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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: Blue Hills 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 09/11/2015.

**Mandatory One-Year Compliance Date:** **09/11/2016**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 2 | Required and optional assessments | Partially Implemented |
| SE 13 | Progress Reports and content | Partially Implemented |
| 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 48 | Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education | Partially Implemented |
| SE 54 | Professional development | Partially Implemented |
| CR 3 | Access to a full range of education programs | Partially Implemented |
| CR 10 | Anti-Hazing Reports | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | Partially Implemented |
| CR 12A | Annual and continuous notification concerning nondiscrimination and coordinators | Partially Implemented |
| CR 18 | Responsibilities of the school principal | Partially Implemented |
| CR 20 | Staff training on confidentiality of student records | Partially Implemented |
| CR 21 | Staff training regarding civil rights responsibilities | Partially Implemented |
| CR 24 | Curriculum review | Partially Implemented |

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

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| **Criterion & Topic:**  SE 2 Required and optional assessments | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Record review indicated that an educational assessment by a representative of the school district, including a history of the student's educational progress in the general curriculum, was not always completed for students undergoing a special education re-evaluation. | | |
| **Description of Corrective Action:**  The school's Guidance Department and School Psychologists will be trained on the mandated educational assessments. Guidance Department will be trained on the specific information that is required in Educational Assessment: Part A. Guidance Counselors will be required to complete Educational Assessment Part A for every single initial evaluation and reevaluation. A tracking form will be used for all initials and reevaluations to indicate whether Educational Assessment Part A has been completed. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Services | | **Expected Date of Completion:**  09/01/2016 |
| **Evidence of Completion of the Corrective Action:**  Agenda, sign in sheet and other documentation indicating that all necessary staff have been trained in Educational Assessments. Tracking form indicating the completion of Ed Assessment A for all initial and reevaluations. | | |
| **Description of Internal Monitoring Procedures:**  Guidance staff will complete Ed Assessment A. School Psychologists, who chair evaluation meetings will maintain a tracking form to indicate that Ed Assessment A has been completed. The Director of Special Services will review the tracking form on a regular basis and check on all initial and reevaluation student files to confirm the presence of that assessment. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 2 Required and optional assessments | **Corrective Action Plan Status:** Approved  **Status Date:** 10/22/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit evidence of the Guidance Department and School Psychologist staff training along with a copy of the tracking form to be used for ensuring completion of required assessments. Evidence should include a dated meeting agenda, staff attendance sheet, and training materials. Also, for those student records identified by the Department, submit a copy of the completed Educational Assessment A forms and the Team Meeting Attendance Sheets (N3A) indicating that the IEP Teams have reconvened. Submit this information by November 20, 2015.  Submit a report of the results of an internal review of records in which an initial evaluation or re-evaluation was conducted 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 submit the above information by February 22, 2016.  \*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):**  11/20/2015  02/22/2016 | | |

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

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| **Criterion & Topic:**  SE 13 Progress Reports and content | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Record review indicated that progress reports did not always include updated information on the student's progress towards reaching the annual goals in the IEP. Some progress reports simply repeated the information written in the previous progress report. In addition, record review and staff interviews indicated that the district is not always providing students, whose eligibility has terminated because the student graduated or exceeded the age of eligibility, with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals. | | |
| **Description of Corrective Action:**  Special Education Teachers and related service providers will be trained on progress reports. Training will focus on the individual nature of these reports and linking comments directly to student goals and objectives. A tracking form will be developed to monitor the accurate completion of these reports.  Summary of Student performance - Training has been completed. See additional documents for evidence of spring 2015 training and completion of the required document for graduated students from June 2015. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Services | | **Expected Date of Completion:**  09/01/2016 |
| **Evidence of Completion of the Corrective Action:**  Agenda, sign in sheet and related documentation indicating training. Tracking form indicating the accuracy of progress reports which have been audited. | | |
| **Description of Internal Monitoring Procedures:**  The director of special services and special education department head will randomly select 5-8 progress reports each reporting period and audit the reports for completion and accuracy. Data will be shared with staff for continued improvement as needed. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 13 Progress Reports and content | **Corrective Action Plan Status:** Approved  **Status Date:** 10/22/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  The district submitted evidence of special education teacher and related service provider training from March 25, 2015 for the requirements of providing graduating students or students whose special education eligibility is terminating with summaries of their academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals. Evidence included a meeting agenda with staff attendance and training materials. As additional supporting evidence, the district also submitted copies of six completed Summary of Student Performance forms from the spring of 2015.  Submit a copy of the tracking form to be used for ensuring progress reports include updated information on students' progress towards reaching the annual goals identified in the IEPs. In addition, submit evidence of the special education teacher and related service provider training on progress report completion. Evidence should include a dated meeting agenda, staff attendance sheet, and training materials. Submit this information by November 20, 2015.  In order to ensure appropriate completion of progress reports, submit a report of the results of an internal review of records in which progress reports were written 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 submit the above information by February 22, 2016.  \*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):**  11/20/2015  02/22/2016 | | |

