

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

**COORDINATED PROGRAM REVIEW**

**CORRECTIVE ACTION PLAN**

**Charter School or District: Stoughton**

**CPR Onsite Year: 2010-2011**

**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 06/15/2011.*

**Mandatory One-Year Compliance Date: 06/14/2012**

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

<b>Criterion</b>	<b>Criterion Title</b>	<b>CPR Rating</b>
SE 7	Transfer of parental rights at age of majority and student participation and consent at the age of majority	Partially Implemented
SE 8	IEP Team composition and attendance	Partially Implemented
SE 13	Progress Reports and content	Partially Implemented
SE 18B	Determination of placement; provision of IEP to parent	Partially Implemented
SE 55	Special education facilities and classrooms	Partially Implemented
SE 56	Special education programs and services are evaluated	Partially Implemented
CR 16	Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion	Partially Implemented

**COORDINATED PROGRAM REVIEW  
CORRECTIVE ACTION PLAN**

<b>Criterion &amp; Topic:</b> SE 7 Transfer of parental rights at age of majority and student participation and consent at the age of majority	<b>CPR Rating:</b> Partially Implemented
<b>Department CPR Findings:</b> A review of the student records indicated that there were instances when students and their parents were not informed of the transfer of parental rights one year prior to the student turning 18, and consent to share decision-making was obtained after the student reached the age of 18.	
<b>Description of Corrective Action:</b> The district will develop a form letter notifying one year prior to the student reaching age 18, which informs the student and the parent/guardian of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday. The notification provided to both the student and the parent/guardian must explicitly state that all rights accorded to parents under special education law will transfer to the 18 year old.  The district will develop a procedure to ensure consistent practice for obtaining transfer parental rights one year prior to the student turning 18.  The district will revise the Age of Majority form to rectify the fact that students and parents were making the decision to transfer parental rights more than one year prior to/or after the student turning 18.  The district will provide professional development during a faculty meeting to the high school special education staff.	
<b>Anticipated Results:</b> One year prior to the student reaching age 18, the student and the parent/guardian will be notified that the rights will transfer from the parent/guardian to the student upon the student's 18th birthday.  The district will have a consistent practice in place with documentation to ensure students and the parent/guardians have been advised of their rights and the decisions will be made prior to the 18th birthday.	
<b>Title/Role(s) of responsible Persons:</b> Heather Tucker Administrator of Special Education	<b>Expected Date of Completion:</b> 06/14/2012
<b>Evidence of Completion of the Corrective Action:</b> Student records will indicate that the students and parent/guardians were notified of rights one year prior to the student turns a 18, and decision was made before the 18th birthday.	
<b>Description of Internal Monitoring Procedures:</b> The Administrator of Special Education will conduct periodic record reviews of a random sampling of student IEPs at the time of student progress reports to ensure compliance.	
<b>CORRECTIVE ACTION PLAN APPROVAL SECTION</b>	
<b>Criterion:</b> SE 7 Transfer of parental rights at age of majority and student participation and consent at the age of majority	<b>Corrective Action Plan Status:</b> Partially Approved  <b>Status Date:</b> 08/12/2011
<b>Basis for Partial Approval or Disapproval:</b> The district reported that it will develop a letter and provide it to students one year prior to reaching age 18, and their parents/guardians, informing them of the transfer of rights at the age of majority	

and the student's participation and consent at the age of majority, as well as provide professional development to the high school special education staff regarding their responsibilities for the transfer of rights issues. The district did not address the portion of the finding regarding the student choosing to share decision-making after reaching 18 years of age.

**Department Order of Corrective Action:**

Train staff on the appropriate procedures for when a student chooses to share decision-making. Specifically, indicate that this choice is made upon the student reaching the age of majority.

**Required Elements of Progress Report(s):**

By 11/4/11, submit the procedures the district has developed to ensure a consistent practice for notifying the student and parent/guardian of the transfer of parental rights one year prior to the student turning 18, as well as the appropriate procedures for when a student chooses to share decision-making with the parent or other willing adult. Submit evidence of training (training materials, agenda, signed attendance sheet that includes title/role of staff member) for high school special education staff.

By 2/10/12, submit a report of the results of an internal review of records of students who have turned 17 and 18 years of age after the required information has been reviewed with staff. Submit the number of records reviewed since the training, the number of student records in compliance with notification one year prior to reaching the age of majority and for the procedures if a student chooses to share decision-making, a description of the root cause(s) for any noncompliance, and specific action taken by the district to remedy any noncompliance.

