

# **SPECIAL EDUCATION**

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Janet A. Norris**

**Date: 7-2-2008**

**Report Area: Special Education**

**Criterion Number: SE 1, 4, 9A, 49**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT**

**TOGETHER WITH:**

- Completion dates
- Anticipated results
- Evidence of completion
- Person(s) responsible for implementation of activities
- The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.

**Department of Education Findings:**

*SE1: Review of student records reveal that more recent assessments are limited in scope consisting of test program generated interpretations of the data. Older assessments, done by contracted consultants contain information that is confusing. This has resulted, in some cases, in primary diagnoses that are unclear and may have led, in turn, to inappropriate goals, or lack of appropriate goals and modifications. Interviews indicate that some of the staff conducting assessments are not experienced or comfortable with their role.*

*SE4: Newer assessments are limited in scope, consisting of test program generated interpretations of the data. Older assessments, done by contracted consultants, contain information that is confusing and has resulted in primary diagnoses that are unclear. See SE1*

*SE9A: Record reviews and interviews indicate that confusion, stemming from inadequate assessments or inappropriate conclusions based on assessments that are limited in scope, or poorly informed assumptions about students' primary disabilities have, in many cases, impacted services provided to students.*

*SE49: Record reviews and interviews indicate that some students may not be provided with the related services required to meet their needs because of confusion related to the interpretation of assessments and the designation of the primary disability. See SE1 and SE4.*

**CORRECTIVE ACTION ACTIVITIES:**

As of the beginning of the 2007-2008 school year, a Special Education Teacher who is also a Reading Specialist and a Speech-Language Pathologist who is also an Assistive Technology Specialist joined the staff at Essex AgTech. With consideration given to the area of suspected disability, initial and re-evaluations have included assessments conducted and interpreted by these specialists, as appropriate.

On October 19, 2007 Consultant Ellen Honeyman was contracted to review our current assessment practices and make recommendations for refining our process. Subsequent to her visit, the following practice was adopted for initial and re-evaluations:

- Prior to sending the Consent for Evaluation form to parents/guardians, the Special Education Liaison will meet with the School Psychologist to review past testing and determine what formal assessments should be administered for the upcoming re-evaluation or initial evaluation.
- The Special Education Liaison will collaborate with General Education Teachers to conduct classroom observations and collect and analyze work samples.
- The School Psychologist will conduct the Educational Assessment and conduct a classroom observation.
- Parent Checklists have already been utilized with success and they will continue to be sent home.

On October 22, 2007 a memo was sent to staff to review our newly implemented collaborative assessment practices.

An experienced Consulting School Psychologist, Dr. Barbara Poggio, was hired to conduct individual training and supervision sessions with our current School Psychologist. During nine hours of training sessions, Dr. Poggio addressed:

- The scope of assessments
- Diagnoses
- Report Writing
- Interpreting formal assessment data

At their April, 2008 meeting, the Board of Trustees approved the addition of the position of School Psychologist. On May 4, 2008 an advertisement was placed in the *Boston Sunday Globe* for a School Psychologist. Interviewing is underway as of this writing.

#### **CORRECTIVE ACTION ACTIVITIES (Continued):**

With appropriate staff in place, the Special Education Administrator will ensure that assessments are conducted by appropriately credentialed and trained specialists, that reports include clear diagnoses and educationally relevant recommendations and that corresponding IEP's include appropriate goals and modifications.

#### **•Completion dates:**

- School Psychologist will be in place by 8/26/2008
- By February 15, 2009 the assessment team will review an assessment report and corresponding IEP Key Evaluation Summaries and Goals

#### **•Anticipated results:**

- Assessments that comply with Department of Elementary and Secondary Education requirements and include both standardized and functional assessments will be conducted.
- Assessment reports that establish clear diagnoses will be written.
- Appropriate services including related services, as indicated, will be provided to students.

#### **•Evidence of completion:**

- Evidence of clear connections between diagnosed disabilities and appropriate modifications and goals will be provided in testing reports and their corresponding IEP's.

#### **•Person(s) responsible for implementation of activities:**

- Special Education Administrator
- School Psychologist
- Special Education Liaisons

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

- Departmental review of the documentation of one assessment process including the assessment report and corresponding IEP to be conducted each year by February 15.

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Janet A. Norris**

**Date: 7-2-2008**

**Report Area: Special Education**

**Criterion Number: SE 7**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion  
•Person(s) responsible for implementation of activities •The district's internal evaluation process for action  
plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:**

*SE7: Record reviews indicated that documentation of the transfer of parental rights is not consistently provided in the student record.*

**CORRECTIVE ACTION ACTIVITIES:**

The Special Education Administrator will review requirements and documentation forms with Special Education Liaisons.

**•Completion dates:**

- No later than November 30, 2008.

**•Anticipated results:**

**•Evidence of completion:**

- Transfer of parental rights documentation will be completed and placed in student records.

**•Person(s) responsible for implementation of activities:**

- Special Education Administrator
- Special Education Liaisons

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

- Random record review of 5 files will be conducted by Special Education Administrator by February 15, 2008.

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Janet A. Norris**

**Date: 7-2-2008**

**Report Area: Special Education**

**Criterion Number: SE 8**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion  
•Person(s) responsible for implementation of activities •The district's internal evaluation process for action  
plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:**

*SE8: Record reviews and interviews provide evidence that general education teachers do not consistently attend Team meetings. No copies of excusal forms were found.*

**CORRECTIVE ACTION ACTIVITIES:**

The Special Education Administrator will:

- Assure coordination among school administration to schedule class coverage to provide opportunity for general education teachers to attend Team meetings.
- Provide training to Special Education Liaisons regarding "Excusal Form" requirements.

**•Completion dates**

- No later than November 30, 2008.

**•Anticipated results:**

**•Evidence of completion:**

- General education teachers will be present at all Team meetings.
- Excusal forms will be evident in student records.

**•Person(s) responsible for implementation of activities:**

- Special Education Administrator
- School Administration Team
- Special Education Liaisons

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

- Random record review of 5 files for Excusal Forms will be conducted by Special Education Administrator by February 15, 2008.
- All Team meeting sign-ins for the month of January, 2009 will be reviewed for the presence of a representative from General Education.