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

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| **Criterion & Topic:**  SE 22 IEP implementation and availability | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Staff interviews indicated that accommodations and modifications as indicated on students' IEPs are not always provided in the vocational classes. Specifically, students do not consistently receive small group testing, breakdown of instructions, and modification of assignments within their vocational shops and vocational-related classes, as required in accordance with their IEPs. | | |
| **Description of Corrective Action:**  The school will address this citation in two ways. An accommodations checklist will be developed whereas teachers/administrators can track that students are accessing their accommodations. The school will also develop a schedule of paraprofessional availability while also scaffolding testing times per vocational area so as to maximize the availability of supports. Special Education TEAMS will be advised to specify IEP accommodations that are required within vocational settings so as vocational teachers are clear as to what they are responsible for. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education Services | | **Expected Date of Completion:**  09/01/2016 |
| **Evidence of Completion of the Corrective Action:**  Copies of accommodations checklist indicating whether or not IEP recommendations have been followed. Copy of paraprofessionals schedules indicating when classes have been supported during testing situations. Copies of IEPs specifying accommodations within vocational classes/settings. | | |
| **Description of Internal Monitoring Procedures:**  Accommodations checklists will be monitored on a quarterly basis by the vocational and special services directors. Paraprofessional supports will be scheduled and monitored by the special services director and adjustments will be made to that scheduling to maximize their support time in classes that require them for accommodations. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 22 IEP implementation and availability | **Corrective Action Plan Status:** Approved  **Status Date:** 10/22/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit sample copies of accommodations checklists used for ensuring that all students' accommodations are provided in vocational classes. Also, submit copies of paraprofessionals' vocational class support schedules along with copies of students' IEPs specifying accommodations within vocational classes/settings. If available, submit a brief summary of the Special Services Director's and Vocational Director's quarterly review of the provision of student accommodations. | | |
| **Progress Report Due Date(s):**  11/20/2015 | | |

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

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| **Criterion & Topic:**  SE 32 Parent advisory council for special education | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Parent and staff interviews indicated that the school has not made efforts to establish a special education parent advisory council (PAC) and it does not currently have a PAC with by-laws regarding officers and operational procedures. Since the school does not have a PAC, the duties with regard to advising the school committee 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 is not conducted annually. | | |
| **Description of Corrective Action:**  SEPAC recruiting efforts will begin in September 2015. A SEPAC with by-laws, officers and operational procedures will be formed either at Blue Hills or in collaboration with another district. Meetings will occur and SEPAC will have access to school officials. The decision to form a SEPAC at Blue Hills or join another district will be determined by the school's parent population. The annual rights workshop will be scheduled in conjunction with efforts to form a SEPAC, but it will not be held up because of any delays in establishing a SEPAC. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Services | | **Expected Date of Completion:**  09/01/2016 |
| **Evidence of Completion of the Corrective Action:**  Documentation indicating SEPAC membership, officers, attendance, operational procedures, by-laws and meeting agenda. Presentation materials and attendance sheet from annual rights workshop. | | |
| **Description of Internal Monitoring Procedures:**  Director of Special Services will monitor SEPAC so that it adheres to the above mentioned criteria. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Approved  **Status Date:** 10/22/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit a descriptive summary of the district's progress in establishing a SEPAC along with supporting evidence of its parental outreach efforts. Evidence may include flyers, e-mails, website postings, notes from parent meetings, etc. Also, submit evidence of the provision of the annual rights workshop. | | |
| **Progress Report Due Date(s):**  11/20/2015 | | |

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

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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:**  See SE 22 | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Services | | **Expected Date of Completion:**  09/01/2016 |
| **Evidence of Completion of the Corrective Action:**  See SE 22 | | |
| **Description of Internal Monitoring Procedures:**  See SE 22 | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 36 IEP implementation, accountability and financial responsibility | **Corrective Action Plan Status:** Approved  **Status Date:** 10/22/2015  **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):**  11/20/2015 | | |

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

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| **Criterion & Topic:**  SE 48 Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Staff interviews indicated that students receiving pull-out academic support services, pursuant to their IEPs, do not have an equal opportunity to participate in health courses offered as part of the general education programming. Students are scheduled for pull-out academic support services during the only periods in which health courses are offered. | | |
| **Description of Corrective Action:**  Students who receive pull out IEP services will also have access to the health curriculum. The health department will develop and implement an appropriate curriculum that all special education students can participate in. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Services | | **Expected Date of Completion:**  09/01/2016 |
| **Evidence of Completion of the Corrective Action:**  Student/class schedules indicating that special education students have participated in the health curriculum. | | |
| **Description of Internal Monitoring Procedures:**  Director of Academics will monitor course materials to ensure appropriate access and the director of special services will monitor student schedules to ensure placement of all special education students. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 48 Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education | **Corrective Action Plan Status:** Approved  **Status Date:** 10/22/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  For those students receiving specialized pull-out academic support, provide copies of students' weekly schedules for the 2015-2016 school year indicating when students will have health courses and academic support periods. Submit the schedules by November 20, 2015.  Submit a report of the results of an internal review of student records to ensure that special education students have equal opportunities to participate in health courses 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 submit the above information by February 22, 2016.  \*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 record review; 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):**  11/20/2015  02/22/2016 | | |

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

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| **Criterion & Topic:**    SE 54 Professional development | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**    Document review and staff interviews indicated that vocational teachers, paraprofessionals, and related service providers are not regularly trained on the following:  State and federal special education requirements and related local special education policies and procedures;  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  Methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom.  In addition, the school is not providing training for all locally hired and contracted transportation providers on the needs of any special education student requiring special transportation and how to appropriately meet those needs, including written information on any problems that may cause difficulties. | | |
| **Description of Corrective Action:**  Via start of the year mandated training, ongoing professional development and department specific training.....Vocational staff. paraprofessionals and related service providers will be trained on (1) state and federal special education regulations as well as district procedures, (2)diverse learning styles, (3) methods of collaboration. The school does not have any students that require specialized transportation as part of their IEP. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Services | | **Expected Date of Completion:**  09/01/2016 |
| **Evidence of Completion of the Corrective Action:**  Agendas and attendance sheets from the various trainings. | | |
| **Description of Internal Monitoring Procedures:**  A tracking from to monitor professional development activities will be developed to document that all staff have access to the above mentioned training. Special Services will monitor IEPs, via a tracking form, to ensure that if any student ever requires specialized transportation, training will be provided immediately to that transportation driver/company. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 54 Professional development | **Corrective Action Plan Status:** Approved  **Status Date:** 10/22/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit evidence of vocational teacher, paraprofessional, and related service provider training on state and federal special education requirements and related local special education policies and procedures; 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 methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. Evidence should include a dated meeting agenda, staff attendance sheet, and training materials. | | |
| **Progress Report Due Date(s):**  11/20/2015 | | |