\*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):**

11/04/2011  
02/10/2012

**COORDINATED PROGRAM REVIEW  
CORRECTIVE ACTION PLAN**

<b>Criterion &amp; Topic:</b> SE 8 IEP Team composition and attendance		<b>CPR Rating:</b> Partially Implemented
<b>Department CPR Findings:</b> A review of the student records indicated that there were IEP Team meetings held in which a general education teacher was not present, even though the student is or may be involved in a general education program. &nbsp;There was no documentation to indicate through the excusal process that the parent and the district agreed in writing that the member?s attendance was not necessary.		
<b>Description of Corrective Action:</b> The district currently utilizes Team Meeting Notes with a section for a parent to sign off on absent members. The district will develop criterion for when to use the current process or Member Excusal Form. This criterion will be reviewed with all special education staff, building administrators and department heads.		
<b>Anticipated Results:</b> There will be documentation to indicate through the excusal process that the parent and the district agreed in writing that the member's attendance was not necessary. This documentation will be part of the student records as part of the IEP.		
<b>Title/Role(s) of responsible Persons:</b> Heather Tucker Administrator of Special Education		<b>Expected Date of Completion:</b> 11/01/2011
<b>Evidence of Completion of the Corrective Action:</b> All records reviewed will have either general education team members present, a member excusal form, or parent agreement through the team meeting notes to document the parent and the district agreed in writing that the member's attendance was not necessary.		
<b>Description of Internal Monitoring Procedures:</b> The Administrator of Special Education will conduct periodic record reviews of a random sampling of student IEPs at the time of student progress reports to ensure compliance.		
<b>CORRECTIVE ACTION PLAN APPROVAL SECTION</b>		
<b>Criterion:</b> SE 8 IEP Team composition and attendance	<b>Corrective Action Plan Status:</b> Partially Approved  <b>Status Date:</b> 08/12/2011	
<b>Basis for Partial Approval or Disapproval:</b> The information submitted did not clearly address the requirements of this criterion as the required member is to be present unless: 1) the district and the parent agree, in writing, that the attendance of the Team member is not necessary because the member ´s area of the curriculum or related services is not being modified or discussed OR 2) the district and the parent agree, in writing, to excuse a required Team member ´s participation and the excused member provides written input into the development of the IEP to the parent and the IEP Team prior to the meeting. The district's use of Team meeting notes with a section for a parent to sign-off on an absent Team member is not in compliance with regulatory requirements.  The district did not submit procedures to ensure required members of the IEP Team are present and procedures to follow for excusing a Team member from an IEP meeting.		
<b>Department Order of Corrective Action:</b> Develop procedures to ensure required members of the IEP Team are present, as well as appropriate procedures to follow for excusing a Team member from an IEP Team meeting. This information will be reviewed with special education staff, building administrators and department heads.		

**Required Elements of Progress Report(s):**

By 11/4/11, submit the procedures the district has developed to ensure that required members of the IEP Team are present and appropriate procedures are followed when a required member is excused.

By 11/4/11, provide training on the requirements of Team meeting attendance and the documentation required when there is agreement that a Team member's attendance is not necessary or to excuse a required Team member. Submit the following as evidence of training: (1) sign-in sheet; (2) training materials; (3) name of the instructor; (4) date of the training.

By 2/10/12, submit the results of an internal review of student records from all levels to ensure that there is an appropriate excusal for any general education teacher not present at a Team meeting. Submit the number of records reviewed since the training, the number of IEPs in compliance with having a general education teacher in attendance or appropriate excusal procedures, a description of the root cause(s) for any noncompliance, and specific action taken by the district to remedy any noncompliance.

\*Please note when conducting internal monitoring that the district must maintain the following documentation and make it available to the Department upon request: a) List of the 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):**

11/04/2011  
02/10/2012

**COORDINATED PROGRAM REVIEW  
CORRECTIVE ACTION PLAN**

<b>Criterion &amp; Topic:</b> SE 13 Progress Reports and content	<b>CPR Rating:</b> Partially Implemented
<b>Department CPR Findings:</b> A review of the student records indicated that not all progress reports contained information on the student's progress towards reaching the specific annual goals in the IEP. In addition, there were progress reports missing in the student records.	
<b>Description of Corrective Action:</b> The district will develop written criterion for satisfactory progress reports.  The district will provide professional development to all special education staff about writing progress reports.  The elementary building principals will be given written guidelines on the criterion for satisfactory progress reports to utilize when reviewing the student progress report prior to distribution to the parent/guardians.  The district will revise the process for which progress reports are submitted and filed in the student records at the special education office.	
<b>Anticipated Results:</b> All student progress reports will contain information on the student's progress towards reaching the specific annual goals in the IEP.  There will be no progress reports missing from student records.	
<b>Title/Role(s) of responsible Persons:</b> Heather Tucker/Administrator of Special Education Elementary Building Principals	<b>Expected Date of Completion:</b> 06/14/2012
<b>Evidence of Completion of the Corrective Action:</b> All student progress reports will be reflective of all of the benchmarks for each goal. All student records will contain all progress reports.	
<b>Description of Internal Monitoring Procedures:</b> The Administrator of Special Education will conduct periodic record reviews of a random sampling of student IEPs at the time of student progress reports to ensure compliance.	
<b>CORRECTIVE ACTION PLAN APPROVAL SECTION</b>	
<b>Criterion:</b> SE 13 Progress Reports and content	<b>Corrective Action Plan Status:</b> Approved <b>Status Date:</b> 08/12/2011
<b>Basis for Partial Approval or Disapproval:</b> The district states that it will develop written criteria for satisfactory progress reporting and provide professional development to special education staff on writing progress reports that address specific annual goals in the IEP. In addition, the district will revise the process for which progress reports are submitted and filed in the student records at the special education office.	
<b>Department Order of Corrective Action:</b>	
<b>Required Elements of Progress Report(s):</b> By 11/4/11, the district will submit an outline of the process for writing appropriate progress reports and submitting and filing the progress reports in the student records at the special education office. The district will submit evidence of training (training materials, agenda, signed attendance sheet that	

includes title/role of staff member) to indicate that the special education staff have received training on writing progress reports that address specific annual goals in the IEP. Include a copy of the developed written criteria used.

By 2/10/12, submit the results of an internal review of a random sample of student records from all levels to ensure that progress reports are written addressing the annual goals in the IEPs and are included in the student record. Submit the number of records reviewed since the training, the number of records in compliance, a description of the root cause(s) for any noncompliance, and specific action taken by the district to remedy any noncompliance.

