|  |
| --- |
| **MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION****Program Quality Assurance Services** |

##### COORDINATED PROGRAM REVIEW

## CORRECTIVE ACTION PLAN

Charter School or District: Weymouth

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 05/14/2015.

**Mandatory One-Year Compliance Date:** **05/14/2016**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 32 | Parent advisory council for special education | Partially Implemented |
| SE 40 | Instructional grouping requirements for students aged five and older | Partially Implemented |
| SE 41 | Age span requirements | Partially Implemented |
| SE 49 | Related services | Partially Implemented |
| SE 51 | Appropriate special education teacher licensure | Partially Implemented |
| SE 54 | Professional development | Partially Implemented |
| SE 55 | Special education facilities and classrooms | Partially Implemented |
| CR 3 | Access to a full range of education programs | Partially Implemented |
| CR 7 | Information to be translated into languages other than English | Partially Implemented |
| CR 7A | School year schedules | Partially Implemented |
| CR 7C | Early release of high school seniors | Not Implemented |
| CR 9 | Hiring and employment practices of prospective employers of students | Not 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 23 | Comparability of facilities | Partially Implemented |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** SE 32 Parent advisory council for special education | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Parent and staff interviews indicated that the parent advisory council (PAC) is not regularly participating in the planning, development and evaluation of the district's special education programs. |
| **Description of Corrective Action:** On June 2, 2015 the Interim Administrator of Special Education for the Weymouth Public Schools met with the SEPAC Executive Board to discuss ways to increase the parent advisory councils opportunity to meet regularly with the district administrators and participate in the planning, development, and evaluation of the school districts special education programs. On June 11, 2015 the SEPAC Co-Chairs presented at the School Committee meeting an update on the activities and involvement of the SEPAC during the 2014-2015 school year and the plans for activities, trainings, support groups, and meetings with school administration during the 2015-2016 school year. On June 12, 2015 the Executive Board created an online survey sent to parents within the community and school administration to determine the needs for future planning and development of SEPAC training sessions, parent support groups, and planning with school administration. The SEPAC Executive Board and Special Education Administration have identified the last week in July as a meeting time to determine action steps for the upcoming school year to address better parent involvement in the planning, development, and evaluation of the school districts special education programs. Additionally, the SEPAC Executive Board and Special Education Administrations meeting in July 2015 is to identify a schedule of meeting dates and times to ensure for the planning, development, and evaluation of the special education programs within the district for the 2015-2016 school year. |
| **Title/Role(s) of Responsible Persons:**Administrator of Special Education | **Expected Date of Completion:**06/01/2016 |
| **Evidence of Completion of the Corrective Action:**Schedule of meetings, attendance sheets, and Meeting minutes |
| **Description of Internal Monitoring Procedures:** The Administrator of Special Education will review with the SEPAC Executive Board quarterly (October 2015, January 2016, April 2016, and June 2016) throughout the 2015-2016 school year to evaluate the collaboration with the parent advisory council in the parents participation in the planning, development, and evaluation of the school districts special education programs and the communication to the parent group at large. The Administrator of Special Education with solicit feedback from the Executive Board at the quarterly reviews and end of year meeting to assess progress and determine future areas of improvement.Please see attached documentation:June 2, 2015 SEPAC Executive Board AgendaJune 2, 2015 SEPAC AgendaOn-line SurveyJune 11, 2015 School Committee Agenda |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Approved **Status Date:** 06/22/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit results of the family needs on-line survey from June 2015 along with a descriptive summary of the district's plans to address any parental concerns/issues. In addition, provide an attendance sheet and meeting notes from the July 2015 SEPAC/district planning meeting along with a calendar/timeline for future collaborative meetings between the SEPAC and district administrators. |
| **Progress Report Due Date(s):** 10/19/2015 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** SE 40 Instructional grouping requirements for students aged five and older | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review and staff interviews evidenced that there are seven special education Academic Support classes and five special education English and math classes at the high school in which the numbers of students exceed the instructional grouping requirements. At the Nash Elementary School, the multilevel pull-out support class and the Language Based Learning Center (LBLC) substantially separate program have student groupings that exceed the instructional grouping requirements. The administrator has not provided written notification to the Department and parents of the decision to increase the instructional group sizes at either school, including the reasons for such decisions. |
| **Description of Corrective Action:** The Administrator of Special Education and the Assistant Superintendent of Instructional Services and Support met with Weymouth High School Principal and Associate Principal to address the non-compliance in instructional grouping requirements of the special education ELA, Math, and Academic Support classes. Documentation of the requirements of the maximum number of students assigned to an instructional grouping outside of the general education classroom for less than 60% of the students schedule was provided to all special education staff, building principals, Superintendent and Assistant Superintendents of schools on March 6, 2015. The Associate Principal responsible for the student scheduling and teacher assignments at Weymouth High School is aware of the instructional grouping requirements and is scheduling all classes for the 2015-2016 school year to meet these requirements. Additionally, the district has approved and posted two additional special education staff for the 2015-2016 school year to ensure compliance with the instructional grouping requirements. |
| **Title/Role(s) of Responsible Persons:**Administrator of Special Education | **Expected Date of Completion:**09/01/2016 |
| **Evidence of Completion of the Corrective Action:**2015-2016 class rosters/teacher assignments that do not exceed the maximum number of students assigned to an instructional grouping outside of the general education classroom for less than 60% of the students schedule. |
| **Description of Internal Monitoring Procedures:** Building principals will work with the Administrator of Special Education if any changes to class size are needed throughout the school year based on new student enrollment of identification of student needs, to ensure that the class size remains within the instructional grouping requirements. If it is identified throughout the school year that student needs exceed the instructional grouping requirements the Administrator of Special Education and the certified special education teacher providing the services in the instructional group may decide to increase the size of the instructional group by no more than two additional students if the additional students have compatible instructional needs and can then receive services in their neighborhood school. If the decision is made to increase the group size then the Administrator of Special Education will provide written notification to the Department of Elementary and Secondary Education and to the parents of all students in the instructional group that the decision was made to increase the numbers in the group and the rationale for the decision. If the projections for subsequent years indicate ongoing needs, the Administrator of Special Education will meet with the Superintendent and Assistant Superintendent of Personnel prior to the end of the school year to discuss additional staffing needs for the next school year to ensure compliance with the instructional grouping requirements.Please see attached documentation: Nash Elementary instructional groupings submitted on March 6, 2015 Memo to special education staff dated March 6, 2015 |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 40 Instructional grouping requirements for students aged five and older | **Corrective Action Plan Status:** Approved **Status Date:** 06/22/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit the 2015-2016 class rosters for the special education Academic Support classes and special education English and math classes at the high school along with the class rosters for the pull-out support classes and Language Based Learning Center (LBLC) at the Nash Elementary School. |