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

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| **Criterion & Topic:**  CR 3 Access to a full range of education programs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  See SE 48. | | |
| **Description of Corrective Action:**  See SE48 | | |
| **Title/Role(s) of Responsible Persons:**  Angelo Dimitriou, Special Services Director  Geoff Zini, Academic Director  Jill Rossetti, Principal | | **Expected Date of Completion:**  09/01/2016 |
| **Evidence of Completion of the Corrective Action:**  See SE48 | | |
| **Description of Internal Monitoring Procedures:**  See SE48 | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Approved  **Status Date:** 10/22/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  See SE 48. | | |
| **Progress Report Due Date(s):**  11/20/2015  02/22/2016 | | |

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

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| **Criterion & Topic:**  CR 10 Anti-Hazing Reports | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and staff interviews indicated that the school is not maintaining a record of signed anti-hazing policy acknowledgements from designated officers of student groups and organizations; records are maintained for sports teams only. | | |
| **Description of Corrective Action:**  The school will maintain a record of signed anti-hazing policy acknowledgements from designated officers of student groups and organizations. | | |
| **Title/Role(s) of Responsible Persons:**  Jill Rossetti, Principal  Tom Cavanaugh, Dean of Students  Ed Catabia, Athletic Director | | **Expected Date of Completion:**  09/01/2016 |
| **Evidence of Completion of the Corrective Action:**  Dean of Students will collect all anti-hazing signed forms from designated officers of student groups and organizations, as does the Athletic Director for sports and bring to Student Affairs Office for filing. Advisers will be trained the first month of school by the Dean of students; they were trained on Thursday, September 24th; see attendance sheet in additional documents. | | |
| **Description of Internal Monitoring Procedures:**  All signed-anti-hazing forms will be checked off against advisers and their rosters. Anti-hazing forms will be kept on file in student affairs. Club / organization will be noted on the anti-hazing form. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10 Anti-Hazing Reports | **Corrective Action Plan Status:** Approved  **Status Date:** 10/22/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  The district submitted evidence of staff advisor training from September 24, 2015 on the requirements of maintaining a record of signed anti-hazing policy acknowledgements from designated officers of student groups and organizations. Evidence included a meeting agenda with staff attendance.  Submit copies of signed anti-hazing policy acknowledgements from designated officers of student groups and organizations for the 2015-2016 school year. | | |
| **Progress Report Due Date(s):**  11/20/2015 | | |

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

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| **Criterion & Topic:**  CR 10B Bullying Intervention and Prevention | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Staff interviews and document review indicated that the school is not consistently providing all related service providers, paraprofessionals, custodial staff and transportation providers with professional development that includes developmentally appropriate strategies to prevent bullying incidents; developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; information on the incidence and nature of cyber-bullying; and internet safety issues as they relate to cyber-bullying. | | |
| **Description of Corrective Action:**  The school will consistently provide professional development on bullying intervention and prevention to all related service providers, paraprofessionals, custodial staff and transportation providers on all facets including cyber bullying. | | |
| **Title/Role(s) of Responsible Persons:**  Jill Rossetti, Principal | | **Expected Date of Completion:**  09/01/2016 |
| **Evidence of Completion of the Corrective Action:**  All related service providers, paraprofessionals, custodial staffs were trained on Wednesday, September 2nd by the school's attorney and online through Google Classroom, please see attendance sheet and sign off sheet in additional documents. Transportation providers were trained by the bus company--please see letter in additional documents. | | |
| **Description of Internal Monitoring Procedures:**  Yearly through attorney school attorney presentation on opening day of school with sign in sheet, bus company (letter), and Google Classroom Mandatory training sign off sheet. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved  **Status Date:** 10/22/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  The district submitted evidence of related service provider, paraprofessional, and custodial staff training from September and October 2015 on bullying intervention, prevention, and cyber-bullying. The district indicated that training was held on September 2, 2015 and on-line through the use of Google Classroom, and provided staff training sign-off sheets. In addition, the district submitted a copy of a letter sent on September 30, 2015, from the contracted bus company indicating that bullying training will take place for bus drivers.  Submit evidence of the provision of bullying intervention, prevention, and cyber-bullying training for bus drivers. Evidence should include a dated meeting agenda, staff attendance sheet, and training materials. | | |
| **Progress Report Due Date(s):**  11/20/2015 | | |

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

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| **Criterion & Topic:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicated that the non-discrimination statement in written materials and other media used to publicize the school, such as the program of studies and the school's website, is missing gender identity and sexual orientation as protected categories. | | |
| **Description of Corrective Action:**  The non-discrimination statement in written materials and other media used to publicize the school, including the program of studies and school's website includes "gender identity" and "sexual orientation" as protected categories. | | |
| **Title/Role(s) of Responsible Persons:**  Jill Rossetti, Principal | | **Expected Date of Completion:**  09/01/2016 |
| **Evidence of Completion of the Corrective Action:**  See Additional Documents--Program of Study Update CR12A  See Additional Documents--websiteCR12A Update --gender identity and sexual orientation added | | |
| **Description of Internal Monitoring Procedures:**  Principal will check Program of Study each year and the website. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved  **Status Date:** 10/22/2015  **Correction Status:** Corrected | |
| **Basis for Decision:**  The district has updated its non-discrimination statement on its website and submitted a copy of the 2015-2016 Program of Studies. Gender identity and sexual orientation are now included as protected categories, and the district indicated that the principal will be responsible for annually monitoring that the non-discrimination statement includes all protected categories. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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