\*Please note when conducting internal monitoring that the district must maintain the following documentation and make it available to the Department upon request: a) List of the 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):**

11/04/2011

02/10/2012

**COORDINATED PROGRAM REVIEW  
CORRECTIVE ACTION PLAN**

<b>Criterion &amp; Topic:</b> SE 18B Determination of placement; provision of IEP to parent		<b>CPR Rating:</b> Partially Implemented
<b>Department CPR Findings:</b> A review of the student records and interviews indicated that the school district is immediately providing one, but not two, copies of the proposed IEP and proposed placement to the parent after the IEP Team meeting.		
<b>Description of Corrective Action:</b> The Administrator of Special Education requested that the Special Education Administrative Assistants mail two complete copies of student's IEP and proposed placement pages to the parent on June 14, 2011. Prior to this date, the district was mailing one complete copy of the IEP two copies of the parent action/signature page and placement page.		
<b>Anticipated Results:</b> The District is now mailing two complete copies of the IEP and placement pages to the parent following the team meeting.		
<b>Title/Role(s) of responsible Persons:</b> Heather Tucker/ Administrator of Special Education		<b>Expected Date of Completion:</b> 06/14/2011
<b>Evidence of Completion of the Corrective Action:</b> The Administrator of Special Education has checked in with the Administrative Assistants to ensure two complete copies of the IEP and placement pages and sent to the parent/guardian. The district is in compliance.		
<b>Description of Internal Monitoring Procedures:</b> The Administrator of Special Education or Assistant Special Education Administrator will continue to check-in bi-monthly with the administrative staff for compliance.		
<b>CORRECTIVE ACTION PLAN APPROVAL SECTION</b>		
<b>Criterion:</b> SE 18B Determination of placement; provision of IEP to parent		<b>Corrective Action Plan Status:</b> Approved <b>Status Date:</b> 08/12/2011
<b>Basis for Partial Approval or Disapproval:</b> The district reported that two copies of students' IEPs and placement proposals are now being sent to parents.		
<b>Department Order of Corrective Action:</b>		
<b>Required Elements of Progress Report(s):</b> By 11/4/11, submit an internal monitoring report of student records from all levels in which Team meetings were held since September 2011, to ensure that two complete copies of the IEP and placement pages are being sent to parents. Submit the number of records reviewed, the number in compliance, a description of the root cause(s) for any noncompliance, and specific action taken by the district to remedy any noncompliance.  *Please note when conducting internal monitoring that the district must maintain the following documentation and make it available to the Department upon request: a) List of the 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).		
<b>Progress Report Due Date(s):</b> 11/04/2011		



**COORDINATED PROGRAM REVIEW  
CORRECTIVE ACTION PLAN**

<b>Criterion &amp; Topic:</b> SE 55 Special education facilities and classrooms	<b>CPR Rating:</b> Partially Implemented
<b>Department CPR Findings:</b> Through school building observations it was noted that most of the classrooms for special education, including the collaborative program, speech and language services, occupational therapy and physical therapy, were all clustered together in a wing of the first floor at the Dawe Elementary School. There was also signage that identified special education services, speech and language services, occupational therapy and physical therapy. The West Elementary School has signage that identifies the areas used for speech and language services and occupational therapy.	
<b>Description of Corrective Action:</b> <b>Classroom Placement:</b> The district has moved 2 levels of the PAC program (two of the three elementary PAC classrooms) to another building where the third PAC classroom is located. Within the building, the third classroom was relocated to another area of the building which contains the other classrooms in their grade levels. This broke up the cluster of classrooms that was located at the Dawe.  <b>Signage:</b> All building principals and building secretaries were notified of SE criterion 55 and how to be in compliance via a letter.	
<b>Anticipated Results:</b> <b>Classroom Placement:</b> In the new building the special education classrooms are placed to maximize inclusion opportunities for the students as well as minimize the separation or stigmatization of eligible students.  <b>Signage:</b> All classrooms will be labeled appropriately in order to minimize the separation or stigmatization of eligible students.	
<b>Title/Role(s) of responsible Persons:</b> Heather Tucker/Administrator of Special Education Building Principals Building Secretaries	<b>Expected Date of Completion:</b> 09/01/2011
<b>Evidence of Completion of the Corrective Action:</b> <b>Classroom Placement:</b> The classrooms are placed within the buildings to maximize inclusion opportunities while minimizing the stigmatization.  <b>Signage:</b> All classrooms will be labeled appropriately.	
<b>Description of Internal Monitoring Procedures:</b> <b>Classroom Placement:</b> During the school year the district will continue to review the anticipated needs of the program classrooms to ensure that students are placed in areas that will maximize inclusion opportunities while minimizing the stigmatization. This will allow the district ample opportunity to plan classroom moves accordingly.  <b>Signage:</b> Prior to the start of the school year the Administrator of Special Education and the Building Principal will examine the signage to ensure compliance.	

<b>CORRECTIVE ACTION PLAN APPROVAL SECTION</b>	
<b>Criterion:</b> SE 55 Special education facilities and classrooms	<b>Corrective Action Plan Status:</b> Approved <b>Status Date:</b> 08/12/2011
<b>Basis for Partial Approval or Disapproval:</b> The district reported that classrooms have been moved to eliminate the clustering in a wing of the first floor at the Dawe Elementary School. Additionally the signage that identified special education services, speech and language services, occupational therapy and physical therapy and the Dawe Elementary School, as well as signage that identified the areas used for speech and language services and occupational therapy at the West Elementary school has been removed.	
<b>Department Order of Corrective Action:</b>	
<b>Required Elements of Progress Report(s):</b> By 11/4/11, submit a copy of the floor plan of the Dawe Elementary School that identifies all of the classrooms and usages. In addition, prior to 11/4/11 an on-site visit will be made to the Dawe Elementary School and the West Elementary School to review the changes indicated.	
<b>Progress Report Due Date(s):</b> 11/04/2011	