| **Progress Report Due Date(s):** 10/19/2015 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** SE 41 Age span requirements | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review and staff interviews indicated that there are age spans of more than 48 months in the substantially separate Communication Enhancement Program and five Academic Support classes at the high school and the district did not submit written requests for approvals of wider age ranges to the Department of Elementary and Secondary Education. |
| **Description of Corrective Action:** Weymouth Public Schools was granted an age span waiver for the Life Skills program at Weymouth High School by the Department of Elementary and Secondary Education for the 2014-1015 school year. The Interim Administrator of Special Education, Special Education Administrative Assistant, Assistant Superintendent of Instructional Services and Support and Assistant Superintendent of Personnel met in March 2015 and June 2015 to address the districts non-compliance in the age span of more than 48 months in the substantially separate Communication Enhancement Program and Academic Support classes at Weymouth High School. Projections for enrollment in the substantially separate programs at Weymouth High School during the 2015-2016 school year may indicate the need for the district to submit a written request for approval of a wider age range to the Commissioner of Elementary and Secondary Education for approval prior to the start of the 2015-2016 school year upon completion of program roster identification. |
| **Title/Role(s) of Responsible Persons:**Administrator of Special Education | **Expected Date of Completion:**09/01/2016 |
| **Evidence of Completion of the Corrective Action:**Class rosters with students? ages identified, Submission of Age Span Waiver |
| **Description of Internal Monitoring Procedures:**The district is currently determining the instructional groupings for the 2015-2016 school year. Upon completion of class/program determination and student groupings, if the district has identified more than 48 months in age spans, yet determines the instructional groups of the students are appropriate the district will submit the appropriate age span waiver with rationale to the Commissioner of Elementary and Secondary Education for approval prior to the start of the 2015-2016 school.Please see attached documentation:Age Span Waiver granted by DESEMemo to special education staff dated March 6, 2015 |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 41 Age span requirements | **Corrective Action Plan Status:** Approved **Status Date:** 06/22/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit 2015-2016 class rosters with student initials and dates of birth for the Academic Support and Communication Enhancement Program classes at the high school. |
| **Progress Report Due Date(s):** 10/19/2015 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** SE 49 Related services | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Staff interviews indicated that students at the Nash Elementary School and Pingree Elementary School do not have the opportunity to access the same special education counseling services as available to students in other elementary schools in the district. While the Nash Elementary School and Pingree Elementary School have school psychologists on staff, interviews indicate that they serve as Team chairpersons facilitating IEP Team meetings and assessing students, allowing for limited time to provide group and individual counseling services. Interviews also indicated that IEP Teams at the Nash Elementary School and Pingree Elementary School are not identifying the appropriate amount of counseling services on the students' IEPs given the staffing levels at these schools; Teams are writing IEPs based on staff availability and not individual student need. |
| **Description of Corrective Action:** A memo dated March 6, 2015 was sent to the special education staff, building principals, and the Superintendent and Assistant Superintendents of Schools to clarify the provision on counseling services on IEPs. The Interim Administrator of Special Education and the Interim Assistant Administrator of Special Education met with the School Psychologist and Team Chairpersons throughout the district on multiple occasions, including most recently June 10, 2015, to address the special education counseling needs. All school psychologists and Team Chairpersons were informed that IEPs are to be written based on the needs of the student and not based on scheduling or staffing concerns.All eight primary schools have a school psychologist on staff to provide counseling services to students within the building with special needs. Additionally, three of the eight primary schools within the Weymouth Public School district have adjustment counselors on staff: Seach Primary School, Hamilton Primary School, and Wessagusset Primary School. Due to the difference in student enrollment within the primary schools, the three largest primary schools are provided with an adjustment counselor to equitably meet the needs of the students across the district.To meet the unique needs of students enrolled in the Therapeutic Learning Center at Academy Avenue Primary School and Abigail Adams Middle School, the programs share a full time adjustment counselor to meet the therapeutic needs of the students enrolled in the program. |
| **Title/Role(s) of Responsible Persons:**Administrator of Special Education | **Expected Date of Completion:**09/01/2016 |
| **Evidence of Completion of the Corrective Action:**Service delivery grids with counseling services will match the school psychologist/adjustment counselor staffing ratios at each building to ensure appropriate student access to counseling services. Service grids will appropriately reflect student needs base on eligibility criteria, evaluation data, and teacher/parent/school psychologist/adjustment counselor input and recommendation. |
| **Description of Internal Monitoring Procedures:** Building Principals and Special Education Administration will monitor the counseling needs of students on IEPs on a regularly ongoing basis to determine if student needs are being met. If it is determined that counseling services are not fulfilling the requirement of the service delivery indicated in student IEPs, Central Administration will develop a strategic plan to gain additional staff to provide the services through the hiring of additional Weymouth Public School staff or contracting services with an outside agency.Please see attached documentation: Memo to special education staff dated March 6, 2015 |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 49 Related services | **Corrective Action Plan Status:** Partially Approved **Status Date:** 06/22/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:** The district did not indicate a plan for assessing and better addressing the counseling needs for special education students at the Nash Elementary School and Pingree Elementary School. While the district indicated that special education staff and administration were notified about the policy/procedures for the provision of counseling services to be written into IEPs and the district conducted meetings with Team chairpersons/school psychologists at the Nash and Pingree Elementary Schools, it did not indicate how it will address the non-compliance. |
| **Department Order of Corrective Action:**Provide a description/plan as to how the district will assess and better address the counseling needs of the special education students at the Nash and Pingree Elementary Schools. Specifically, the district should devise a plan that involves all special education teachers, administrators, and Team chairpersons from these schools to help in assessing and ensuring that IEP Teams are focusing on individual student counseling needs, as opposed to staff availability. The plan may include special education staff meetings, interviews, and/or staff surveys. |