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Janet A. Norris**

**Date: 7-2-2008**

**Report Area: Special Education**

**Criterion Number: SE 13**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT**

**TOGETHER WITH:**

- Completion dates
- Anticipated results
- Evidence of completion
- Person(s) responsible for implementation of activities
- The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.

**Department of Education Findings:**

*SE13: Record reviews and interviews reveal that progress reports are not provided at least as often as general education students receive reports. No progress report is issued in June with the final report card.*

**CORRECTIVE ACTION ACTIVITIES:**

The Special Education Administrator will:

- Provide training to Special Education Liaisons regarding progress report requirements.

**•Completion dates**

- No later than November 30, 2008.

**•Anticipated results:**

**•Evidence of completion:**

- Progress reports will be issued at least as often as general education students receive reports.
- Evidence will be found in student records.

**•Person(s) responsible for implementation of activities:**

- Special Education Administrator
- Special Education Liaisons

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

- Random record review of 10 Special Education files will be conducted by Special Education Administrator by February 15, 2008.

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Janet A. Norris**

**Date: 7-2-2008**

**Report Area: Special Education**

**Criterion Number: SE 18A**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion  
•Person(s) responsible for implementation of activities •The district's internal evaluation process for action  
plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:**

*SE18A: Record reviews demonstrate that in some cases goals are repeated from year to year despite progress reports indicating that the student was making sufficient progress to meet the annual goals from the prior year's IEP.*

**CORRECTIVE ACTION ACTIVITIES:**

The Special Education Administrator will provide training to Special Education staff regarding goal writing.

**•Completion dates:**

- Inservice was provided by Teachers21 on May 31, 2007.
- Follow up will be provided by November 15, 2008.

**•Anticipated results:**

- Individualized Education Programs will demonstrate evidence of annual goals that change from one year to the next, facilitating students' progress toward increasing levels of independence.

**•Evidence of completion:**

- Completion of a form that indicates liaison's review of IEP's.

**•Person(s) responsible for implementation of activities:**

- Special Education Administrator
- Special Education Liaisons

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

- Review of 3 IEP's comparing goals from one year to the next will be conducted by each of the Special Education Liaisons of students on their caseloads during the 2008-2009 school year.

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Janet A. Norris**

**Date: 7-2-2008**

**Report Area: Special Education**

**Criterion Number: SE 20**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion  
•Person(s) responsible for implementation of activities •The district's internal evaluation process for action  
plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:**

*SE20: Review of records reveals that justification statements are not consistently descriptive or specific enough.*

**CORRECTIVE ACTION ACTIVITIES:**

The Special Education Administrator will review Department of Elementary and Secondary Education requirements for justifying the need for removal from the general education classroom.

**•Completion dates:**

- Inservice was provided by Teachers21 on May 31, 2007.
- Follow up will be provided by November 15, 2008.

**•Anticipated results:**

- Individualized Education Programs will demonstrate evidence of justification statements that are descriptive and specific as to why removal is considered critical for the student.

**•Evidence of completion:**

- Upon liaison's review of IEP's, completion of a form requiring responses to all of the necessary considerations in determining the need to remove a student from the general education setting.

**•Person(s) responsible for implementation of activities:**

- Special Education Administrator
- Special Education Liaisons

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

- Review of 3 IEP's for justification statements that are descriptive and specific.

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Janet A. Norris**

**Date: 7-2-2008**

**Report Area: Special Education**

**Criterion Number: SE 22**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion  
•Person(s) responsible for implementation of activities •The district's internal evaluation process for action  
plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:**

*SE22: Interviews indicate that teachers are routinely provided with a summary of the accommodations on a student's IEP, but may not be aware of the student's goals or of their responsibilities with regard to those goals.*

**CORRECTIVE ACTION ACTIVITIES:**

As of October of 2007, all staff members have passwords so that they can access the District's IEP program electronically. Through this process staff can gain access to full Individualized Education Programs. A representative from the District's electronic IEP program provider presented an inservice to all staff on October 15, 2007 explaining all of the necessary steps in the process of accessing students' IEP's electronically. The Special Education Administrator explained the significance of each of the elements of the IEP and described teachers' responsibilities with regard to IEP goals. On October 26, 2007 staff were provided with an opportunity to access special education personnel if they needed assistance in accessing IEP's electronically. On January 25, 2008 a follow-up refresher was provided to staff. Again, the IEP was described page by page and teachers' responsibilities were explained. Staff members were provided with another opportunity to access IEP's while staff members were present to assist them.

At the end of August, 2008 during staff inservice days the Special Education Administrator will provide staff with follow-up training about the elements of the IEP and their responsibilities with regard to the goals. Staff will be provided with binders to utilize for the organization of IEP's.

**•Completion dates:**

- Inservice will be provided on August 27, 2008.

**•Anticipated results:**

- General education teachers will have access to their student's Individualized Education Programs and will understand their responsibilities with regard to IEP goals.

**•Evidence of completion:**

- Sign-in sheets from inservice training.

**•Person(s) responsible for implementation of activities:**

- Special Education Administrator
- Special Education Secretary

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

- The Special Education Secretary will run a program that documents that teachers have accessed our electronic IEP program.

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Janet A. Norris**

**Date: 7-2-2008**

**Report Area: Special Education**

**Criterion Number: SE 24**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion  
•Person(s) responsible for implementation of activities •The district's internal evaluation process for action  
plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:**

*SE24: Records reveal that N1 notices provided to parents do not consistently provide enough information to effectively inform the parent about the action being taken and the purpose of the action.*

**CORRECTIVE ACTION ACTIVITIES:**

Special Education Administrator will review requirements of the N1 with the School Psychologist.

**•Completion dates:**

- Special Education staff training occurred on October 5, 2006.
- By November 15, 2008, Special Education Administrator will review the requirements of the N1.

**•Anticipated results:**

- School Psychologist will complete comprehensive N1 notices so that parents will be fully informed about action being taken and the purpose of that action.

**•Evidence of completion:**

- Sign-in sheet from inservice training.

**•Person(s) responsible for implementation of activities:**

- Special Education Administrator
- School Psychologist

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

- Random review of 5 records will be conducted by the Special Education Administrator by June, 2009.