**COORDINATED PROGRAM REVIEW  
CORRECTIVE ACTION PLAN**

<b>Criterion &amp; Topic:</b> SE 56 Special education programs and services are evaluated		<b>CPR Rating:</b> Partially Implemented
<b>Department CPR Findings:</b> A review of the documentation and interviews indicated that the district is beginning to evaluate its special education programs and services. Although some evaluations have been done, they are not fully developed. &nbsp;		
<b>Description of Corrective Action:</b> The district has a complete evaluation of the Autism Spectrum Disorder Classroom (TLC) in 2009-2010. The district has contracted to have program evaluations for the Intellectual Impairment programs (PAC) and the ED/BD programs (ALC) for the Fall 2011.		
<b>Anticipated Results:</b> The district will have complete evaluations of all of it's programs. The district will develop a schedule to have the programs regularly evaluated over the next CPR cycle.		
<b>Title/Role(s) of responsible Persons:</b> Heather Tucker/Administrator of Special Education Consultants		<b>Expected Date of Completion:</b> 01/31/2012
<b>Evidence of Completion of the Corrective Action:</b> The district will submit copies of all of the evaluations to the DESE by 1/31/2012.		
<b>Description of Internal Monitoring Procedures:</b> The district will develop a schedule for the dates that each program level will be observed, record reviews, and for the evaluator to meet with the staff individually and as a group. The Administrator of Special Education will meet with the evaluators periodically through the process to ensure time lines are being met.		
<b>CORRECTIVE ACTION PLAN APPROVAL SECTION</b>		
<b>Criterion:</b> SE 56 Special education programs and services are evaluated		<b>Corrective Action Plan Status:</b> Approved <b>Status Date:</b> 08/12/2011
<b>Basis for Partial Approval or Disapproval:</b> The district reported that an evaluation was completed of the Autism Spectrum Disorder Classroom (TLC) during the 2009-2010 school year. The district has contracted to have the Intellectual Impairment programs (PAC) and the ED/BD programs (ALC) evaluated in the fall of 2011.		
<b>Department Order of Corrective Action:</b>		
<b>Required Elements of Progress Report(s):</b> By 2/10/12, submit a copy of the evaluation of the Autism Spectrum Disorder Classroom (TLC), the Intellectual Impairment programs (PAC) and the ED/BD programs (ALC).		
<b>Progress Report Due Date(s):</b>  02/10/2012		

**COORDINATED PROGRAM REVIEW  
CORRECTIVE ACTION PLAN**

<b>Criterion &amp; Topic:</b> CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion	<b>CPR Rating:</b> Partially Implemented
<b>Department CPR Findings:</b> A review of the documents indicated that while the district sends notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion, the notice does not indicate that the student and parent or guardian may meet with a representative of the district within ten days from the date the notice was sent and does not include information indicating that, at the request of the parent or guardian, the district may consent to an extension of the time for the meeting of not longer than fourteen days. &nbsp; &nbsp; The district has developed a standard notice sent to former students who have not yet earned their competency determination and who have not transferred to another school, but has not yet begun the process of mailing these notices.	
<b>Description of Corrective Action:</b> The Stoughton Public School has generated two documents as a result of CR 16 findings. The documents are the 1.) SPS Annual Former Student Letter; and the 2.) SPS Student Attendance Drop Letter. These documents have been aligned with the standards identified within CR 16. The SPS Former Student Letter will be mailed out to all former students that have left the Stoughton Public School without a diploma within the previous 2 school years, on October 1st each year. The SPS Student Attendance Drop Letter will be mailed out on the date of a student?s 15th consecutive absence.	
<b>Anticipated Results:</b> Ideally, these documents will not only bring the District into compliance with DESE requirements, but will increase student attendance, decrease the dropout rate, and promote the return to school of former students.	
<b>Title/Role(s) of responsible Persons:</b> Jonathan Ford Assistant Superintendent	<b>Expected Date of Completion:</b> 10/01/2011
<b>Evidence of Completion of the Corrective Action:</b> All letters will be sent certified mail to document compliance with the requirements set forth in CR 16.	
<b>Description of Internal Monitoring Procedures:</b> The Assistant Superintendent will review this requirement and related documentation annually with the high school Principal.	
<b>CORRECTIVE ACTION PLAN APPROVAL SECTION</b>	
<b>Criterion:</b> CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion	<b>Corrective Action Plan Status:</b> Approved <b>Status Date:</b> 08/12/2011
<b>Basis for Partial Approval or Disapproval:</b> The district reported that it has revised its notice to students age 16 and over who have been absent 15 consecutive days, and it is now aligned with the standards. This letter, and the standard notice sent to former students who have not yet earned their competency determination, will be mailed to students as required.	
<b>Department Order of Corrective Action:</b>	
<b>Required Elements of Progress Report(s):</b>	

By 11/4/2011, submit a sample of copies of the annual written notice letter sent to former students, who have not yet earned their competency determination and who have not transferred to another school, that informs them of the availability of publicly funded post high school academic support programs. Submit copies of any letters that have been sent within ten days to students age 16 and over and their parents/guardians, when the student has reached his/her fifteenth consecutive unexcused absences.

**Progress Report Due Date(s):**

11/04/2011

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

**Charter School or District: Stoughton Public School District  
Corrective Action Plan Forms**

**Program Area: Career/Vocational Technical Education  
Prepared by: Name of School/District Staff Member**

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

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

**Mandatory One-Year Compliance Date: June 14, 2012**

<b>COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)</b>	
<b>Criterion &amp; Topic:</b> CVTE 2	<b>Rating:</b> Not Implemented
<b>Department CPR Finding:</b> <i>Neither technical nor academic teachers are provided with the results of academic and career assessments that are administered to students enrolled in career/vocational technical education programs.</i>	
<b>Narrative Description of Corrective Action:</b> In the past, there has been a disconnect with our CVTE program and the rest of the school. To remedy this situation in general, we have already formed a Perkins Steering Committee. This committee includes representation from: Business-Technology, Science, Mathematics, Guidance, Data Management, and Administration. The goal is to ensure cohesion between CVTE and the school in general, something that has been lacking. In this instance, the assessments are being done, but not distributed to teachers. The Perkins Steering Committee will ensure that these assessments are distributed to teachers like other assessments. The assessments will be part of the student profile in our software. Teachers will be given a list of the CVTE students they have and required to view these assessments.	
<b>Title/Role of Person(s) Responsible for Implementation:</b> Matt Colantonio/principal; David Krol/Perkins Director and Steering Committee Chairman	<b>Expected Date of Completion for Each Corrective Action Activity:</b> May, 2011 September, 2011
<b>Evidence of Completion of the Corrective Action:</b> Attached: "Steering Committee Meeting Agenda" <b>To Be Collected:</b> 1. notice to teachers of CVTE students; 2. a profile page for a CVTE student; 3. agendas/minutes for Perkins Steering Committee meetings next year	
<b>Description of Internal Monitoring Procedures:</b> Perkins Steering Committee meetings	