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| **Criterion & Topic:**  CR 18 Responsibilities of the school principal | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Record review and staff interviews indicated that when a student is referred for an evaluation to determine eligibility for special education, the school is not documenting the use of instructional support services that were implemented prior to a student's referral; documentation of instructional support services should be used as part of the evaluation information reviewed by the Team when determining eligibility. | | |
| **Description of Corrective Action:**  Before a student is referred for an evaluation to determine eligibility for special education, the school will document the use of instructional support services that were implemented prior to a student's referral and will be added to the student's file so that the Team may review it when determining eligibility. | | |
| **Title/Role(s) of Responsible Persons:**  Jill Rossetti, Principal | | **Expected Date of Completion:**  09/02/2016 |
| **Evidence of Completion of the Corrective Action:**  Checklist was created (--please see in additional documents), staff will be trained and documentation added to the file for the Team to review. | | |
| **Description of Internal Monitoring Procedures:**  Form/checklist must be added to the student's file so that the Team may review it when determining eligibility. Principal will work with Special Services Director to ensure that this is in students files before a student referral is made so the Team may review to determine eligibility. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 18 Responsibilities of the school principal | **Corrective Action Plan Status:** Approved  **Status Date:** 10/22/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit evidence of staff training on the use of the instructional support checklist and documenting instructional support services that were implemented prior to a student's referral to special education, and using the checklist as part of the evaluation information. Evidence should include a dated meeting agenda, staff attendance sheet, and training materials. Submit this information by November 20, 2015.  Submit a report of the results of an internal review of student records for students who were referred for initial special education evaluations 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 submit the above information by February 22, 2016.  \*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 record review; 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):**  11/20/2015  02/22/2016 | | |

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

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| **Criterion & Topic:**  CR 20 Staff training on confidentiality of student records | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and staff interviews indicated that related service providers are not trained on the confidentiality of student records. | | |
| **Description of Corrective Action:**  Related service providers will be trained on the confidentiality of student records. | | |
| **Title/Role(s) of Responsible Persons:**  Jill Rossetti, Principal | | **Expected Date of Completion:**  09/01/2016 |
| **Evidence of Completion of the Corrective Action:**  Please see mandatory online training in Google Classroom; see sign off sheet in additional documents | | |
| **Description of Internal Monitoring Procedures:**  Principal will train related service providers will be trained on the confidentiality of student records every year | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 20 Staff training on confidentiality of student records | **Corrective Action Plan Status:** Approved  **Status Date:** 10/22/2015  **Correction Status:** Corrected | |
| **Basis for Decision:**  The district provided related service providers with on-line training on the confidentiality of student records through the use of Google Classroom, and submitted staff training sign-off sheets as supporting evidence. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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

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| **Criterion & Topic:**  CR 21 Staff training regarding civil rights responsibilities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and staff interviews indicated that related service providers are not trained on civil rights responsibilities, including the prevention of discrimination and harassment on the basis of students' race, color, sex, gender identity, religion, national origin and sexual orientation and the appropriate methods for responding to it in the school setting. | | |
| **Description of Corrective Action:**  Related service providers were trained on Civil Rights responsibilities, including the prevention of discrimination and harassment on the basis of students' race, color, sex, gender identity, religion, national origin, and sexual orientation and the appropriate methods for responding to it in the school setting. | | |
| **Title/Role(s) of Responsible Persons:**  Jill Rossetti, Principal | | **Expected Date of Completion:**  09/01/2016 |
| **Evidence of Completion of the Corrective Action:**  See mandatory training sign off sheet from Google classroom and sign in sheet from training. | | |
| **Description of Internal Monitoring Procedures:**  Principal will ensure that related service providers are trained on Civil Rights, etc. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 21 Staff training regarding civil rights responsibilities | **Corrective Action Plan Status:** Approved  **Status Date:** 10/22/2015  **Correction Status:** Corrected | |
| **Basis for Decision:**  The district provided related service providers with on-line training on civil rights responsibilities, including the prevention of discrimination and harassment on the basis of students' race, color, sex, gender identity, religion, national origin, and sexual orientation and the appropriate methods for responding to it in the school setting through the use of Google Classroom, and submitted staff training sign-off sheets as supporting evidence. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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

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| **Criterion & Topic:**  CR 24 Curriculum review | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicated that the non-discrimination statement on the district's instructional materials checklist, used by teachers for ensuring that all educational materials do not contain any discriminatory content, does not include gender identity as a protected category. | | |
| **Description of Corrective Action:**  The non-discrimination statement on the district's instructional materials, checklist, used by teachers for ensuring all educational materials do not contain any discriminatory content includes gender identity as a protected category. | | |
| **Title/Role(s) of Responsible Persons:**  Jill Rossetti, Principal | | **Expected Date of Completion:**  09/01/2016 |
| **Evidence of Completion of the Corrective Action:**  Updated instructional material's checklist used by teachers for ensuring all educational materials includes gender identity as a protected category. Please see updated document that was uploaded. | | |
| **Description of Internal Monitoring Procedures:**  Annual review of the Textbook, curriculum and counseling materials evaluation checklist; maintain forms on file. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 24 Curriculum review | **Corrective Action Plan Status:** Approved  **Status Date:** 10/22/2015  **Correction Status:** Corrected | |
| **Basis for Decision:**  The district submitted an updated copy of the instructional materials checklist, which now includes gender identity as a protected category. The district also indicated that the principal will annually review the checklist to ensure that it includes all protected categories. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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

Charter School or District: Blue Hills Regional Vocational Technical School

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Geoffrey L. Zini, Academic Director/ELE Director