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Janet A. Norris**

**Date: 7-2-2008**

**Report Area: Special Education**

**Criterion Number: SE 29**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion  
•Person(s) responsible for implementation of activities •The district's internal evaluation process for action  
plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:**

*SE29: Interviews and record reviews indicate that while the district makes some effort to identify the need and provide translations in Spanish, translations and provision of information in other languages is inconsistent.*

**CORRECTIVE ACTION ACTIVITIES:**

The ELE Co-ordinator at Essex AgTech is responsible for conducting the Home Language Survey. Whereas this has been done through the students in the past, it is now sent home with registration materials to all students. Surveys are completed by parents.

Utilizing the results of the Home Language Surveys completed by parents, the English Language Education Co-ordinator will compile an accurate list of families that require translations and the provision of information in other languages. The Special Education Administrator will access the information from the English Language Education Co-ordinator and ensure that translations and information are provided in the appropriate languages to families of students with disabilities.

**•Completion dates:**

- By August 30, 2008 an accurate list of families that require translations and the provision of information in other languages will be established by the Special Education Secretary and approved by the Special Education Administrator.

**•Anticipated results:**

- Families who require translations and information in other languages will receive them.

**•Evidence of completion:**

- Accurate list of families who require translations and in what languages they require them.

**•Person(s) responsible for implementation of activities:**

- Special Education Administrator
- Special Education Secretary
- English Language Education Co-ordinator

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

- Random review of the results of 5 Home Language Surveys with the list that indicates who requires translations.

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Janet A. Norris**

**Date: 7-2-2008**

**Report Area: Special Education**

**Criterion Number: SE 55**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion  
•Person(s) responsible for implementation of activities •The district's internal evaluation process for action  
plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:**

*SE55: The current clustering of special education programs in one area of one building does not maximize the inclusion of eligible students with the rest of the school.*

**CORRECTIVE ACTION ACTIVITIES:**

During the 2007-2008 school year, some special education programs were relocated to a building that houses general education classes and general education classes took place in the area that previously housed some special education classes.

Special Education Administrator will collaborate with other school administration to schedule classes so that special education programs are not clustered in one area of one building.

**•Completion dates:**

- Already in effect; ongoing.

**•Anticipated results:**

- Students with disabilities will be educated in the environment with their non-disabled peers thereby maximizing inclusion.

**•Evidence of completion:**

- Room assignments for classes will reflect that special and general education classes occur in the same areas of the school.

**•Person(s) responsible for implementation of activities:**

- Special Education Administrator
- School Administration

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

- School Administration have discontinued their practice of designating classrooms for special education.

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Janet A. Norris**

**Date: 7-2-2008**

**Report Area: Special Education**

**Criterion Number: SE 56**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion  
•Person(s) responsible for implementation of activities •The district's internal evaluation process for action  
plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:**

*SE56: Interviews and reviews of records and documentation do not demonstrate regular evaluation of programs or a procedure, or plan, in place to conduct such evaluation.*

**CORRECTIVE ACTION ACTIVITIES:**

A consultant from *Educational Specialists* has been contacted to conduct a program evaluation during the 2008-2009 school year.

**•Completion dates:**

- A program evaluation will have been completed by June, 2009.

**•Anticipated results:**

- Our program will be evaluated.

**•Evidence of completion:**

- Written documentation of Program Evaluation.

**•Person(s) responsible for implementation of activities:**

- Special Education Administrator

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

- Pending on the outcome of the evaluation, recommendations will be considered. If the evaluation seems comprehensive and the recommendations pertinent, consideration will be given to utilizing the consultants annually. If the process proves not to be satisfactory, another avenue will be pursued to conduct annual evaluation.

# **METHODS OF ADMINISTRATION**

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Joy White**

**Date: 7-11-2008**

**Report Area: Civil Rights Method of Administration**

**Criterion Number: MOA 6**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

**•Completion dates •Anticipated results •Evidence of completion  
•Person(s) responsible for implementation of activities •The district's internal evaluation process for action  
plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:**

*Interviews and document reviews indicate that the district requires pregnant students to obtain medical clearance from a doctor in order to continue to participate in their program. There was no evidence that the district requires such certification for all students for other physical or emotional conditions requiring the attention of a physician*

**CORRECTIVE ACTION ACTIVITIES:**

Essex Agricultural and Technical High School requires all students returning to school following injuries, surgeries or a change in medical condition including psychological evaluations to produce medical documentation stating that they are ready to return to school. This documentation is maintained in the strictest confidence and is filed appropriately within the students medical records. The exclusive purpose of this documentation is for the safety of the student .

**•Completion dates:** This is an ongoing practice.

**•Anticipated results:**

Students are able to continue their education knowing that their safety is our primary concern .

**•Evidence of completion:**

Maintenance of appropriate documentation and a safe educational setting for all students

**•Person(s) responsible for implementation of activities:**

School Nurse

Principal

Adjustment Counselor

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

Annual review of medical records by the school nurse.

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Joy White**

**Date: July 8, 2008**

**Report Area: Civil Rights Methods of Administration**

**Criterion Number: MOA 7**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
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- Completion dates •Anticipated results •Evidence of completion  
•Person(s) responsible for implementation of activities •The district's internal evaluation process for action  
plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:**

*(MOA 7) Interviews, document review and record review indicate that while the district does , in some instances distribute notices and announcements translated into Spanish, there is no plan or process in place for translating into other languages , and the process in place fore identifying those parents who might need translation is not appropriately administered.*

**CORRECTIVE ACTION ACTIVITIES:**

The ELE Coordinator at Essex AgTech is responsible for conducting the Home Language Survey. Whereas this has been done through the students in the past, it is now sent home with registration materials to all students. Surveys are completed by parents.

Utilizing the results of the Home Language Surveys completed by parents, the Assistant Superintendent for Curriculum and Instruction will access and review the list of families that require translations and the provision of information in other languages and ensure that translations and information are provided in the appropriate languages.

**•Completion dates:**

By August 30, 2008 an accurate list of families that require translations and the provision of information in other languages will be established by the ELE Coordinator.

**•Anticipated results:**

Families who require translations and information in other languages will receive them.

**•Evidence of completion:**

Accurate list of families who require translations and in what languages they require them.