<b>CORRECTIVE ACTION PLAN APPROVAL SECTION</b> (To be completed by the Department of Elementary and Secondary Education)	
<b>Criterion:</b> CVTE 2	<b>Status of Corrective Action:</b> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
<b>Basis for Partial Approval or Disapproval:</b> The district provided a suitable strategy to address this finding.	
<b>Department Order of Corrective Action:</b> Not applicable.	
<b>Required Elements of Progress Report(s):</b> The district will report progress made towards teachers receiving student assessments.	
<b>Progress Report Due Date(s):</b> November 4, 2011	

<b>COORDINATED PROGRAM REVIEW</b> <b>CORRECTIVE ACTION PLAN</b> (To be completed by school district/charter school)	
<b>Criterion &amp; Topic:</b> CVTE 3	<b>Rating:</b> Partially Implemented
<b>Department CPR Finding:</b> <i>The district does not consistently assess students for the acquisition of safety and health, technical (including embedded academics), employability, management &amp; entrepreneurship, and technology skills. See CVTE 12.</i>	
<b>Narrative Description of Corrective Action:</b> We will be dedicating some of our department and faculty meeting time this year in order to weave these assessments into our “Pathways” curricula. Directors will be working with the Perkins Steering Committee on this initiative for next year.	
<b>Title/Role of Person(s) Responsible for Implementation:</b> Matt Colantonio/principal; Department Directors; David Krol/Perkins Director & Steering Committee Chairman	<b>Expected Date of Completion for Each Corrective Action Activity:</b> March 2012
<b>Evidence of Completion of the Corrective Action:</b> meeting agendas and minutes; curriculum documents; sign-in sheets; professional development forms	
<b>Description of Internal Monitoring Procedures:</b> Department Meetings/Perkins Steering Committee meetings	
<b>CORRECTIVE ACTION PLAN APPROVAL SECTION</b> (To be completed by the Department of Elementary and Secondary Education)	
<b>Criterion:</b> CVTE 3	<b>Status of Corrective Action:</b> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
<b>Basis for Partial Approval or Disapproval:</b> The district provided a suitable strategy to address this finding.	
<b>Department Order of Corrective Action:</b> The district will report progress made to establish a competency tracking system.	
<b>Required Elements of Progress Report(s):</b> The district will provide samples of competency attainment benchmarks the district has developed and individual student reports, with student identification data suppressed.	
<b>Progress Report Due Date(s):</b> November 4, 2011	

<b>COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)</b>	
<b>Criterion &amp; Topic:</b> CVTE 8	<b>Rating:</b> Not Implemented
<b>Department CPR Finding:</b> <i>All career/vocational technical education programs do not meet all twelve standards and accompanying measures in the Massachusetts Perkins IV Career and Technical Education Program Checklist. Some programs' curricula do not include: occupational safety and health knowledge and skills; management and entrepreneurship knowledge and skills; and most of the non-chapter 74 career and technical education programs do not document technical competencies that students have attained. All programs lack advisory committees. See CVTE 10.</i>	
<b>Narrative Description of Corrective Action:</b> We will be dedicating some of our department and faculty meeting time this year to updating our "Pathways" curricula so that all programs include these elements. Directors will be working with the Perkins Steering Committee on this initiative for next year.	
<b>Title/Role of Person(s) Responsible for Implementation:</b> Matt Colantonio/principal; Department Directors; David Krol/Perkins Director & Steering Committee Chairman	<b>Expected Date of Completion for Each Corrective Action Activity:</b> March 2012
<b>Evidence of Completion of the Corrective Action:</b> meeting agendas and minutes; curriculum documents; sign-in sheets; professional development forms	
<b>Description of Internal Monitoring Procedures:</b> Director meetings/Perkins Steering Committee	
<b>CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)</b>	
<b>Criterion:</b> CVTE 8	<b>Status of Corrective Action:</b> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
<b>Basis for Partial Approval or Disapproval:</b> The district provided a suitable strategy to address this finding.	
<b>Department Order of Corrective Action:</b> Not applicable.	
<b>Required Elements of Progress Report(s):</b> The district will provide a copy of the system it will use to ensure that all programs meet all twelve program criteria, including: occupational safety and health knowledge and skills; management and entrepreneurship knowledge and skills; and most of the non-chapter 74 career and technical education programs do not document technical competencies that students have attained.	
<b>Progress Report Due Date(s):</b> November 4, 2011	

<b>COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)</b>	
<b>Criterion &amp; Topic:</b> CVTE 9	<b>Rating:</b> Partially Implemented

**Department CPR Finding:** *The district does not accurately report student data in the Department of Elementary and Secondary Education’s Student Information Management System (SIMS) and the Career/Vocational Technical Education Graduate Follow-up Report. The inaccuracies are: no system to identify students as participants or concentrators in Career/Vocational Technical Education programs; lack of maintenance of adequate survey/contact logs; failure to meet the minimum federal follow-up return rate of 65%; and lack of maintenance of written policies and procedures for recording graduate information for the follow-up.*

**Narrative Description of Corrective Action:** SHS considers the issues with our student data to be our most vital issue. We have already put some procedures into place to more accurately report our CVTE students, especially in the guidance department. We recruited the district’s data specialist to serve on the Perkins Steering Committee to ensure open lines of communication as we clean up our data. In terms of the follow-up survey, we will be following the Department’s guidelines this year’ we’ve already started with an initial mailing and an initial round of phone calls. In the future, we plan to use the email addresses of our CVTE graduates as the primary means of communication for the follow-up survey.