December 14, 2015

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 15, 2016**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE 4, Waiver Procedures | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *See ELE 10.* | | | |
| **Narrative Description of Corrective Action:** As of 11/20/15, Blue Hills Regional has already begun using the DESE sample notification letter to inform parents“of the reasons for identification of the student as ELL; the child’s level of English proficiency; program placement and/or the method of instruction used in the program; how the program will meet the educational strengths and needs of the student; how the program will specifically help the child learn English; the specific exit requirements; and the parents’ right to apply for a waiver or to decline to enroll their child in the program.” These letters also notify the parents of the right to apply for a waiver. Letters were mailed to all parents/guardians using this new format in September and October of 2015. Copies of all notification letters were also placed into student records. ESL staff has been notified of the change to the form letter being used by the District, and the Academic Office has updated its files and the ELL Handbook. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Academic Director/ELE Director | | **Expected Date of Completion for Each Corrective Action Activity:** Completed | |
| **Evidence of Completion of the Corrective Action:** We have collected and filed our new annual notification letter; six letters which were mailed out in September 2015 (one in October 2015 due to a late identification) to provide parents/guardians with the appropriate notification of ELE program placement. All letters were also copied and filed into student files (redacted copies are attached). | | | |
| **Description of Internal Monitoring Procedures:** The ELE Director will work with ESL staff to ensure that parents/guardians are notified, specifically of the right to apply for a waiver. The ELE Director will maintain records of all notification letters in the Academic office. Copies of letters will be placed in student ESL folders, which are reviewed at least twice a year by ESL staff and/or the ELE Director. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 4 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** *See ELE 10.* | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):** | | | |
| **Progress Report Due Date(s):** No further action is required. | | | |

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| 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:** *Review of records and staff interviews indicated that the district is not consistently providing parents with annual notification letters informing parents of the reasons for identification of the student as ELL; the child’s level of English proficiency; program placement and/or the method of instruction used in the program; how the program will meet the educational strengths and needs of the student; how the program will specifically help the child learn English; the specific exit requirements; and the parents’ right to apply for a waiver or to decline to enroll their child in the program.* | | | |
| **Narrative Description of Corrective Action:** As of 11/20/15, Blue Hills Regional has already begun using the sample DESE notification letter to inform parents“of the reasons for identification of the student as ELL; the child’s level of English proficiency; program placement and/or the method of instruction used in the program; how the program will meet the educational strengths and needs of the student; how the program will specifically help the child learn English; the specific exit requirements; and the parents’ right to apply for a waiver or to decline to enroll their child in the program.” Letters were mailed to all parents/guardians using this new format in September and October of 2015. Copies of all notification letters were also placed into student records. ESL staff has been notified of the change to the form letter being used by the District, and the Academic Office has updated its files and the ELL Handbook. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Academic Director/ELE Director | | **Expected Date of Completion for Each Corrective Action Activity:** Completed | |
| **Evidence of Completion of the Corrective Action:** We have collected and filed our new annual notification letter; six letters which were mailed out in September 2015 (one in October 2015 due to a late identification) to provide parents/guardians with the appropriate notification of ELE program placement. All letters were also copied and filed into student files (redacted copies are attached). | | | |
| **Description of Internal Monitoring Procedures:** The ELE Director will work with ESL staff to ensure that parents/guardians are notified annually. The ELE Director will maintain records of all notification letters in the Academic office. Copies of letters will be placed in student ESL folders, which are reviewed at least twice a year by ESL staff and/or the ELE Director. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 10 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** As of the 2015-2016 school year, the district is utilizing the Department’s sample parent notification letter and letters were sent for the six ELL students in September and October 2015. The district indicated that copies have been placed in each student’s ELE record and copies were submitted to the Department on December 18, 2015 as supporting evidence. In addition, the district indicated that bi-annual record reviews will be conducted in the future to ensure that all ELE records contain parent notification letters. | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):** | | | |
| **Progress Report Due Date(s):** No further action is required. | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** ELE 18, Records of ELLs | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Review of records indicated that the district is not consistently maintaining student records in accordance with state regulations. Records did not consistently include copies of ACCESS test results.* | | | |
| **Narrative Description of Corrective Action:** After ACCESS test results are received, the ESL staff and the ELE director will place ACCESS results in each student file. These student files will be checked at least twice a year by ESL staff and/or the ELE Director. All records will be checked before the end of the 2015-2016 school year to ensure that 2016 ACCESS scores were filed correctly. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Academic Director/ELE Director | | **Expected Date of Completion for Each Corrective Action Activity:** June 2016 | |
| **Evidence of Completion of the Corrective Action:** The District has verified that all ESL student files contain appropriate ACCESS scores. The District has modified the ELE CPR “Student Record Review Checklist” to use in student files and to check documentation annually. | | | |
| **Description of Internal Monitoring Procedures:** There will be bi-annual checks (at least twice per year) of student files to ensure that ACCESS scores are consistently maintained. A checklist will be completed annually to ensure that all records in accordance with state regulations are present. The district will use a checklist modified from the ELE CPR “Student Record Review Checklist” (see attached model checklist). | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** ELE 18 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):**  Submit the results of an internal review of records to ensure that student records contain copies of ACCESS test results and indicate:   * Number of records reviewed * Number of records in compliance * Root cause for any non-compliance found * Corrective actions taken to remedy each individual file | | | |
| **Progress Report Due Date(s): June 10, 2016.** | | | |