**•Person(s) responsible for implementation of activities:**

ELE Coordinator

•**The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

Random review of the results of 5 Home Language Surveys with the list that indicates who requires translations.

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Joy White**

**Date: 7-8-2008**

**Report Area: Civil Rights Methods of Administration**

**Criterion Number: MOA 14**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

- A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
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  - Completion dates •Anticipated results •Evidence of completion**
  - Person(s) responsible for implementation of activities •The district's internal evaluation process for action  
plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:**

*(MOA 14) Based on interviews, review of both records and documentation there is evidence that the district's process for identifying LEP students or students with linguistic minorities is not administered appropriately. There fore it is difficult to determine how linguistic minorities are being served in this criterion.*

**CORRECTIVE ACTION ACTIVITIES:**

The ELE Coordinator at Essex AgTech is responsible for conducting the Home Language Survey. Whereas this has been done through the students in the past, it is now sent home with registration materials to all students. Surveys are completed by parents.

The Home Language Survey has been revised to solicit unambiguous information regarding whether student's first language is English and/or whether the student has received instruction in a sheltered English immersion program. A permanent ELL Study Team has been established to review all Home Language Surveys to determine follow-up procedures in cases of students whose first language is not English.

**•Completion dates: 6/15/09**

**•Anticipated results:**

The district will now have an established procedure for identifying all limited English proficient students. There will be no ambiguities concerning the identification of students whose first language is not English nor concerning which students have received instruction in a sheltered English immersion program.

**•Evidence of completion:**

Home Language Survey's and written documentation of the Home Language Survey Review by the ELL study team become part of the student's permanent record.

**•Person(s) responsible for implementation of activities:**

ELL coordinator and Guidance Staff

ELL Study Team

Assistant Superintendent of Curriculum and Instruction

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

Random review of a minimum of 5 student records who have documentation from the ELL study team review will take place

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Joy White**

**Date: 7-8-2008**

**Report Area: Civil Rights Methods of Administration**

**Criterion Number: MOA 14**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

- **A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**
  - **Completion dates**
  - **Anticipated results**
  - **Evidence of completion**
- **Person(s) responsible for implementation of activities**
- **The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:**

*(MOA 14) Based on interviews, review of both records and documentation there is evidence that the district's process for identifying LEP students or students with linguistic minorities is not administered appropriately. There fore it is difficult to determine how linguistic minorities are being served in this criterion.*

**CORRECTIVE ACTION ACTIVITIES:**

The ELE Coordinator at Essex AgTech is responsible for conducting the Home Language Survey. Whereas this has been done through the students in the past, it is now sent home with registration materials to all students. Surveys are completed by parents.

The Home Language Survey has been revised to solicit unambiguous information regarding whether student's first language is English and/or whether the student has received instruction in a sheltered English immersion program. A permanent ELL Study Team has been established to review all Home Language Surveys to determine follow-up procedures in cases of students whose first language is not English.

**•Completion dates: 6/15/09**

**•Anticipated results:**

The district will now have an established procedure for identifying all limited English proficient students. There will be no ambiguities concerning the identification of students whose first language is not English nor concerning which students have received instruction in a sheltered English immersion program.

**•Evidence of completion:**

Home Language Survey's and written documentation of the Home Language Survey Review by the ELL study team become part of the student's permanent record.

**•Person(s) responsible for implementation of activities:**

ELL coordinator and Guidance Staff

ELL Study Team

Assistant Superintendent of Curriculum and Instruction

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

Random review of a minimum of 5 student records who have documentation from the ELL study team review will take place

# **ENGLISH LANGUAGE LEARNERS**

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Harriet Polner**

**Date: 7-9-2008**

**Report Area: English Language Learner**

**Criterion Number: ELE 1**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion  
•Person(s) responsible for implementation of activities •The district's internal evaluation process for action  
plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:** *Interviews and document review indicate that existing personnel are not yet trained to administer these assessments.*

**CORRECTIVE ACTION ACTIVITIES:**

Selected faculty members will attend training sessions to become qualified as MEPA and MELA-O administrators.

**•Completion dates:**

6/15/09

**•Anticipated results:**

The District will now have qualified staff who are able to administer the MEPA and MELA-O tests on an annual basis in order to assess the English proficiency of all limited English proficient students.

**•Evidence of completion:**

Certificates of completion of training.

**•Person(s) responsible for implementation of activities:**

District Administration  
ELL Coordinator

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

Develop plan to implement on-going staff training to expand number of staff members qualified as MEPA and MELA-O administrators.

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Harriet Polner**

**Date: 7-9-2008**

**Report Area: English Language Learner**

**Criterion Number: ELE 3**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

- **A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**
  - **Completion dates**
  - **Anticipated results**
  - **Evidence of completion**
- **Person(s) responsible for implementation of activities**
- **The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:** *Interviews and review of both documentation and records demonstrate that the district's procedure for attempting to identify LEP students is inappropriately administered and staff are not qualified or trained to assess their level of English proficiency in reading, writing, speaking, and listening.*

**CORRECTIVE ACTION ACTIVITIES:**

The District owns the IPT 3 Reading and Writing and IPT II Oral Language Tests in both English and Spanish versions in order to provide a comprehensive assessment for the purposes of the initial identification and measurement of progress of limited English proficient students. Selected faculty members will attend in-service training sessions to become qualified to administer the IPT Reading, Writing and Oral Language Tests.

**•Completion dates:**

6/15/09

**•Anticipated results:**

The District will now have qualified staff who are able to administer the IPT 3 Reading and Writing and IPT II Oral Language Tests in order to identify and measure the progress of all limited English proficient students.

**•Evidence of completion:**

Certificates of completion of training.

**•Person(s) responsible for implementation of activities:**

District Administration  
ELL Coordinator

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

Develop plan to implement on-going staff training to expand number of staff members qualified as IPT administrators.