<b>Title/Role of Person(s) Responsible for Implementation:</b> Matt Colantonio/principal; Donna Prisco/Survey Coordinator; David Krol/Perkins Director & Steering Committee Chairman	<b>Expected Date of Completion for Each Corrective Action Activity:</b> November 2011
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**Evidence of Completion of the Corrective Action:** Attached: 1. “Career Pathways Sign-Up Sheet” for students; 2. A Follow-Up Survey sample from the first-round (mailing in early April)

**To be collected:** The Follow-Up Folder contents (contact logs/procedures for conducting survey and entering data); the email list for 2011 graduates that we will be using for follow-up surveys in the future; DESE SIMS reporting data will be much more accurate; next year’s Course Selection Forms will enable students to sign up for one of our “Career Pathways” as they sign up for courses

**Description of Internal Monitoring Procedures:** Perkins Steering Committee

**CORRECTIVE ACTION PLAN APPROVAL SECTION**  
(To be completed by the Department of Elementary and Secondary Education)

<b>Criterion:</b> CVTE 9	<b>Status of Corrective Action:</b> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
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**Basis for Partial Approval or Disapproval:** The district provided a suitable strategy to address this finding.

**Department Order of Corrective Action:** Not applicable.

**Required Elements of Progress Report(s):** Not applicable.

**Progress Report Due Date(s):** None required.

<b>COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN</b> (To be completed by school district/charter school)	
<b>Criterion &amp; Topic:</b> CVTE 10	<b>Rating:</b> Not Implemented
<b>Department CPR Finding:</b> <i>All programs lack advisory committees.</i>	
<b>Narrative Description of Corrective Action:</b> Our teacher in charge of the Work Study/Internship program began to solicit local industry professionals to serve on advisory committees. We have met with the Stoughton Chamber of Commerce to begin forming these committees; the SCC has always been a community partner with the high school.	
<b>Title/Role of Person(s) Responsible for Implementation:</b> Matthew Colantonio/principal; David Krol/Perkins Director & Steering Committee Chairman; Kevin Smith/Internship Director	<b>Expected Date of Completion for Each Corrective Action Activity:</b>  December 2011
<b>Evidence of Completion of the Corrective Action:</b> meeting minutes, invitations, member descriptions	
<b>Description of Internal Monitoring Procedures:</b> Perkins Steering Committee	
<b>CORRECTIVE ACTION PLAN APPROVAL SECTION</b> (To be completed by the Department of Elementary and Secondary Education)	
<b>Criterion:</b> CVTE 10	<b>Status of Corrective Action:</b> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
<b>Basis for Partial Approval or Disapproval:</b> The district provided a suitable strategy to address this finding.	
<b>Department Order of Corrective Action:</b> Not applicable.	
<b>Required Elements of Progress Report(s):</b> The district must report on progress made towards establishing advisory committees.	
<b>Progress Report Due Date(s):</b> November 4, 2011	

<b>COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN</b> (To be completed by school district/charter school)	
<b>Criterion &amp; Topic:</b> CVTE 11	<b>Rating:</b> Partially Implemented
<b>Department CPR Finding:</b> <i>The district has begun implementing career plans with students in grades 9 and 10 but not every student enrolled in a career/vocational technical education program has developed a career plan. Parents/ guardians are not involved in the development of plans.</i>	
<b>Narrative Description of Corrective Action:</b> All Stoughton High School students currently have a graduation plan as part of their student profile. CVTE students will have either a separate plan for their "Pathway" or their graduation plans will be customized to include their Pathway's requirements. Guidance Counselors will be trained on how to read the CVTE component of the graduation plan.	

<b>Title/Role of Person(s) Responsible for Implementation: Matt Colantonio/principal; David Krol/Perkins Director and Steering Committee Chairman; Dan Fitzgerald/Guidance Counselor &amp; Perkins Steering Committee Member</b>		<b>Expected Date of Completion for Each Corrective Action Activity: January 2012</b>
<b>Evidence of Completion of the Corrective Action: sample student profile page; guidance logs; correspondence</b>		
<b>Description of Internal Monitoring Procedures: Perkins Steering Committee</b>		
<b>CORRECTIVE ACTION PLAN APPROVAL SECTION</b> (To be completed by the Department of Elementary and Secondary Education)		
<b>Criterion: CVTE 11</b>	<b>Status of Corrective Action:</b> <input type="checkbox"/> Approved <input checked="" type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved	
<b>Basis for Partial Approval or Disapproval:</b> The district has provided a plan to provide career plans for all students, but did not address the parent/guardian review process.		
<b>Department Order of Corrective Action:</b> Include a description of the parent/guardian review process in the first progress report.		
<b>Required Elements of Progress Report(s):</b> The district will provide a sample of the revised graduation plan document and the parent/guardian review process.		
<b>Progress Report Due Date(s):</b> November 4, 2011.		