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

Charter School or District: Blue Hills Regional Vocational Technical School

Corrective Action Plan Forms

Program Area: Career/Vocational Technical Education

Prepared by: Blue Hills Regional Technical School/Jill Rossetti

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 9, 2016**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** CVTE 3 | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Document review and interviews indicated that not all competencies within Strand 4 - Employability, Strand 5 - Management and Entrepreneurship, and Strand 6 – Technological are being taught, assessed, or documented in all vocational technical education programs. (Legal Citation: Vocational Technical Education Regulations 603 CMR 4.03(4); Perkins Section 134, M.G.L. c.74 Section 2)* | | | |
| **Narrative Description of Corrective Action:**  Staff will be directed to teach, assess and document the competency attainment relative to Strands 4 & 5 using the SkillsUSA PDP Program curriculum and materials. Strand 6 will be addressed initially by professional development with all staff regarding instructional technology and strategies, such as Chromebook usage and Google doc’s environment. The instructional staff will then teach and implement these strategies and technologies to their students as applicable for each program. Elements of strands 4, 5 & 6 (for example, resume preparation and interview skills) will be supported through the assistance of the Guidance Counselors and the Co-op Coordinator. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Vocational Director Frank Howley andandand Vocational Staff | | **Expected Date of Completion for Each Corrective Action Activity:** Lead teacher meeting to be held on Oct 13, 2015. These initiatives will be addressed at that time and in pre and post conferences with instructors during evaluations conducted throughout the year. | |
| **Evidence of Completion of the Corrective Action:** Lesson plans, competency tracking evidence. | | | |
| **Description of Internal Monitoring Procedures:** Competency tracking and electronic grade book reports will be submitted on a quarterly basis, beginning with the second quarter. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** CVTE 3 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):**  By **February 22, 2016**, provide evidence of corrective actions, including: (1) document(s) illustrating what expectations have been conveyed to teaching staff; and (2) documentation that specifies which strands/topics are being taught by program teachers in shop or shop-related classes and which strands/topics are being taught in other courses. For those strands/topics taught in other courses, please provide the name of the course and how the strands/topics will be taught in that course.  By **May 23, 2016**, provide evidence that strands are being taught and assessed, including representative completed competency tracking forms (student names redacted) from each shop program. Also, see CVTE 11. | | | |
| **Progress Report Due Date(s):** February 22, 2016; May 23, 2016 | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** CVTE 4 | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Document review and interviews indicated that although information concerning career/vocational technical education programs is provided to students and to their parents/guardians in the parent/student handbook and the program of studies, neither document includes information on admission requirements for placement into career/vocational technical education programs, further education, apprenticeship opportunities, and articulation agreements. (Legal Citation:Vocational Technical Education Regulations 603 CMR 4.03(4)(6))* | | | |
| **Narrative Description of Corrective Action:** The Program of Studies, which is accessible through the school website, has the placement information for vocational programs requirement, and is located in Appendix B under the Admission Policy; also online in Section 10/page 83.  The vocational office will work in conjunction with the Co-op Coordinator and program instructors to establish apprenticeship opportunities with local unions. Advisory Committee members will be used as resources. Articulation agreements are in place and are located on the school website under the Guidance link, and the BHR Program of Studies. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Vocational Director Frank Howley | | **Expected Date of Completion for Each Corrective Action Activity:** June 2016 | |
| **Evidence of Completion of the Corrective Action:** Program of Study, School website Guidance link. | | | |
| **Description of Internal Monitoring Procedures:** The Vocational office will monitor, compile and publish annual listing of articulation agreements, apprenticeships opportunities and the students who are potentially involved. Review and update the procedures and record keeping for articulation and apprenticeships, as well as Annual updating of related sections of school website and Program of Studies. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** CVTE 4 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):**  The district has already provided documentation that it annually publishes information on admission requirements for placement into career/vocational technical education programs in its written program of studies, and provides a copy of the program of studies to each student and each parent/guardian.  Provide documentation including: (1) written information on further education opportunities, including available apprenticeship programs and dual enrollment articulation agreements are made available to students and parents/guardians; and (2) documentation that it has initiated activities in conjunction with the Co-op Coordinator and program instructors to establish apprenticeship opportunities with local unions. | | | |
| **Progress Report Due Date(s):** February 22, 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:** *Document review and interviews indicated that the district is incorrectly entering the Industry Recognized Credentials in the Department’s Student Information Management System (SIMS). The number and percentage of students earning credentials is much higher than the numbers and percentages recorded in SIMS. (Legal Citation: Perkins Section 113, Vocational Technical Education Regulations 603 CMR 4.05)* | | | |
| **Narrative Description of Corrective Action:** The Vocational Director will collaborate with the BHR Data Coordinator to input the correct information pertaining to number and percentages of students earning industry-recognized credentials. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Vocational Director Frank Howley and BHR Data Coordinator Sheetal Goel | | **Expected Date of Completion for Each Corrective Action Activity:** June 2016 | |
| **Evidence of Completion of the Corrective Action:** Updated SIMS report | | | |
| **Description of Internal Monitoring Procedures:** Meetings as needed between Vocational Director and BHR Data Coordinator to ensure correct information is being inputted in SIMS data. Review SIMS data with Principal before submission. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** CVTE 9A | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:**  Description of corrective action does not include analysis as to why incorrect information was being entered into SIMS database. Consequently, it is impossible to know if the proposed corrective action is appropriate and sufficient. The corrective action plan also does not specify how credentials data (SIMS data element DOE031) will be recorded locally, gathered, and entered. | | | |