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Harriet Polner**

**Date: 7-9-2008**

**Report Area: English Language Learner**

**Criterion Number: ELE 5**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion  
•Person(s) responsible for implementation of activities •The district's internal evaluation process for action  
plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:**

*Essex Agricultural and Technical High School does not have an established procedure or qualified staff for identifying LEP students. Therefore, it would be difficult to accurately establish that there are no LEP students. Documentation provided by the school guidance department indicates that there are 55 students whose first language may, or may not, be English. There is no indication that any of these students have received instruction in a sheltered English immersion program.  
The course selection in the program of study handbook did not indicate that any English as a Second Language (ESL) classes are offered.*

**CORRECTIVE ACTION ACTIVITIES:**

The Home Language Survey Form has been revised to solicit unambiguous information regarding whether the student's first language is English and/or whether the student has received instruction in a sheltered English immersion program. All parents are asked to complete the Home Language Survey as part of their child's admissions process. A permanent ELL Study team has been established to review all Home Language Surveys to determine follow-up procedures in the cases of students whose first language is not English and/or the cases of students who have received instruction in a sheltered English immersion program. All Home Language Surveys and written documentation of the Home Language Survey Review by the ELL Study team become part of the student's permanent record. Previous school systems are contacted in all cases in which parents indicate that their children have, at any time, participate in a sheltered English immersion program.

The Program of Study Handbook is being revised to include a description of the sheltered English immersion program that is available to Limited English Proficient students in the District.

**•Completion dates:**

6/15/09

**•Anticipated results:**

The District will now have an established procedure for identifying all limited English proficient students. There will be no ambiguities concerning the identification of students whose first language is not English nor concerning which students have received instruction in a sheltered English immersion program.

The District will have a revised Program of Study which will contain a description of the sheltered English immersion program that is available to Limited English Proficient students in the District.

**•Evidence of completion:**

Home Language Surveys and written documentation of the Home Language Survey Review by the ELL Study team become part of the student's permanent record.

The revised Program of Study will be available.

**•Person(s) responsible for implementation of activities:**

ELL Coordinator  
Assistant Superintendent of Curriculum and Instruction  
ELL Study Team  
Guidance Staff

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

On-going meetings of the ELL Study Team to review and document the progress of Limited English Proficient students and review the Home Language Surveys of newly-entered students.

Development of curriculum offerings for inclusion on the Program of Studies that will be available to Limited English Proficient students in the District.

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Harriet Polner**

**Date: 7-9-2008**

**Report Area: English Language Learner**

**Criterion Number: ELE 6**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion  
•Person(s) responsible for implementation of activities •The district's internal evaluation process for action  
plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:** *The school reports no LEP students enrolled as of October 1, 2006 (refer to comments in ELE 3 and ELE 5).*

**CORRECTIVE ACTION ACTIVITIES:**

Implementation of a comprehensive assessment process for measuring the progress of LEP students (see ELE 3) and the on-going monitoring of the progress of LEP students by the ELL Study Team (see ELE 5) will assure that a student is not re-designated from LEP to Formerly Limited English Proficient (FLEP) until the student is deemed English proficient based on multiple measures.

**•Completion dates:**

6/15/09

**•Anticipated results:**

Clear exiting criteria procedures will be developed so that no student will be re-designated until deemed English proficient.

**•Evidence of completion:**

Documentation of assessment results and ELL Study Team reviews filed in permanent student record.

**•Person(s) responsible for implementation of activities:**

ELL Coordinator  
ELL Study Team

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

Development of data base documenting student progress.

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Harriet Polner**

**Date: 7-9-2008**

**Report Area: English Language Learner**

**Criterion Number: ELE 7**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion**
- Person(s) responsible for implementation of activities •The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:** *Interviews and reviews of both documentation and records indicate that the district does not have the ability to appropriately identify LEP students, and with the exception of Spanish, the district does not translate information and notices provided to parents.*

**CORRECTIVE ACTION ACTIVITIES:**

The Home Language Survey Form has been revised to solicit unambiguous information regarding whether the student's first language is English and/or whether the student has received instruction in a sheltered English immersion program. All parents are asked to complete the Home Language Survey as part of their child's admissions process. A permanent ELL Study team has been established to review all Home Language Surveys to determine follow-up procedures in the cases of students whose first language is not English and/or the cases of students who have received instruction in a sheltered English immersion program. All Home Language Surveys and written documentation of the Home Language Survey Review by the ELL Study team become part of the student's permanent record. Previous school systems are contacted in all cases in which parents indicate that their children have, at any time, participate in a sheltered English immersion program.

The District owns the IPT 3 Reading and Writing and IPT II Oral Language Tests in both English and Spanish versions in order to provide a comprehensive assessment for the purposes of the initial identification and measurement of progress of limited English proficient students. Selected faculty members will attend in-service training sessions to become qualified to administer the IPT Reading, Writing and Oral Language Tests.

**•Completion dates:**  
6/15/09

**•Anticipated results:**

The District will now have an established procedure for identifying all limited English proficient students.  
The District will have qualified staff members to identify limited English proficient students.

**•Evidence of completion:**

Certificates of completion of training.

Home Language Surveys and written documentation of the Home Language Survey Review by the ELL Study team become part of the student's permanent record.

**•Person(s) responsible for implementation of activities:**

ELL Coordinator

ELL Study team

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

Develop plan to implement on-going staff training to expand number of staff members qualified as IPT administrators

ELL Study team will review the Home Language Surveys of newly-entered students.

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Harriet Polner**

**Date: 7-9-2008**

**Report Area: English Language Learner**

**Criterion Number: ELE 9**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion  
•Person(s) responsible for implementation of activities •The district's internal evaluation process for action  
plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:** *Because no students are identified as LEP students, there is no evidence or documentation of students being grouped appropriately for ESL and Sheltered Content Instruction, or receiving effective content instruction at appropriate academic levels.*

**CORRECTIVE ACTION ACTIVITIES:**

With the initiatives implemented for effectively identifying and monitoring the progress of LEP students (see ELE 3 and ELE 5), LEP students will be grouped appropriately according to levels of English proficiency based on the English Language Proficiency Benchmarks and Outcomes.

**•Completion dates:**

6/15/09

**•Anticipated results:**

Clear criteria procedures will be developed governing the placement of LEP students in instructional groups, ensuring that LEP students receive effective content instruction at appropriate academic levels.

**•Evidence of completion:**

Student records and documentation.

**•Person(s) responsible for implementation of activities:**

ELL Coordinator  
ELL Study Team  
Curriculum Coordinator  
Guidance Staff

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

Development of evaluation criteria to govern effective placement of LEP students in appropriate instructional groups.