| **Required Elements of Progress Report(s):** By August 21, 2015, submit the district's plan as to how it will assess and better address the counseling needs of the special education students at the Nash and Pingree Elementary Schools; involve special education teachers, administrators, and Team chairpersons from these schools.By October 19, 2015, submit evidence of special education staff meetings and/or staff surveys in which the district is assessing the counseling needs of the current special education students at the Nash and Pingree Elementary Schools. Along with the supporting evidence, the district should provide a descriptive summary of the staff meetings and/or survey outcomes and its plan to address any special education counseling issues that were noted by staff. By January 18, 2016, submit a report of the results of an internal record review in which IEPs for students from the Nash and Pingree Elementary Schools were issued subsequent to implementation of all corrective actions and include the following: the number of student records reviewed; the number of records in compliance; 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):** 08/21/201510/19/201501/18/2016 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** SE 51 Appropriate special education teacher licensure | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review indicated that not all special education teachers in the district are appropriately licensed. |
| **Description of Corrective Action:** The special education teacher found to not have the appropriate licensure at the time of the on-site audit now has the appropriate special education licensure. |
| **Title/Role(s) of Responsible Persons:**Administrator of Special Education | **Expected Date of Completion:**06/01/2016 |
| **Evidence of Completion of the Corrective Action:**The special education teacher found to not have the appropriate licensure at the time of the on-site audit now has the appropriate special education licensure. |
| **Description of Internal Monitoring Procedures:** No progress monitoring is required on this corrective action.Please see attached documentation:Teacher Licensure |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 51 Appropriate special education teacher licensure | **Corrective Action Plan Status:** Partially Approved **Status Date:** 06/22/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:** The district submitted licensure documentation evidencing that all special education teachers are now appropriately licensed. The district did not, however, indicate a plan for an internal monitoring process ensuring that all special education teachers are appropriately licensed. |
| **Department Order of Corrective Action:**Indicate a plan for the district's internal monitoring process for ensuring that all special education teachers are appropriately licensed. |
| **Required Elements of Progress Report(s):** Submit a plan for the district's internal monitoring process for ensuring that all special education teachers are appropriately licensed. |
| **Progress Report Due Date(s):** 08/21/2015 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** SE 54 Professional development | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of documentation and interviews indicated that general education teachers, special education teachers and paraprofessionals are not regularly trained on methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. |
| **Description of Corrective Action:** General education teachers, special education teachers and paraprofessionals are regularly trained on methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom.At the time of the initial CPR interviews, staff had not begun the half-day rotations for training. Since the initial interviews all staff will have been trained on methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. |
| **Title/Role(s) of Responsible Persons:**Joan Woodward, Interim Director of Special Education, Jennifer Curtis-Whipple | **Expected Date of Completion:**05/01/2015 |
| **Evidence of Completion of the Corrective Action:**Please see the PD documents uploaded with the draft response. Also, please note the material in the uploading section. |
| **Description of Internal Monitoring Procedures:** Jennifer Curtis-Whipple will meet with Joan Woodward to ensure that all PD meets diverse needs. We are in the process of uploading the SMART EDU system. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 54 Professional development | **Corrective Action Plan Status:** Approved **Status Date:** 06/22/2015 **Correction Status:** Corrected |
| **Basis for Decision:** Based upon evidence submitted with the draft response letter and training materials uploaded with the district's Corrective Action Plan, no progress reports are necessary. From December 9, 2014 to June 9, 2015, the district provided a professional development rotation schedule that included training for general education teachers, special education teachers and paraprofessionals on methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. The district also indicated that it will continue to provide such training in the future as well as implementing a new web-based professional development training tool. |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):**  |
| **Progress Report Due Date(s):**  |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** SE 55 Special education facilities and classrooms | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Staff interviews and observations indicated that special education facilities and classrooms are not always equal in all physical respects to the average standards of general education facilities and classrooms, and the placement of instructional spaces does not always maximize the inclusion of students with disabilities into the life of the school. Specifically, at the Pingree Elementary School, the Life Skills class is located in a separate wing with no other classrooms surrounding it; this class is not fully integrated into the life of the school. Additionally, the classroom does not have an interactive white board, as does every other classroom in the school. At the Academy Avenue Elementary School, the occupational and physical therapy instructional space does not allow for privacy or confidentiality and has many auditory and visual distractions due to its location in an open area between the second floor hallway and the English learner education (ELE) instructional space; students and teachers accessing the ELE instructional space must walk in and out through the area in which therapy services are provided. |
| **Description of Corrective Action:** Since the Coordinated Program Review site visit the Life Skills classroom at Pingree Primary School has been relocated (relocation took place during the December vacation 12/24/14-12/31/14). The classroom has been moved to a location on the first floor of the school with two first grade classrooms, two second grade classroom, and is located across the hall from the computer room. The technology in the new classroom consists of a Smart Board, access to the 15 IPad cart, and two Nooks with augmentative communication applications. The students in the Life Skills program are integrated with their general education peers during lunch, recess, specialists and academic classes two times a week for thirty minute blocks to ensure that they are integrated into the life of the school. (Room relocated from Rm. 14 to Rm. 4)On June 12, 2015 the Interim Administrator of Special Education and the Principal of Academy Avenue Primary School conducted a walk-through of the physical plant to identify space to address the districts non-compliance of the appropriate facilities for the delivery of occupational and physical therapy. The current occupational and physical therapy instructional space does not allow for privacy or confidentiality and has many auditory and visual distractions due to its location in an open area between the second floor hallway and the English learner education (ELE) instructional space; students and teachers accessing the ELE instructional space must walk in and out through the area in which therapy services are provided.The spaces identified for the delivery of Occupational and Physical Therapy services will be (1) Adjustment Counselors office, (2) Newly constructed Kindergarten room, (3) Sensory room on lower-level.The building principal will coordinate with the Therapeutic Learning Center adjustment counselor, the AM Kindergarten teacher, and the Occupational and Physical Therapist staff who provide services to the students at Academy Avenue Primary School to build their schedules to allow for previously identified spaces to be used between staff at separate times throughout the day/week (e.g. a Kindergarten room will be constructed off of the computer lab/library during the summer of 2015 to house an AM Kindergarten class in the morning and be accessible to OT/PT in the afternoon. Additionally, the adjustment counselor splits her time between two schools allowing a separate, confidential space in which OT/PT services can be delivered when she is not scheduled to be in the building). |
| **Title/Role(s) of Responsible Persons:**Administrator of Special Education | **Expected Date of Completion:**09/01/2016 |
| **Evidence of Completion of the Corrective Action:**Site visit to verify location of special education facilities and classrooms. Teacher/Counselor/Therapist schedules that support scheduling that allows for privacy or confidentiality, free from auditory and visual distractions. |