| **Department Order of Corrective Action:**  Provide an analysis for the incorrect data entry and a plan that responds to that analysis. The plan should provide precise details on how credentials data will be recorded locally, gathered, and entered. | | | |
| **Required Elements of Progress Report(s):**  By **February 22, 2016**, provide an analysis of incorrect data entry and a plan that responds to that analysis.  By **May 23, 2016**, provide a local report to date on the cumulative credentials earned by student identifier (LASID or SASID number) by name of credential by vocational technical program, redacting student names. | | | |
| **Progress Report Due Date(s):** February 22, 2016; May 23, 2016 | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** CVTE 10 | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Document review and interviews indicated that the following Program Advisory Committees lacked the identified required Program Advisory Committee membership:*   * *Information Support Services and Networking lacked required members representing postsecondary education and students.* * *Construction lacked required members representing postsecondary education and students.* * *Cosmetology lacked required members representing students and parents/guardians.* * *Design and Visual Communications lacked required members representing students and parents/guardians.* * *Early Education and Child Care lacked required members representing industry, postsecondary education, students, and parents/guardians.*   *Electrical lacked required members representing students and parents/guardians.*  *Electronics lacked required members representing parents/guardians.*  *Engineering lacked required members representing students.*  *Graphics lacked required members representing students.*  *Health Assisting lacked required members representing postsecondary education, students, and parents/guardians.*  *HVAC-R lacked required members representing parents/guardians.*  *Metal Fabrication lacked required members representing postsecondary education.*  *In addition, the following Program Advisory Committees lacked representation from the following:*  *Representatives of individuals with disabilities:*  *Auto Technology*   * *Information Support Services and Networking* * *Construction* * *Culinary* * *Design and Visual Communications* * *Early Education and Child Care* * *Electrical* * *Graphics* * *Health Assisting* * *HVAC-R* * *Metal Fabrication*   *Representatives of racial or linguistic minorities:*  *Auto Collision*   * *Information Support Services and Networking* * *Early Education and Child Care*   *Engineering*  *Graphics*  *Health Assisting*  *HVAC-R*   * *Metal Fabrication* | | | |
| *Representatives nontraditional by gender:*   * *Information Support Services and Networking* * *Construction* * *Early Education and Child Care*   *Electrical*  *Electronics*  *Health Assisting*  *HVAC-R*  *Metal Fabrication*  *The district also did not indicate a 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:** A formal Advisory Board Member Recruitment document and procedures was developed, reviewed and disseminated by the school Principal to all CTE Advisory Board members and BHR instructional staff at the Fall Program Advisory Board meeting on October 7, 2015. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Vocational Director Frank Howley and BHR Principal | | **Expected Date of Completion for Each Corrective Action Activity:** June 2016 | |
| **Evidence of Completion of the Corrective Action:** Entire list of advisory membership reviewed against new criteria: Post-secondary; Student, parent and guardians; Individuals with disabilities; racial or linguistic minorities; Nontraditional-by gender. | | | |
| **Description of Internal Monitoring Procedures:** Review the current Advisory membership in reference to the new advisory recruitment document and procedures at the Spring Advisory meeting to assess the makeup of the members. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** CVTE 10 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):**  The district has already provided the Department with the recruitment document and procedures to increase the representation of individuals with disabilities, racial or linguistic minorities and nontraditional by gender in Program Advisory Committees*.*  By **February 22, 2016**, provide an agenda and minutes from the Fall Program Advisory Board meeting.  By **May 23, 2016**, provide completed Program Advisory Committee for Vocational Technical Education forms (Document 11, page 53 in the Coordinated Program Review Procedures School District Information Package Career/Vocational Technical Education) for each program that demonstrates that all Program Advisory Committees include all required members. | | | |
| **Progress Report Due Date(s):** February 22, 2016; May 23, 2016 | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** CVTE 11 | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *See CVTE 3.* | | | |
| **Narrative Description of Corrective Action:** See CVTE 3. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Vocational Director Frank Howley | | **Expected Date of Completion for Each Corrective Action Activity:** June 2016 | |
| **Evidence of Completion of the Corrective Action:** See CVTE 3. | | | |
| **Description of Internal Monitoring Procedures:** See CVTE 3. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** CVTE 11 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):** *See CVTE 3.* | | | |
| **Progress Report Due Date(s):** February 22, 2016; May 23, 2016 | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** CVTE 12 | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Document review indicated the existence of several college articulation agreements, but on-site interviews indicated that no formal process exists for the annual review and coordination of articulation agreements. Additionally, several staff members were unfamiliar with the existence of articulation agreements and neither the parent/student handbook nor the program of studies reference articulation agreements with colleges or apprenticeship programs. (Legal Citation: Perkins Section 134, Vocational Technical Education Regulations 603 CMR 4.03(4))* | | | |
| **Narrative Description of Corrective Action:** A formal process for annually reviewing and coordinating articulation agreements will be developed; made public via the school website and Program of Studies, as well as an updated flyer with the articulation agreements listed by program. The annual notification of staff regarding articulation agreement and/or apprenticeship programs will be an integral part of the plan and procedures. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Vocational Director Frank Howley and Lead Guidance Counselor. | | **Expected Date of Completion for Each Corrective Action Activity:** June 2016 | |
| **Evidence of Completion of the Corrective Action:** Website, Program of Studies, flyers, and staff notification via email, etc. | | | |
| **Description of Internal Monitoring Procedures:** Annual review of information dissemination via methods stated above, regarding articulations and/or apprenticeships. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** CVTE 12 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** No further action is required. | | | |
| **Required Elements of Progress Report(s):** N/A | | | |
| **Progress Report Due Date(s):** N/A | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** CVTE 13 | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Document review indicated that although the District’s Cooperative Education Application and Cooperative Education Program Student Requirements Forms require parental/guardian signatures, and a review of records indicates consistent parental/guardian authorizations, the Cooperative Education Agreement between the school and the cooperative education employers does not include authorizing parental/guardian signature(s), and none of the Agreements reviewed by the Department contained parental/guardian signatures. (Legal Citation: Vocational Technical Education Regulations 603 CMR 4.03(7); 4.10(3))* | | | |