<b>COORDINATED PROGRAM REVIEW</b> <b>CORRECTIVE ACTION PLAN</b> (To be completed by school district/charter school)	
<b>Criterion &amp; Topic: CVTE 12</b>	<b>Rating: Partially Implemented</b>
<b>Department CPR Finding:</b> <i>Not all technical education programs are structured so that students acquire safety &amp; health, employability, management &amp; entrepreneurship, and technological knowledge and skills. See CVTE 3.</i>	
<b>Narrative Description of Corrective Action:</b> We will be dedicating some of our department and faculty meeting time this year in order to include these skills in our "Pathways" programs. Directors will be working with the Perkins Steering Committee on this initiative for next year.	
<b>Title/Role of Person(s) Responsible for Implementation: Matt Colantonio/principal; Department Directors; David Krol/Perkins Director &amp; Steering Committee Chairman</b>	<b>Expected Date of Completion for Each Corrective Action Activity: March 2012</b>
<b>Evidence of Completion of the Corrective Action: meeting agendas and minutes; curriculum documents; sign-in sheets; professional development forms</b>	
<b>Description of Internal Monitoring Procedures: Directors Meetings and Perkins Steering Committee Meetings</b>	
<b>CORRECTIVE ACTION PLAN APPROVAL SECTION</b> (To be completed by the Department of Elementary and Secondary Education)	
<b>Criterion: CVTE 12</b>	<b>Status of Corrective Action:</b> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved

<b>Basis for Partial Approval or Disapproval:</b> See CVTE 3.
<b>Department Order of Corrective Action:</b> Not applicable.
<b>Required Elements of Progress Report(s):</b> See CVTE 3.
<b>Progress Report Due Date(s):</b> See CVTE 3.

<b>COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)</b>	
<b>Criterion &amp; Topic:</b> CVTE 13	<b>Rating:</b> Partially Implemented
<b>Department CPR Finding:</b> <i>Some programs have articulation agreements, but there is no evidence of the development and use of program of study grids to assist students in their postsecondary planning. Also, there is no process in place to ensure annual review of articulation agreements.</i>	
<b>Narrative Description of Corrective Action:</b> <b>The Perkins Steering Committee will work with Department Directors and local colleges to update and revise articulation agreements. We will be dedicating some of our department and faculty meeting time to complete these revisions.</b>	
<b>Title/Role of Person(s) Responsible for Implementation:</b> David Krol/Perkins Director & Steering Committee Chairman; Department Directors	<b>Expected Date of Completion for Each Corrective Action Activity:</b> March 2012
<b>Evidence of Completion of the Corrective Action:</b> updated agreements; meeting agendas; sign-in sheets	
<b>Description of Internal Monitoring Procedures:</b> Perkins Steering Committee	
<b>CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)</b>	
<b>Criterion:</b> CVTE 13	<b>Status of Corrective Action:</b> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
<b>Basis for Partial Approval or Disapproval:</b> The district provided a suitable strategy to address this finding.	
<b>Department Order of Corrective Action:</b> Not applicable.	
<b>Required Elements of Progress Report(s):</b> Provide a list of articulation agreements to be reviewed with timelines for updates.	
<b>Progress Report Due Date(s):</b> November 4, 2011.	

<b>COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)</b>	
<b>Criterion &amp; Topic:</b> CVTE 15	<b>Rating:</b> Not Implemented

<b>Department CPR Finding:</b> <i>Non-cooperative education (unpaid) work-based learning, such as internships and job-shadowing, is not implemented in accordance with applicable laws, regulations and policies. The district is not in compliance regarding the provision of CORI checks for sponsors or sponsor staff that may have direct and unmonitored contact with the student.</i>	
<b>Narrative Description of Corrective Action:</b> All sponsors/sponsor staff that may have direct contact with students will undergo proper CORI checks. This will be a prerequisite for sponsorship for the upcoming school year. The Internship coordinator will revise his sponsor letter to indicate this requirement and update his sponsor list accordingly.	
<b>Title/Role of Person(s) Responsible for Implementation:</b> Kevin Smith/Internship Coordinator; David Krol, Perkins Director; Matt Colantonio/principal	<b>Expected Date of Completion for Each Corrective Action Activity:</b> October 2011
<b>Evidence of Completion of the Corrective Action:</b> sponsor letter; sponsor sign-off sheet; cori form	
<b>Description of Internal Monitoring Procedures:</b> Perkins Steering Committee meetings	
<b>CORRECTIVE ACTION PLAN APPROVAL SECTION</b> (To be completed by the Department of Elementary and Secondary Education)	
<b>Criterion:</b> CVTE 15	<b>Status of Corrective Action:</b> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
<b>Basis for Partial Approval or Disapproval:</b> The district provided a suitable strategy to address this finding.	
<b>Department Order of Corrective Action:</b> Not applicable.	
<b>Required Elements of Progress Report(s):</b> None required.	
<b>Progress Report Due Date(s):</b> Not applicable.	

<b>COORDINATED PROGRAM REVIEW</b> <b>CORRECTIVE ACTION PLAN</b> (To be completed by school district/charter school)	
<b>Criterion &amp; Topic:</b> CVTE 20	<b>Rating:</b> Partially Implemented
<b>Department CPR Finding:</b> <i>Not all teachers in career/vocational technical education programs are appropriately licensed or are working under a current Department-issued waiver.</i>	
<b>Narrative Description of Corrective Action:</b> All teachers will be appropriately licensed or working under a Department-issued waiver next year. This year, we had one permanent substitute who was not certified. This position will be filled with a full-time, appropriately licensed teacher this year.	
<b>Title/Role of Person(s) Responsible for Implementation:</b> Matthew Colantonio/principal; Jonathan Ford/Assistant Superintendent	<b>Expected Date of Completion for Each Corrective Action Activity:</b> September 2011
<b>Evidence of Completion of the Corrective Action:</b> copy of licensures	
<b>Description of Internal Monitoring Procedures:</b> Principal/Department Director/Assistant Superintendent	