| **Description of Internal Monitoring Procedures:** Building principal will monitor scheduling of physical space within the building on an ongoing basis to ensure that therapy services are provided in a separate space that allows for privacy or confidentiality, free from auditory and visual distractions.Please see attached documentation: |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Approved **Status Date:** 06/22/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit building maps indicating the relocation of instructional spaces for the Life Skills class at the Pingree Elementary School and occupational and physical therapy services at the Academy Avenue Elementary School. In addition, submit teacher and service provider schedules for the shared spaces at the Academy Avenue Elementary School. By October 19, 2015, the Department will conduct on-site visits to verify relocation of the aforementioned instructional spaces. |
| **Progress Report Due Date(s):** 10/19/2015 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** CR 3 Access to a full range of education programs | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review indicated that gender identity and homelessness are not included as protected categories in all of the district's policies regarding access to a full range of education programs. The school admissions policy, equal education opportunity statement and the non-discrimination statement in the high school Program of Studies do not include gender identity and homelessness as protected categories. |
| **Description of Corrective Action:** In response to the CR3 Finding Weymouth Public Schools has updated the 2015-2016 Program of Studies, POS, to include a fully inclusive non-discrimination statement. As noted in the POS, the school admissions policy, and equal education opportunity statements are fully inclusive. Please note the updated 2015-2016 POS. |
| **Title/Role(s) of Responsible Persons:**Kelly StukenborgAssociate Principal of WHS | **Expected Date of Completion:**06/01/2015 |
| **Evidence of Completion of the Corrective Action:**Please see CR 3 upload under additional documents |
| **Description of Internal Monitoring Procedures:** Jennifer Curtis-Whipple will collaborate with the Associate Principal of WHS to ensure that gender identity and homelessness are included as protected categories in all of the district's policies regarding access to a full range of education programs. The school admissions policy, equal education opportunity statement and the non-discrimination statement in the high school Program of Studies will include gender identity and homelessness as protected categories. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Approved **Status Date:** 06/22/2015 **Correction Status:** Corrected |
| **Basis for Decision:** Based upon the updated 2015-2016 school admissions policy and Program of Studies uploaded with the Corrective Action Plan, no progress reports are necessary. The non-discrimination statements now include gender identity and homelessness as protected categories. |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):**  |
| **Progress Report Due Date(s):**  |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** CR 7 Information to be translated into languages other than English | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review and staff interviews indicated that the district does not have an established system for oral interpretation to assist parents/guardians with limited English skills, including those who speak low-incidence languages. |
| **Description of Corrective Action:** The protocols for oral and written language translations have been updated. The protocols will be shared with all staff at the opening of the 2015 school year. Principals and building administrators will share the protocols document with all staff. Central office administration will share the updated protocols document with the administrative leadership team during the August 2015 administrative professional development series held on August 6, 11th and 12th . |
| **Title/Role(s) of Responsible Persons:**Mary Ann Bryan, ELL DirectorJennifer Curtis-Whipple Assistant Superintendent | **Expected Date of Completion:**09/04/2015 |
| **Evidence of Completion of the Corrective Action:**Please see uploaded document in the additional documents file. |
| **Description of Internal Monitoring Procedures:** Each August during the administrative professional development series, oral and written protocols will be reviewed. All administrative staff will train staff each September during the opening of school training |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 7 Information to be translated into languages other than English | **Corrective Action Plan Status:** Approved **Status Date:** 06/22/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit evidence of all staff training on the protocols to be followed with oral translation. Evidence should include a signed staff attendance sheet and training materials. |
| **Progress Report Due Date(s):** 10/19/2015 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** CR 7A School year schedules | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review and staff interviews indicated that the district does not schedule each secondary school student with at least 990 hours of structured learning time per school year. Specifically, the Chapman Middle School, serving students in grades seven and eight, is designated as a secondary school and students are only scheduled for 949 hours of structured learning time for the 2014-2015 school year. |
| **Description of Corrective Action:** All secondary schools have remedied the structured learning time citation. Please see draft response. |
| **Title/Role(s) of Responsible Persons:**Paul DupreyPrincipal | **Expected Date of Completion:**06/12/2015 |
| **Evidence of Completion of the Corrective Action:**Parent notification for Maria Weston Chapman School, updated bell schedule for Maria Weston Chapman School, and updated Time on Learning WorksheetPlease see draft response |
| **Description of Internal Monitoring Procedures:** The Administrative team at the Maria Weston Chapman Middle School will ensure that all time requirements are met and all schedules will be reviewed at the start and completion of each school year. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 7A School year schedules | **Corrective Action Plan Status:** Approved **Status Date:** 06/22/2015 **Correction Status:** Corrected |
| **Basis for Decision:** Based upon the adjusted 2014-2015 schedule for the Chapman Middle School and Student Learning Time worksheet for the 2015-2016 school year, no progress reports are required. All secondary school students are now scheduled for at least 990 hours of structured learning time per school year and the district indicated an annual internal monitoring process for ensuring the appropriate hours are scheduled. |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):**  |
| **Progress Report Due Date(s):**  |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** CR 7C Early release of high school seniors | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** Document review and staff interviews indicated that the district is releasing high school seniors more than 12 school days before the regular scheduled closing date of the high school. |
| **Description of Corrective Action:** Weymouth Public Schools, for the 2015-2016 school year, has created a calendar and a Time on Learning Worksheet that denotes compliance with this finding. The seniors will not be released more than 12 school days before the regular scheduled closing date of the high school. |
| **Title/Role(s) of Responsible Persons:**Peter Haviland, Principal Jennifer Curtis-Whipple, Asst. Superintendent | **Expected Date of Completion:**06/30/2015 |
| **Evidence of Completion of the Corrective Action:**Please review the updated 2015-2016 school calendar and WHS TOL worksheet under additional documents. |
| **Description of Internal Monitoring Procedures:** Each year in April the superintendents work to create the following school year calendar. It will be noted that this work needs to be done collaboratively with the WHS administrative team to ensure that the seniors will not be released more than 12 school days before the regular scheduled closing date of the high school. This will become part of our system of checks and balances. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 7C Early release of high school seniors | **Corrective Action Plan Status:** Approved **Status Date:** 06/22/2015 **Correction Status:** Corrected |
| **Basis for Decision:** Based upon the 2015-2016 high school calendar and the updated Student Learning Time Worksheet uploaded with the Corrective Action Plan, no progress reports are necessary. The district is no longer releasing seniors more than 12 days before the regular scheduled closing date of the high school and has a system in place to ensure future compliance. |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):**  |