| **Narrative Description of Corrective Action:** Vocational Director met with the Co-Op coordinator to edit the forms to reflect the signature sections for parent/guardian. Forms have been corrected, with added parental/guardian signature line. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Co-Op Coordinator Kim Poliseno. | | **Expected Date of Completion for Each Corrective Action Activity:** September 2015 | |
| **Evidence of Completion of the Corrective Action:** Actual forms available as e-mail attachments. | | | |
| **Description of Internal Monitoring Procedures:** Review documents annually. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** CVTE 13 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):**  Provide copies of three completed Cooperative Education Agreements that include all required signatures, redacting student names. | | | |
| **Progress Report Due Date(s):** February 22, 2016 | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** CVTE 14 | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Document review indicated that although both the Internship Application and Internship Program Student Requirements form require parental/guardian signature(s) and a record review evidenced consistent parental/guardian signatures, the Internship Agreement between the school and the provider of the internship does not include parental/guardian authorization. (Legal Citation: Perkins Section 134, M.G.L. c. 74 Section 2A, M.G.L. c. 152, Vocational Technical Education Regulations 603 CMR 4.03(4), Chapter 385 of the Acts of 2002)* | | | |
| **Narrative Description of Corrective Action:** Vocational Director met with the Co-Op coordinator to edit the forms to reflect the signature sections for parent/guardian. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Co-Op Coordinator Kim Poliseno. | | **Expected Date of Completion for Each Corrective Action Activity:** September 2015 | |
| **Evidence of Completion of the Corrective Action:** Actual forms available as e-mail attachments. | | | |
| **Description of Internal Monitoring Procedures:** Review Documents annually. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** CVTE 14 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):**  Provide copies of up to three completed Internship Agreements that include all required signatures, redacting student names; if no new internship agreements have been developed by the due date below, submit a blank copy of the form. | | | |
| **Progress Report Due Date(s):** February 22, 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 will send a Safety Survey Report, which will include details specific to each program, to Superintendent Quaglia under separate cover. (Legal Citation: Vocational Technical Education Regulations 603 CMR 4.03 (3) (4) (7)(8))* | | | |
| **Narrative Description of Corrective Action:** The Vocational Director, the Facilities Director and the program instructors reviewed all items contained in the DESE CVTE safety report findings. Continual meetings and walkthroughs are conducted, as each item is being addressed. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Vocational Director Frank Howley; Facilities Director Gene Mastro; and Vocational Instructors. | | **Expected Date of Completion for Each Corrective Action Activity:** June 2016 | |
| **Evidence of Completion of the Corrective Action:** Final sign-off by DESE CVTE representative Dave Edmonds. | | | |
| **Description of Internal Monitoring Procedures:** Semi-annual safety reviews by vocational director in conjunction with vocational staff, using standardized a template/checklist. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** CVTE 20 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):**  Provide monthly status updates to CVTE Safety Specialist on the district’s efforts to complete the requirements set forth in the official Safety Survey Report until all safety hazards have been mitigated. Report on progress made towards mitigating safety issues as part of CPR Progress Reports. | | | |
| **Progress Report Due Date(s):** February 22, 2016; May 23, 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 instructional equipment used for career/vocational technical education meets current occupational standards. The Office for Career/Vocational Technical Education will send a Safety Survey Report, which will include details specific to each program, to Superintendent Quaglia under separate cover. (Legal Citation: Vocational Technical Education Regulations 603 CMR 4.03 (3) (4) (7)(8))* | | | |
| **Narrative Description of Corrective Action:** See CVTE 20 | | | |
| **Title/Role of Person(s) Responsible for Implementation:** See CVTE 20. | | **Expected Date of Completion for Each Corrective Action Activity:** See CVTE 20 | |
| **Evidence of Completion of the Corrective Action:** See CVTE 20. | | | |
| **Description of Internal Monitoring Procedures:** See CVTE 20. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** CVTE 21 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):** *See CVTE 20.* | | | |
| **Progress Report Due Date(s):** February 22, 2016; May 23, 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:** *The Department’s Audit Office visited the district to assess compliance with this criterion. A report identifying issues and concerns under this criterion was forwarded to Superintendent Quaglia. Document review and interviews indicated that the district made two purchases that were not program-related, contained in the school budget, and did not contain sufficient supporting documentation. (Legal Citation: Carl D. Perkins Career & Technical Education Improvement Act of 2006; Perkins IV Manual; Grants for Schools: Getting Them and Using Them, A Procedural Manual)* | | | |
| **Narrative Description of Corrective Action:** Proper grant procedures and protocols were reviewed with the Vocational Director to ensure proper and acceptable expenditures of grant funds. | | | |
| **Title/Role of Person(s) Responsible for Implementation:** Vocational Director Frank Howley | | **Expected Date of Completion for Each Corrective Action Activity:** June 2015 | |
| **Evidence of Completion of the Corrective Action:**  Internal business office review. District-procured annual audit. | | | |
| **Description of Internal Monitoring Procedures:**  Bi-monthly grant review meetings will be held to ensure proper use and expenditure of funds. Up-to-date expenditure document will be reviewed at each meeting | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** CVTE 23 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):**  Provide updates on status of resolution of audit. | | | |
| **Progress Report Due Date(s):** February 22, 2016 | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:** CVTE 24 | | | **Rating:** Partially Implemented |
| **Department CPR Finding:** *See CVTE 23.* | | | |
| **Narrative Description of Corrective Action:** *See CVTE 23.* | | | |
| **Title/Role of Person(s) Responsible for Implementation:** *See CVTE 23.* | | **Expected Date of Completion for Each Corrective Action Activity:** *See CVTE 23.* | |
| **Evidence of Completion of the Corrective Action:** *See CVTE 23.* | | | |
| **Description of Internal Monitoring Procedures:** *See CVTE 23.* | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:** CVTE 24 | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):** *See CVTE 23.* | | | |
| **Progress Report Due Date(s):** February 22, 2016 | | | |