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Harriet Polner**

**Date: 7-9-2008**

**Report Area: English Language Learner**

**Criterion Number: ELE 10**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion  
•Person(s) responsible for implementation of activities •The district's internal evaluation process for action  
plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:** *See ELE 3.*

**CORRECTIVE ACTION ACTIVITIES:**

With the initiatives implemented for effectively identifying and monitoring the progress of LEP students (see ELE 3 and ELE 5), students will be placed in appropriate sheltered English instruction classrooms. Notices have been devised to inform parents of the reasons for identification of their child as an LEP student, including method of assessment, level of English proficiency, recommended program placement, and how the program will meet the educational needs of the student. Notices have also been developed to explain exit criteria, waiver procedures, and “decline enrollment” procedures.

Report cards and progress reports are currently provided in the same manner and with the same frequency to all students attending school in the District. Report card format will be revised to assure, to the maximum extent possible, that all information is stated in a language understandable to the parent/guardian.

**•Completion dates:**

6/15/09

**•Anticipated results:**

Parents/Guardians will be apprised of all information pertaining to the identification of their child as an LEP student, including the method of assessment used, their child’s level of English proficiency, the recommended program placement, and how the program will meet the educational needs of their child. Parents will also receive notification of exit criteria, waiver procedures, and “decline enrollment” procedures pertaining to the sheltered English instruction program.

To the maximum extent possible, parents will receive report cards and progress reports translated in their native language.

**•Evidence of completion:**

Student records will contain documentation of all parental notices regarding LEP instructional placement, and copies of all translated student report cards and progress reports.

**•Person(s) responsible for implementation of activities:**

ELL Coordinator  
ELL Study Team  
Curriculum Coordinator  
Guidance Staff  
Clerical Staff

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

Development of data base documenting all ELE notices sent to parents. Revision of report card format.

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Harriet Polner**

**Date: 7-9-2008**

**Report Area: English Language Learner**

**Criterion Number: ELE 13**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion  
•Person(s) responsible for implementation of activities •The district's internal evaluation process for action  
plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:** *Interviews and reviews of both documentation and records indicate that the district does not have a program or plan in place to address this criterion.*

**CORRECTIVE ACTION ACTIVITIES:**

The District will monitor students for at least two years after exiting the ELL program. A permanent ELL Study team has been established to monitor those students whose first language is not English and/or those students who have received instruction in a sheltered English immersion program. This team will review and document the progress of Limited English Proficient students who have been released from an ELL program for a period of time of at least two years.

**•Completion dates:**

6/15/09

**•Anticipated results:**

All ELL students will be monitored for at least two years after exiting the sheltered English immersion program.

**•Evidence of completion:**

Student records will contain ELL Study team documentation of progress of LEP students who have been released from an ELL Program in the previous two years.

**•Person(s) responsible for implementation of activities:**

ELL Coordinator  
ELL Study Team  
Guidance Staff  
Clerical Staff

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

Development of data base documenting student progress.

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Harriet Polner**

**Date: 7-9-2008**

**Report Area: English Language Learner**

**Criterion Number: ELE 14**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

- A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**
  - Completion dates •Anticipated results •Evidence of completion**
  - Person(s) responsible for implementation of activities •The district's internal evaluation process for action  
plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:** *No information was submitted regarding any license held or any sheltered English immersion professional development completed by teachers.*

**CORRECTIVE ACTION ACTIVITIES:**

Selected faculty members will attend training sessions to become qualified as MEPA and MELA-O administrators (Category 3). Selected faculty members will also attend in-service training sessions to become qualified to administer the IPT Reading, Writing and Oral Language Tests for the purposes of the initial identification and measurement of progress of limited English proficient students.

**•Completion dates:**

6/15/09

**•Anticipated results:**

The District will have staff members who have completed Category 3 ELE training, and are qualified to administer the MEPA and MELA-O tests. The District will have staff members who are qualified to administer screening tests for the purposes of the initial identification and measurement of progress of limited English proficient students.

**•Evidence of completion:**

Certificates of completion of training.

**•Person(s) responsible for implementation of activities:**

District Administration  
ELL Coordinator

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

The administration will actively recruit faculty to complete in the additional Categories 1. 2. and 4 required for teaching English Language Learners.

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Harriet Polner**

**Date: 7-9-2008**

**Report Area: English Language Learner**

**Criterion Number: ELE 15**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

**•Completion dates •Anticipated results •Evidence of completion  
•Person(s) responsible for implementation of activities •The district's internal evaluation process for action  
plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:** *Essex Agricultural and Technical High School did not submit any strategic plan for offering sheltered English immersion professional development (SEIPD) to teachers delivering content instruction to LEP Students.*

**CORRECTIVE ACTION ACTIVITIES:**

The District will provide additional training opportunities for staff to become proficient in second language learning and teaching, and in the assessment of second language learners.

**•Completion dates:**

6/15/09

**•Anticipated results:**

All staff members who service ELL students will have the appropriate professional development.

**•Evidence of completion:**

Certificates of completion of training.

**•Person(s) responsible for implementation of activities:**

District Administration  
ELL Coordinator

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

The administration will actively recruit faculty to complete studies in the additional Categories 1, 2, and 4 required for teaching English Language Learners.

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Harriet Polner**

**Date: 7-9-2008**

**Report Area: English Language Learner**

**Criterion Number: ELE 17**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

**•Completion dates •Anticipated results •Evidence of completion  
•Person(s) responsible for implementation of activities •The district's internal evaluation process for action  
plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:** *Reviews of documentation and student records, as well as interviews, demonstrate that the district does not have a program or plan in place to periodically evaluate its English language learner program.*

**CORRECTIVE ACTION ACTIVITIES:**

The District will conduct periodic evaluations of the effectiveness of its ELE Program, and will make appropriate adjustments or changes to correct any deficiencies.

**•Completion dates:**

6/15/09

**•Anticipated results:**

The District will have a system in place to evaluate the effectiveness of its ELE Program, and a process for implementing adjustments or changes to correct deficiencies.

**•Evidence of completion:**

A document which describes the process for evaluating the ELE Program.