| **Progress Report Due Date(s):**  |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** CR 9 Hiring and employment practices of prospective employers of students | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** Document review and staff interviews indicated that the district does not require employers recruiting at the school to sign a statement indicating that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices on the basis of race, color, national origin, sex, gender identity, handicap, religion and sexual orientation. |
| **Description of Corrective Action:** During the 2014-2015 school year, it was noted that Weymouth Public Schools, does not require employers recruiting at the school to sign a statement indicating that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices on the basis of race, color, national origin, sex, gender identity, handicap, religion and sexual orientation.A document has been created and will be fully adopted by January 1, 2016. The WHS administrative team has been asked to train staff on the usage of the document and to oversee the compliance. |
| **Title/Role(s) of Responsible Persons:**Cathie Rebelo, Director of CTVE, Peter Haviland WHS Principal | **Expected Date of Completion:**01/01/2016 |
| **Evidence of Completion of the Corrective Action:**Evidence has been uploaded to start the process of training staff during the 2015-2016 school year. |
| **Description of Internal Monitoring Procedures:** Jennifer Curtis-Whipple, Assistant Superintendent, will monitor the progress of the WHS administrative team to ensure that training and adoption are completed by January 1, 2016. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 9 Hiring and employment practices of prospective employers of students | **Corrective Action Plan Status:** Partially Approved **Status Date:** 06/18/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:** The district submitted a copy of a statement of assurance that potential employers of students will sign acknowledging compliance 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. The district indicated that training of staff regarding the use of this form will be completed by January 1, 2016, however training should be completed sooner and form usage must be implemented prior to students participating in career days, work-study and apprenticeship training programs and cooperative work experiences. |
| **Department Order of Corrective Action:**Conduct guidance and vocational high school staff training on the use of the employer form prior to October 19, 2015. Ensure implementation of the use of the form prior to students participating in career days, work-study and apprenticeship training programs and cooperative work experiences. |
| **Required Elements of Progress Report(s):** By October 19, 2015, submit evidence of guidance and vocational staff training on the use of the employer statement of assurance form. Evidence should include staff sign-in sheet and meeting agenda. By January 18, 2016, provide samples of completed statement of assurance forms from potential employers of students. |
| **Progress Report Due Date(s):** 10/19/201501/18/2016 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review indicated that written materials and other media used to publicize a school, such as the 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 CTVE Director with ensure that all programs indicate that the school does not discriminate on the basis of gender identity media used to publicize a school, such as the 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 |
| **Title/Role(s) of Responsible Persons:**Cathy Rebelo, CTVE coordinator | **Expected Date of Completion:**01/01/2016 |
| **Evidence of Completion of the Corrective Action:**The CTVE Director with ensure that all programs indicate that the school does not discriminate on the basis of gender identity media used to publicize a school, such as the 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 Internal Monitoring Procedures:** The WHS team and the Assistant Superintendant of Student Support and Instruction will oversee the monitoring process. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved **Status Date:** 06/22/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit updated copies of the admission application, recruitment materials and program brochures for the career/vocational technical education programs indicating that the school does not discriminate based on gender identity along with all other protected categories. |
| **Progress Report Due Date(s):** 10/19/2015 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** CR 14 Counseling and counseling materials free from bias and stereotypes | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review and staff interviews indicated that the district is not ensuring that English language learner students have an opportunity to receive academic guidance and counseling in a language that the student understands. Document review also indicated that the non-discrimination statement in the Guidance Program, which explains the support services offered by guidance counselors, does not include gender identity and homelessness as protected categories. |
| **Description of Corrective Action:** Document review and staff interviews indicated that the district is not ensuring that English language learner students have an opportunity to receive academic guidance and counseling in a language that the student understands. Document review also indicated that the non-discrimination statement in the Guidance Program, which explains the support services offered by guidance counselors, does not include gender identity and homelessness as protected categories. To remedy this finding, Weymouth Public Schools will -Provide list of translation agencies to be used by district to provide academic counseling services for students and parents. (Some districts have used interpreters for course selection.)-Open communication with guidance staff and ELL staff along with classroom teachers to ensure that all staff understands counseling services available and assessing whether there’s a need for translations.-Create a handout/brochure/poster and provide a list of outside agencies\* that provide counseling support in other languages and post signs in Arabic, Spanish, and Portuguese notifying students and parents of availability of assistance with counseling in native language by request. -Potentially contract with a bilingual therapist from another district if needed \*Some agencies used by other districts include - Haitian Multi Service Center in Boston, Catholic Charities, Student Immigrant Movement, and the Sociedad Latina. |
| **Title/Role(s) of Responsible Persons:**Mary Ann Bryan, ELL Director, Jennifer Curtis-Whipple, Assistant Superintendent | **Expected Date of Completion:**05/01/2016 |
| **Evidence of Completion of the Corrective Action:**At this time Weymouth Public Schools is in the process of creating documents to remedy this citation. As noted on the expected date of completion, it is our hope to have all documents and services in place by May 1, 2016. |
| **Description of Internal Monitoring Procedures:** Jennifer Curtis-Whipple will meet with Mary Ann Bryan monthly to check progress. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 14 Counseling and counseling materials free from bias and stereotypes | **Corrective Action Plan Status:** Partially Approved **Status Date:** 06/22/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:** The district indicated that they will create a list of translation agencies to be used by the district to provide academic counseling services for students and parents, enhance all staff communication regarding the need for translation, create a list for parents and students of outside agencies that provide counseling support in other languages, and post signs in Arabic, Spanish, and Portuguese. The district indicated that corrective actions will be completed by May 1, 2016; however, corrective actions should be completed sooner. |
| **Department Order of Corrective Action:**Develop a timeline for implementation of corrective actions to include planning meetings with the ELL Director and Civil Rights Coordinator, development of documents for translation assistance, development of policies and procedures for the provision of counseling in other languages, and staff training on new policies and procedures. |
| **Required Elements of Progress Report(s):** By August 21, 2015, indicate the date/s for planning meeting/s with the ELL Director and Civil Rights Coordinator for addressing the corrective actions. If any meetings have occurred by this date, provide an update on any developments. By October 19, 2016, provide a descriptive summary of the developments/progress with corrective actions and submit a timeline for implementation along with any newly created documents. |
| **Progress Report Due Date(s):** 08/21/201510/19/2015 |

