education Safety once made available. A working document is already underway ahead of receiving the formal report from Dave Edmonds’ Office. The plan will be updated as each corrective action is taken and a status update reported. The district will keep the Office of Career/Vocational/Technical Education Safety and the Department updated on progress with each finding. The district is already addressing issues in an effort to be proactive ahead of receiving the final report. A copy of a working document, created by the Coordinator of Off-Site Construction Projects, is a tool to assign, address and monitor the status of "corrective action" to the items of concern determined by our recent safety survey. A rather concise list that was put together from my field notes in order to be proactive until the time we receive the formal document aligned with the OSHA Standards. |
| **Title/Role of Person(s) Responsible for Implementation:** Coordinator of Off-Site Construction Projects | **Expected Date of Completion for Each Corrective Action Activity:** Ongoing and by any deadline that the Office of Career/Vocational Technical Education Safety requires of the district |
| **Evidence of Completion of the Corrective Action:** The school has created a comprehensive report (Safety Survey Response Checklist) tracking the status of all safety issues originally identified to the Office of Career/Vocational Technical Education and Safety. A copy will be provided to the Department.  |
| **Description of Internal Monitoring Procedures:** The Principal for Career and Technical Education will meet periodically with the Coordinator of Off-Site Construction Projects and the school’s Facilities Manager to ensure progress on safety findings are being met |
| 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:** Not applicable. |
| **Department Order of Corrective Action:** Not applicable. |
| **Required Elements of Progress Report(s):** See CVTE 20 |
| **Progress Report Due Date(s): January 25, 2016*.*** |

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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:** *Review of documentation and interviews indicated that the district had some minor (less than $2,000) expenditures that were not included in the district’s approved Perkins budget without notifying the Department in advance.(*Citation:*Education Department General Administrative Regulations (EDGAR) at* [*http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html*](http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html)*OMB Circular A – 87* [*http://www.whitehouse.gov/OMB/circulars/a087/a087-all.html*](http://www.whitehouse.gov/OMB/circulars/a087/a087-all.html)) |
| **Narrative Description of Corrective Action:** The district has addressed parties that used less than $2,000 from the Perkins Grant without prior approval of the Department. Also, the district has established best practices around Grant Management and will ensure those who oversee grants to be sure that all guidelines are followed. Moving forward, no monies will be used, transferred, etc. for other than what was previously approved by the Department. |
| **Title/Role of Person(s) Responsible for Implementation:** Grants Liaison and Arts, Communication and Consumer Services Cluster Coordinator | **Expected Date of Completion for Each Corrective Action Activity:** Immediately and always thereafter |
| **Evidence of Completion of the Corrective Action:** Copy of the Perkins grant allocations  |
| **Description of Internal Monitoring Procedures:** The Principal for Career and Technical Education will meet with the Grant Liaison and Arts, Communication and Consumer Services Cluster periodically to review Perkins expenditures and to ensure that all allocations are clearly specified and approved prior to spending.  |
| 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:**       |
| **Department Order of Corrective Action:**       |
| **Required Elements of Progress Report(s):** The district has established a process of grant review to ensure that misallocations such as those mentioned under this finding do not recur. No additional Progress Reports are required.  |
| **Progress Report Due Date(s):** Not applicable. |