**•Person(s) responsible for implementation of activities:**

District Administration  
ELL Coordinator  
Curriculum Coordinator

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

Development of a process and a rubric for evaluating the effectiveness of the District's ELE Program.

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Harriet Polner**

**Date: 7-9-2008**

**Report Area: English Language Learner**

**Criterion Number: ELE 18**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion**
- Person(s) responsible for implementation of activities •The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:** *Record review and interview indicate that those records that do exist for LEP students do not contain all the required elements. Home Language Surveys are kept in a group instead of in individual student records.*

**CORRECTIVE ACTION ACTIVITIES:**

The District will ensure that all student records are updated and contain Home Language Surveys, results of identification and proficiency tests, records from previous schools, copies of parent notification letters, forms, report cards and progress reports, documentation of ELL Study Team reviews, and Individual Success Plans for students who have failed MCAS.

**•Completion dates:**

6/15/09

**•Anticipated results:**

All student records will be updated and will include full documentation pertinent to student's history of participation in the District's ELE program.

**•Evidence of completion:**

A checklist will be utilized in ensuring that all student records are complete.

**•Person(s) responsible for implementation of activities:**

District Administration  
ELL Coordinator  
Clerical Staff

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

Establish records checklist. Annual review of student records.

# **CAREER & VOCATIONAL TECHNICAL EDUCATION**

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Gene N. Demsey**

**Date: 7-2-2008**

**Report Area: Career/ Vocational Technical**

**Criterion Number: CVTE 3**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

- A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion**
- Person(s) responsible for implementation of activities •The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings: Documentation and interviews indicate that the district does not currently assess and document for each student participating in cooperative education the acquisition of safety and health, technical, academic (including embedded academic), employability, management & entrepreneurship, and technological knowledge and skills.**

**CORRECTIVE ACTION ACTIVITIES:**

**The Essex Agricultural and Technical High School administrative team is rewriting the school policy and procedure on Cooperative education. We recognize the need to assess and document skills acquired while on Co-op placement and these need will be part of the new procedure.**

**A new Cooperative Education coordinator will be hired. Depending on the what is allocated in the upcoming budgeting process, the position will either be a full time one with the potential of increasing the size of the program or a part-time position with the goal of maintaining the present schedule of our program.\presently, those employees holding the Co-operative Education Coordinators license are filling other administrative roles. The new Coordinator will work in cooperation with the Director of Community Relations to create a protocol for assessing and documenting skill acquired while on Co-op placement.**

**•Completion dates:**

**Position will be filled June 2009**

**•Anticipated results:**

**A more thorough accounting of the acquisition of skills in the area of Health and Safety, Technical ,**

**Academic (including embedded academic), Employability, Management and Entrepreneurship and Technological Knowledge for those students choosing the cooperative education option.**

**•Evidence of completion:  
Documentation will be filed in the student life history folder.**

**•Person(s) responsible for implementation of activities:  
Co-operative Education Coordinator  
Director of Community Relations**

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:  
All records filed in the students' life history folder.  
Annual report of the Co-operative Education activities for the year to be provided to the Principal including copies of documentation.**

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Gene N. Demsey**

**Date: 7-2-2008**

**Report Area: Career/ Vocational Technical**

**Criterion Number: CVTE 5**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion  
•Person(s) responsible for implementation of activities •The district's internal evaluation process for action  
plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:** Although documentation indicates the district has made progress in addressing the needs of their diverse sending communities by providing admission information in English, Spanish, and Portuguese, the district does not provide information about guidance and counseling services, post-secondary linkages, and cooperative education in languages other than English. Documentation and interviews indicate that the district requires only pregnant students to obtain a medical clearance from their physician to continue participation in their career/vocational technical program.

**CORRECTIVE ACTION ACTIVITIES:**

Essex Agricultural and Technical High School has created a new Home Language Survey (HLS) instrument to more effectively identify students and their families who require documents to be translated and into which language they require. We have also changed our method of collecting this information. The forms will be mailed home to parents of incoming grade 9 students and grade 10 transfer students, or given to them during the placement testing/ parent orientation day held on a Saturday in late May. Essex Agricultural and technical High School has the capability of generating all documents in a variety of languages and has done so with several, particularly with recruitment information. We recognize the need to translate additional documents and will continue to do so. The new Home Language Survey will help us identify those languages needed for our existing and accepted students. With this information guidance and counseling documents in appropriate languages can be produced.

Essex Agricultural and Technical High School is planning to hire an individual to serve as Co-operative Education Coordinator in the near future and with the HLS he/she will be able to translate essential

**documents into languages for student/parent use.**

**The Essex Agricultural and Technical High School requires all students returning to school following injuries, surgeries, or a change in medical condition including psychological evaluations are asked to produce medical documentation stating that they are ready to return. This documentation is maintained in the strictest confidence and is filed appropriately within the students medical records. The exclusive purpose of this documentation is for the safety of the student.**

**•Completion dates:**

**Co-operative Education coordinator to be hired by June 2009**

**•Anticipated results:**

**More effective identification of students/parents requiring translated documents.**

**Improved communication with students/parents with limited English language skills.**

**•Evidence of completion:**

**Increased enrollment percentages of students who qualify for ELL services.**

**Increase in students with limited English language skills applying for and participating in the Co-operative Education program.**

**•Person(s) responsible for implementation of activities:**

**Principal – for increase in general document translation**

**ELL coordinator for identifying students/parents with need for translated documents**

**Co-operative Education Coordinator for translation and distribution of Co-op Ed materials.**

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

**ELL coordinator will monitor and review the need for translated documents for families identified by the HLS**

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Gene N. Demsey**

**Date: 7-2-2008**

**Report Area: Career/ Vocational Technical**

**Criterion Number: CVTE 6**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion**
- Person(s) responsible for implementation of activities •The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings: Review of documentation indicates that the admission application requires applicants to provide a social security number, medical information, and a State Assigned Student Identifier (SASID) which is not appropriate for an admission application.**

**CORRECTIVE ACTION ACTIVITIES:**

**The Director of Community Relations, who is also our Director of Admissions has created a new admission application which has corrected these concerns. The document was approved by the Dept. of Education in March of 2008.**

**•Completion dates:**

**March 2008 – Approval of new Admission Application**

**•Anticipated results:**

**More accurate records of applicants.**

**•Evidence of completion:**

**Document approved by Department of Education.**

**•Person(s) responsible for implementation of activities:**

## **Director of Community Relations**

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

**The new admission application will be used in all successive years.**

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

School District: Essex Agricultural and Technical High School

**CORRECTIVE ACTION PLAN**

in response to  
**COORDINATED PROGRAM REVIEW REPORT FINDINGS**

Prepared by: Gene N. Demsey

Date: 7-2-2008

Report Area: Career/ Vocational Technical

Criterion Number: CVTE 8

For each finding of the Department of Elementary and Secondary Education, please provide:

- **A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**
  - Completion dates
  - Anticipated results
  - Evidence of completion
- Person(s) responsible for implementation of activities
- The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.