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

|  |  |
| --- | --- |
| **Criterion & Topic:** CR 23 Comparability of facilities | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** See SE 55. |
| **Description of Corrective Action:** See SE 55 |
| **Title/Role(s) of Responsible Persons:**Joan WoodwardSpecial Education Director | **Expected Date of Completion:**09/01/2015 |
| **Evidence of Completion of the Corrective Action:**See SE 55 |
| **Description of Internal Monitoring Procedures:** See SE 55 |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 23 Comparability of facilities | **Corrective Action Plan Status:** Approved **Status Date:** 06/22/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** See SE 55. |
| **Progress Report Due Date(s):** 10/19/2015 |

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

Charter School or District: Weymouth Public Schools

Corrective Action Plan Forms

Program Area: Career/Vocational Technical Education

Prepared by: Cathie Rebelo

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: May 12, 2016**

|  |
| --- |
| **Director’s Calendar for CAP** |
|  | CVTE 1***Career Plans*** | CVTE 2***Test Data*** | CVTE 4***Admission Policy*** | CVTE 10***Advisory Membership*** | CVTE 20/21***Safety Report*** | CVTE 22***Core Indicators*** |
| ***June*** | Research career plans/meet with guidance director (meeting notes) | Gather standardized test data for each student in CVTE (grades 10 – 12) | Edit Admission Policy/Submit to DESE for approval | Develop a formal Advisory Committee member recruitment policy/plan | Provide monthly updates to facility/equipment citations until all are cleared |  |
| ***July*** | Develop WHS Career Plan/determine responsibilities | Develop agenda for staff meeting in September |
| ***August*** | Build profiles for CVTE as a whole, programs, and individual students | Edit as required by DESE |
| ***September*** | Implementation | Profiles to group/teachers | To School Committee for approval | Utilize plan to recruit for fall advisory committee meeting | Meet with staff to discuss Perkins indicators and the Perkins Grant/improving instruction through Perkins Indicators |
| ***October*** |  |  | Update Webpage |  | Add Perkins Indicators to Advisory Agenda |

|  |
| --- |
| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 1  | **Rating:** Partially Implemented  |
| **Department CPR Finding:** *Interviews and document review revealed that although four-year career plans are initiated in grades 9 and 10, the career plans are not continued through grades 11 and 12. Career plans are, therefore, not used to assist each student enrolled in a career/vocational technical education (CVTE) program in making the transition to the workforce, postsecondary education, and/or apprenticeship programs. (Legal citation: Vocational Technical Education Regulations 603 CMR 4.03(4)(d), Perkins Section 134)* |
| **Narrative Description of Corrective Action:** To ensure that our CVTE students complete a 4-year career plan:1. The CVTE Director will research career plan components and outlines
2. The CVTE Director will meet with the Guidance Director to discuss the implementation of the Career Plan into the high school overall (or just CVTE; to be determined)
3. Together, the CTE and Guidance Directors will develop a Career Plan template suited for WHS
4. Determine responsibilities for each section/sign-off
5. Begin implementation of Career Plan for CVTE students
 |
| **Title/Role of Person(s) Responsible for Implementation:** Guidance Director, David Powers; CVTE Director, Cathie Rebelo | **Expected Date of Completion for Each Corrective Action Activity:** Action #1: June 30, 2015Action #2: June 30, 2015Action #3&4: August 30, 2015Action #5: September 2015 |
| **Evidence of Completion of the Corrective Action:** The final Career Plan to be implemented will be complete by September 2015. Throughout the FY16 school year, the Director of CVTE will “check-in” via meetings, phone calls, or emails with the guidance director and staff to ensure the WHS CVTE students are completing a 4-year Career Plan.  |
| **Description of Internal Monitoring Procedures:** The CVTE Director will develop a calendar specifically to monitor progress on each item on the CAP. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 1 | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** Not required |
| **Department Order of Corrective Action:** Not required |
| **Required Elements of Progress Report(s):** The district will report on progress made toward implementing the career plan instrument as described in the Corrective Action Plan. |
| **Progress Report Due Date(s):** October 19, 2015  |

|  |
| --- |
| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 2 | **Rating:** Partially Implemented  |
| **Department CPR Finding:** *Interviews and document review indicated that standardized tests, such as MCAS and various reading and math tests, are used to measure student progress, but the results of these assessments are not shared with CVTE teachers; consequently, these assessment results are not used to design instructional and support services. (Perkins Section 134, Vocational Technical Education Regulations 603 CMR 4.03(4))* |
| **Narrative Description of Corrective Action:** The CVTE Director will develop a profile of individual students’ standardized test grades, programs, and overall CVTE group including areas of weakness for our CVTE students. 1. The data team at the high school will gather standardized test scores and areas of weakness for each student in CTE (grades 10 – 12)
2. The CVTE Director will compile the data into profiles by class and grade that will be made available to each CVTE teacher.

  |
| **Title/Role of Person(s) Responsible for Implementation:** CVTE Director, Cathie Rebelo | **Expected Date of Completion for Each Corrective Action Activity:** 1. Data collection: July 31, 2015
2. Profile by class/grade: September 2015
 |
| **Evidence of Completion of the Corrective Action:** Aggregate/program/Student profiles  |
| **Description of Internal Monitoring Procedures:** The CVTE Director will develop a calendar specifically to monitor progress on each item on the CAP. |
| 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 required |
| **Department Order of Corrective Action:** Not required |
| **Required Elements of Progress Report(s):** The district will provide samples of the profiles developed and indicate how these samples are distributed to and utilized by CTE teachers. |
| **Progress Report Due Date(s):** October 19, 2015 |

|  |
| --- |
| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 4 | **Rating:** Partially Implemented  |
| **Department CPR Finding:** *Document review and interviews revealed that the district provides information concerning career/vocational technical education programs to students and to their parents/guardians. However, the information provided does not describe further education and registered apprenticeship opportunities available for every program. (Legal Citation: Perkins Section 134, Vocational Technical Education Regulations 603 CMR 4.03(4)(6))**See also CR 12A.* |
| **Narrative Description of Corrective Action:** The CVTE Director will create a web-page for each CVTE program within the high school web site indicating educational pathways/articulation agreements as well as registered apprenticeships. The webpage link will be added to all promotional brochures. |
| **Title/Role of Person(s) Responsible for Implementation:** CVTE Director | **Expected Date of Completion for Each Corrective Action Activity:** Web pages complete: September 2015 |
| **Evidence of Completion of the Corrective Action:** Webpage for each individual program.  |
| **Description of Internal Monitoring Procedures:** The CVTE Director will develop a calendar specifically to monitor progress on each item on the CAP. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 4 | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** Not required. |
| **Department Order of Corrective Action:** Not required. |
| **Required Elements of Progress Report(s):** The district will provide links to the web pages that will indicate educational pathways/articulation agreements and registered apprenticeship opportunities available for every program.  |
| **Progress Report Due Date(s):** October 19, 2015 |

|  |
| --- |
| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 6 | **Rating:** Partially Implemented  |
| **Department CPR Finding:** *Interviews and document review indicated that students are admitted into programs using a combination of factors, including academic grades. The Department-approved admission policy specifies that the average of grades students achieve in Exploratory programs is the sole criterion by which students are to be ranked in gaining admittance to their program of choice. Therefore, the district is in violation of its Department-approved admission policy. (Legal Citation: Vocational Technical Education Regulations 603 CMR 4.03(6))* |
| **Narrative Description of Corrective Action:** The CVTE Director will edit the current Admission Policy to reflect the current practice of developing a raw score based on academic grades, exploratory grades, conduct, and attendance. The new Admission Policy will be forwarded to the CVTE liaison for DESE approval prior to being presented to the School Committee for final approval.  |
| **Title/Role of Person(s) Responsible for Implementation:** CVTE Director | **Expected Date of Completion for Each Corrective Action Activity:** 1. Edit Admission Policy: August 10, 2015
2. Submit to DESE liaison: August 11, 2015
3. Edit DESE input: August 28, 2015
4. Present to School Committee for approval: September 2015
5. Update webpage with new Admission Policy: October 2015
 |
| **Evidence of Completion of the Corrective Action:** School Committee approved Admission Policy  |
| **Description of Internal Monitoring Procedures:** The CVTE Director will develop a calendar specifically to monitor progress on each item on the CAP. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 6 | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** Not required. |
| **Department Order of Corrective Action:** Not required. |
| **Required Elements of Progress Report(s):** The district will submit an edited Admission Policy reflecting current practice for review by OCVTE. |
| **Progress Report Due Date(s):** October 19, 2015 |