<b>CORRECTIVE ACTION PLAN APPROVAL SECTION</b> (To be completed by the Department of Elementary and Secondary Education)	
<b>Criterion:</b> CVTE 20	<b>Status of Corrective Action:</b> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
<b>Basis for Partial Approval or Disapproval:</b> The district provided a suitable strategy to address this finding.	
<b>Department Order of Corrective Action:</b> Not applicable.	
<b>Required Elements of Progress Report(s):</b> Provide copy of license of newly appointed teacher.	
<b>Progress Report Due Date(s):</b> November 4, 2011	

<b>COORDINATED PROGRAM REVIEW</b> <b>CORRECTIVE ACTION PLAN</b> (To be completed by school district/charter school)	
<b>Criterion &amp; Topic:</b> CVTE 22	<b>Rating:</b> Partially Implemented
<b>Department CPR Finding:</b> <i>A safety expert from the Department of Elementary and Secondary Education - Office for Career/Vocational Technical Education inspected the school facilities and shop equipment. The Office for Career/Vocational Technical Education sent the Safety Survey Report on the inspection to Superintendent Rizzi on March 2, 2011.</i>	
<b>Narrative Description of Corrective Action:</b> All work has been completed to address the safety report. The safety report has been submitted and returned with feedback.	
<b>Title/Role of Person(s) Responsible for Implementation:</b> Joel Harding/Support Services Director; Janet Sullivan/Science and Phys. Ed. Director; Dr. Tom Gorsuch/Business-Technology/Math Director	<b>Expected Date of Completion for Each Corrective Action Activity:</b> May 2011
<b>Evidence of Completion of the Corrective Action:</b> Attached: The Stoughton Public Schools safety plan that was developed as part of our review process this year. <b>See:</b> The Safety Report CAP on file	
<b>Description of Internal Monitoring Procedures:</b> Perkins Steering Committee meetings	
<b>CORRECTIVE ACTION PLAN APPROVAL SECTION</b> (To be completed by the Department of Elementary and Secondary Education)	
<b>Criterion:</b> CVTE 22	<b>Status of Corrective Action:</b> <input type="checkbox"/> Approved <input checked="" type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
<b>Basis for Partial Approval or Disapproval:</b> Safety plans must be provided for individual programs.	
<b>Department Order of Corrective Action:</b>	
<b>Required Elements of Progress Report(s):</b> The district will continue to submit a Progress Report every thirty days to David Edmonds in the Office of Career/Vocational Technical Education, until all safety issues have been mitigated. Submit a safety plan for each program.	
<b>Progress Report Due Date(s):</b> Progress reports on safety findings will be submitted every thirty (30) days until all safety issues have been mitigated. Safety plan for each program should be submitted by November 4, 2011.	

<b>COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)</b>	
<b>Criterion &amp; Topic:</b> CVTE 23	<b>Rating:</b> Partially Implemented
<b>Department CPR Finding:</b> <i>Reviewers found that the district's performance was as follows: For Perkins Performance Year Three (2009-2010) the district did not meet at least 90% of the performance level for populations with 16 or more students for the following core indicators: (4) Nontraditional Participation Core Indicator 6S1/ (Year 3: required = 8.26%; actual = 5.6 %.) (5) Nontraditional Completion Core Indicator 6S2 (Year 3: required = 9.83%; actual = 0 %.)</i>	
<b>Narrative Description of Corrective Action:</b> The career development process will be modified in the 2011-2012 school year to monitor the progress of female CTE participants in "non-traditional" programs. The Steering Committee will dedicate meeting time to looking at data to monitor this progress. The administrative office will work with guidance to spread the word about these programs to all students as the year begins.	
<b>Title/Role of Person(s) Responsible for Implementation:</b> Matt Colantonio/principal; David Krol/Perkins Director; Dan Fitzgerald/guidance counselor & Perkins Steering Committee member	<b>Expected Date of Completion for Each Corrective Action Activity:</b> May 2012
<b>Evidence of Completion of the Corrective Action:</b> updated participation data; communication	
<b>Description of Internal Monitoring Procedures:</b> Perkins Steering Committee	
<b>CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)</b>	
<b>Criterion:</b> CVTE 23	<b>Status of Corrective Action:</b> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
<b>Basis for Partial Approval or Disapproval:</b> The district provided a suitable strategy to address this finding.	
<b>Department Order of Corrective Action:</b> None required.	
<b>Required Elements of Progress Report(s):</b> None required.	
<b>Progress Report Due Date(s):</b> Not applicable.	

<b>COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)</b>	
<b>Criterion &amp; Topic:</b> CVTE 24	<b>Rating:</b> Not Implemented
<b>Department CPR Finding:</b> <i>The district does not distribute the Perkins Act Core Indicator of Performance outcomes to staff; consequently there are no analyses of Perkins data to improve programs and outcomes for students enrolled in career and technical education programs.</i>	

<b>Narrative Description of Corrective Action: The Perkins Steering Committee Director will distribute these outcomes to staff during the school year. The Director will also run a brief training on how best to interpret the data and use it to improve our program instruction.</b>	
<b>Title/Role of Person(s) Responsible for Implementation: David Krol/Perkins Director &amp; Steering Committee Chair</b>	<b>Expected Date of Completion for Each Corrective Action Activity: January 2012</b>
<b>Evidence of Completion of the Corrective Action: meeting agenda; copy of presentation to staff; sign-in sheets</b>	
<b>Description of Internal Monitoring Procedures: Perkins Steering Committee Meetings</b>	
<b>CORRECTIVE ACTION PLAN APPROVAL SECTION</b> <b>(To be completed by the Department of Elementary and Secondary Education)</b>	
<b>Criterion: CVTE 24</b>	<b>Status of Corrective Action:</b> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
<b>Basis for Partial Approval or Disapproval: The district provided a suitable strategy to address this finding.</b>	
<b>Department Order of Corrective Action: None required.</b>	
<b>Required Elements of Progress Report(s): None required</b>	
<b>Progress Report Due Date(s): Not applicable.</b>	