|  |
| --- |
| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 10 | **Rating:** Partially Implemented  |
| **Department CPR Finding:** *Interviews and document review indicated that not all program advisory committees have the membership required under Chapter 74. Documents indicate that only Automotive Technology has postsecondary representation and only* Cosmetology has nontraditional by gender representation. *Architectural Drafting, Allied Health, Automotive Technology, Cosmetology, and Metal Fabrication lack parent and student representation, while Information Technology lacks student representation.* T*here is no formal recruitment process* or plan to make the advisory committees inclusive of racial and linguistic minorities, individuals with disabilities or individuals who work in fields nontraditional by gender.  *(Legal Citation: Vocational Technical Education Regulations 603 CMR 4.03(1))* |
| **Narrative Description of Corrective Action:** The CVTE Director will develop a formal recruitment process and plan to ensure each program advisory committee includes parent/student representation, post-secondary representation, racial and linguistic minorities, individuals with disabilities or individual who work in field nontraditional by gender. |
| **Title/Role of Person(s) Responsible for Implementation:** CVTE Director | **Expected Date of Completion for Each Corrective Action Activity:** Recruitment plan: September 30, 2015 |
| **Evidence of Completion of the Corrective Action:** Recruitment plan  |
| **Description of Internal Monitoring Procedures:** The CVTE Director will develop a calendar specifically to monitor progress on each item on the CAP. |
| 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 required. |
| **Department Order of Corrective Action:** Not required. |
| **Required Elements of Progress Report(s):** The district will provide updates of its Program Advisory Committee (PAC) memberships until all PACs include mandated representation to include postsecondary, students, and parents. The district will also provide evidence of recruitment plans which encourage racial and linguistic minorities, individuals with disabilities or individuals who work in fields nontraditional by gender to join Program Advisory Committees. |
| **Progress Report Due Date(s):** October 19, 2015 and January 18, 2016 |

|  |
| --- |
| 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 will send a Safety Survey Report, which will include details specific to each program, to Superintendent Salim under separate cover*. *(Legal Citation: Vocational Technical Education Regulations 603 CMR 4.03(3)(d))* |
| **Narrative Description of Corrective Action:** The CVTE Director will submit corrections to citations listed in the Safety Survey Report Response Template to clear all facility issues within the CVTE department. |
| **Title/Role of Person(s) Responsible for Implementation:** CVTE Director, Cathie Rebelo | **Expected Date of Completion for Each Corrective Action Activity:** Report Template to be submitted every 30 days for DESE approval |
| **Evidence of Completion of the Corrective Action:** All facility citations cleared by DESE  |
| **Description of Internal Monitoring Procedures:** The CVTE Director will develop a calendar specifically to monitor progress on each item on the CAP. |
| 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 required. |
| **Department Order of Corrective Action:** Not required |
| **Required Elements of Progress Report(s):** The district will provide monthly safety updates to the CVTE Safety Specialist until all safety concerns are mitigated. |
| **Progress Report Due Date(s):** Monthly-Directly to OCVTE |

|  |
| --- |
| 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 will send a Safety Survey Report, which will include details specific to each program, to Superintendent Salim under separate cover. (Legal Citation: Vocational Technical Education Regulations 603 CMR 4.03(3)(d))* |
| **Narrative Description of Corrective Action:** The CVTE Director will submit corrections to citations listed in the Safety Survey Report Response Template to clear all equipment issues within the CVTE department. |
| **Title/Role of Person(s) Responsible for Implementation:** CVTE Director, Cathie Rebelo | **Expected Date of Completion for Each Corrective Action Activity:** Report Template to be submitted every 30 days for DESE approval |
| **Evidence of Completion of the Corrective Action:** All equipment citations cleared by DESE |
| **Description of Internal Monitoring Procedures:** The CVTE Director will develop a calendar specifically to monitor progress on each item on the CAP. |
| 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 required. |
| **Department Order of Corrective Action:** Not required. |
| **Required Elements of Progress Report(s):** The district will provide monthly safety updates to the CVTE Safety Specialist until all safety concerns are mitigated. |
| **Progress Report Due Date(s):** Monthly-Directly to OCVTE |

|  |
| --- |
| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 22 | **Rating:** Partially Implemented  |
| **Department CPR Finding:** *Interviews and document review indicated that although teachers are aware of the Perkins Act Core Indicators of Performance outcomes, the teachers do not use core indicators to improve programs and outcomes for students.**(Legal Citation: Perkins Section 113, Perkins 134(b)(5), (7), (8))* |
| **Narrative Description of Corrective Action:** The CVTE Director will provide core indicator data to technical teachers. The data and how it will be used to improve programs and outcomes for students will be discussed amongst individual programs and the director; within the CVTE department through non-mandatory department meetings; and as an agenda item for advisory committee meetings. Also discussed will be how the Perkins Grant was used to improve instruction through the core indicators. |
| **Title/Role of Person(s) Responsible for Implementation:** CVTE Director | **Expected Date of Completion for Each Corrective Action Activity:** 1. Core indicator data: the annual report submitted to the DESE was shared with all CVTE teachers as well as individual program advisory committees
2. The CVTE Director will address the CVTE staff sharing the relevance of each indicator and how it is used to improve instruction/outcomes: September/October 2015
3. The CVTE Director will update core indicator data and add to Fall advisory agenda including the use of Perkins Grant funding: Oct/Nov 2015
 |
| **Evidence of Completion of the Corrective Action:** CVTE staff meeting agenda/fall advisory committee agenda  |
| **Description of Internal Monitoring Procedures:** The CVTE Director will develop a calendar specifically to monitor progress on each item on the CAP. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 22 | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** Not required. |
| **Department Order of Corrective Action:** Not required. |
| **Required Elements of Progress Report(s):** The district will provide minutes of Program Advisory Committee meetings and internal meetings with staff reflecting that the Perkins core indicator data is used to analyze program success or need for improvement.  |
| **Progress Report Due Date(s):** October 19, 2015 and January 18, 2016 |

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

Charter School or District: Weymouth Public Schools

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Jennifer Curtis-Whipple

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

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

**Mandatory One-Year Compliance Date: September 7, 2016**

|  |
| --- |
| 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 the documentation submitted by the district indicated that there is no consistency in the level of ESL instruction ELLs at the same proficiency levels receive in different elementary schools. For instance, ELLs at the proficiency levels 1 and 2 receive as low as 30 minutes of daily ESL instruction at Ralph Talbot Primary School while ELLs at the same proficiency levels are provided 90 minutes of ESL instruction at Academy Avenue Primary. Therefore, the district* *does not offer the same learning opportunities and sufficient ESL instruction to all students in the district to promote and support the rapid acquisition of English language proficiency as is required in G.L. c. 71A.*  |
| **Narrative Description of Corrective Action:** In response to the CPR for ELE Criterion 5 Finding Weymouth Public Schools will change student schedules based on the new transitional guidance coming from DESE. The ELL Director will meet with teachers and principals surrounding scheduling so as to create consistency. Also, we have increased our ELL magnet schools by one school. Lastly, we will closely monitor student numbers to see if enrollment necessitates additional staffing.  |
| **Title/Role of Person(s) Responsible for Implementation:** Jennifer Curtis-Whipple, Asst. Supt Mary Ann Bryan, ELL Director  | **Expected Date of Completion for Each Corrective Action Activity:** 6/30/16 |
| **Evidence of Completion of the Corrective Action:** New ELL magnet school and posting for anticipated opening on School-Spring. Meetings with teachers and principals about creating schedules will be documented.  |
| **Description of Internal Monitoring Procedures:** Jennifer Curtis-Whipple will collaborate with Mary Ann Bryan to ensure that student learning needs are met. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 5  | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** N/A |
| **Department Order of Corrective Action:** N/A |
| **Required Elements of Progress Report(s):** Please complete district information in the attached spreadsheet labeled ELL List by school for each ELL student in the district by February 26, 2016. |
| **Progress Report Due Date(s):** February 26, 2016 |

|  |
| --- |
| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 8 Declining Entry to a Program  | **Rating:** Not Implemented  |
| **Department CPR Finding:** *Record review, documentation and staff interviews indicated that the district does not provide English language support to students whose parents have declined entry to its sheltered English immersion program.* |
| **Narrative Description of Corrective Action:** In response to the CPR for ELE Criterion 8 Finding Weymouth Public Schools, at this time, all teachers in the district have not been SEI trained. We are a cohort two district. Opt-out students will be monitored by our district ELL director each grading period.  |
| **Title/Role of Person(s) Responsible for Implementation:** Jennifer Curtis-Whipple, Asst. Supt Mary Ann Bryan, ELL Director  | **Expected Date of Completion for Each Corrective Action Activity:** 6/30/16 |
| **Evidence of Completion of the Corrective Action:**  Teachers have been notified about the August 3, 2015 registration process. |
| **Description of Internal Monitoring Procedures:** Jennifer Curtis-Whipple will collaborate with Mary Ann Bryan to ensure that opt-out students are being monitored and that teachers are provided the opportunity to enroll in the SEI course.  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 8 | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:**  |
| **Department Order of Corrective Action:**  |
| **Required Elements of Progress Report(s):** * Submit the specific plan for ensuring that opt-out students receive English language support once the teachers have gone through training by February 26, 2016.
* Submit the specific plan for monitoring opt-out students along with a sample monitoring form and timelines by February 26, 2016.
* Following the implementation of the district's corrective actions, please submit the results of an internal review of opt-out 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 May 27, 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):** February 26, 2016; May 27, 2016 |

|  |
| --- |
| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 10 Parental Notification  | **Rating:** Partially Implemented  |
| **Department CPR Finding:** *Record review and staff interviews indicated that the district is not always translating documents as requested by parents. Specifically, some parents of English learner education students requested translations and records did not always evidence translated notices and report cards.* |
| **Narrative Description of Corrective Action:** In response to the CPR for ELE Criterion 10 Finding for Weymouth Public Schools is should be noted the district was in the process of updating report cards to reflect a standards based practice. At this time report cards and comments have been translated in seven languages.  |
| **Title/Role of Person(s) Responsible for Implementation:** Jennifer Curtis-Whipple, Asst. Supt Mary Ann Bryan, ELL Director  | **Expected Date of Completion for Each Corrective Action Activity:** 1/31/16 |
| **Evidence of Completion of the Corrective Action:** Translations available on Weymouth Public Schools website. |
| **Description of Internal Monitoring Procedures:** Jennifer Curtis-Whipple and building level administration will collaborate with Mary Ann Bryan to ensure that teachers and families have access to the translated documents. Jennifer Curtis-Whipple will collaborate with Mary Ann Bryan to ensure that reports cards continue to be updated and available in multiple languages. We currently have 33 languages in the district and for all languages that have 10 or more students enrolled, report cards have been translated. Procedures have been adopted to request oral and written translations.  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 10  | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:**  |
| **Department Order of Corrective Action:**  |
| **Required Elements of Progress Report(s):** * Submit a sample of translated parent notification letters and report cards (2-3) from each school in the district by February 26, 2016.
* Submit a record of parent requests for translated documents and verification that requested translations were completed by February 26, 2016.
* Following the implementation of the district's corrective actions, please submit the results of an internal review of records of students whose parents requested translated documents. 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 May 27, 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):** February 26, 2016; May 27, 2016 |

|  |
| --- |
| 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:** *Review of documentation and staff interviews indicated that the district is not ensuring that ELL students have the opportunity to receive academic guidance and counseling in a language that the student understands.* |
| **Narrative Description of Corrective Action:** In response to the CPR for ELE Criterion 11 Finding for Weymouth Public Schools it should be noted Weymouth Public Schools has a counselor at the high school and at the middle school who speak Spanish and/or Portuguese. These were two of the most prevalent languages spoken in the district until last year. In 2013-2014, Arabic became our second most frequent language. It is the practice of all schools to provide translation services on an as needed/requested basis. Counselors who believe there is a language barrier contact their principal for translations services.  |
| **Title/Role of Person(s) Responsible for Implementation:** Jennifer Curtis-Whipple, Asst. Supt Mary Ann Bryan, ELL Director  | **Expected Date of Completion for Each Corrective Action Activity:** 1/31/16 |
| **Evidence of Completion of the Corrective Action:** Please see attached notification letter for translation protocols |
| **Description of Internal Monitoring Procedures:** Jennifer Curtis-Whipple will collaborate with Mary Ann Bryan to ensure that teachers and students have access to translators and counseling support as needed.  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 11  | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:**  |
| **Department Order of Corrective Action:**  |
| **Required Elements of Progress Report(s):** * Submit a list of translators and/or translation agencies the district utilizes for oral translation by February 26, 2016.
 |
| **Progress Report Due Date(s):** February 26, 2016 |