**Department of Education Findings:** Based on interviews and documentation, the district currently reports in the Student Information Management System (SIMS) all students enrolled in programs with articulation agreements as students registered Tech-Prep even though Tech-Prep Registration Forms with parent/guardian signatures have not been completed.

**CORRECTIVE ACTION ACTIVITIES:**

The Tech Prep registration forms presently being used provides a space for parent signature. Tech Prep registration forms are distributed to students by their guidance counselor. Students will be required to take them home to be signed. Only students who's forms are returned signed by a parent or guardian are entered into SIMS.

•Completion dates:  
November 2008

•Anticipated results:  
No change in the percentage of students who will register for Tech Prep.

•Evidence of completion:  
Students entered into SIMS as Tech Prep.

**•Person(s) responsible for implementation of activities:**

**Guidance staff**

**Technology Manager**

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

**Guidance staff will forward to the Technology Manager only the names of those students properly registered for Tech Prep to be entered into SIMS.**

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Gene N. Demsey**

**Date: 7-2-2008**

**Report Area: Career/ Vocational Technical**

**Criterion Number: CVTE 9**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT**

**TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion
- Person(s) responsible for implementation of activities •The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.

**Department of Education Findings: Based on documentation provided by the district, the General and Program Advisory Committees do not include the appropriate representation as required by the Vocational Technical Education Regulations. Although the General Advisory Committee meets twice per year, none of the meetings are held with the Board of Trustees i.e., School Committee.**

**CORRECTIVE ACTION ACTIVITIES:**

**The General and Program Advisory Committees presently meet two times per year as one group. Under the Direction of the Director of Community Relations, who has been named by the Superintendent/Director as the new facilitator for these groups, efforts will be made to broaden the range of Advisory Board members to effectively represent the industry in our region.**

**A General Advisory Committee will be created as a separate entity made up of the three Program Advisory Committee chairs. This group will meet a minimum of two times per year, one of which will be with the Board of Trustees, most likely at their November 2008 regularly scheduled meeting.**

**•Completion dates:  
June 2009**

**•Anticipated results:  
A more effective and engaged Program and General Advisory Committee.**

**•Evidence of completion:**

**Increased participation of program Advisory Committee members in the planning, operation and review of programs.**

**•Person(s) responsible for implementation of activities:**

**Director of Community Relations**

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

**The Director of Community Relations will monitor the make-up of these committees making additions and deletions as needed with the support of the Vocational Department Heads. He will also ensure the scheduling of meetings including one with the General Advisory Committee and the Board of Trustees.**

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

School District: Essex Agricultural and Technical High School

**CORRECTIVE ACTION PLAN**

in response to  
**COORDINATED PROGRAM REVIEW REPORT FINDINGS**

Prepared by: Gene N. Demsey

Date: 7-2-2008

Report Area: Career/ Vocational Technical

Criterion Number: CVTE 10

**For each finding of the Department of Elementary and Secondary Education, please provide:**

- **A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**
  - Completion dates
  - Anticipated results
  - Evidence of completion
- Person(s) responsible for implementation of activities
- The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.

**Department of Education Findings:** A Career Portfolio for each student enrolled in a career/vocational technical education program is not developed with the involvement of the parent/guardians.

Documentation and interviews indicate that although Career Plans (Portfolios) are developed and maintained in the Career Exploration courses taught by guidance counselors during Grades 9 &10, the district does not insure that parents are involved in the process. Interviews indicate technical teachers of the students program major are expected to maintain and further develop the Career Plan (Portfolios) in grades 11 and 12, however no process exists to insure that such is done.

Career Plans (Portfolios) for students registered in Tech-Prep did not reference Tech-Prep services or articulation agreements.

**CORRECTIVE ACTION ACTIVITIES:**

Maintenance and continued development of the 4 year Career Portfolio is outlined in the curriculum of the Small Business class. Guidance counselors who teach the Career Guidance class deliver the portfolios of their sophomore students to the Small Business instructor at the end of a student's sophomore year. Guidance personnel will ensure that students registered Tech Prep and recorded in SIMS as such, will document the student's registration, Tech Prep services, and articulation agreements in their 4 year Career Portfolio.

•Completion dates: June 2009

•Anticipated results:

Students will increase their awareness of Tech Prep and the advantages provided to them by it.

**•Evidence of completion:**

**An increase in students enrolling in college programs where they can take advantage of articulation agreements**

**•Person(s) responsible for implementation of activities:**

**Guidance personnel**

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district: Annual review of portfolio by guidance staff in grade 10 and by Small Business instructors in Grades 11 and 12.**

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Gene N. Demsey**

**Date: 7-2-2008**

**Report Area: Career/ Vocational Technical**

**Criterion Number: CVTE 11**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion  
•Person(s) responsible for implementation of activities •The district's internal evaluation process for action  
plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:** The district uses weekly time cards to document the hours worked for students participating in cooperative education. There was no evidence that the current reporting system requires employers to assess and document the acquisition of occupational safety and health knowledge and skills acquired for each student during cooperative education. The district is in the process of aligning the career/vocational technical education programs with the Vocational Technical Education Frameworks, however the alignment is not complete.

Based on documentation and interviews, the district does not provide safety and health training for all staff in Chapter 74-approved vocational technical education programs. While a Health and Safety Plan has been created (January 2007), interviews indicate that not all staff have been provided with a copy.

**CORRECTIVE ACTION ACTIVITIES:**

Essex Agricultural and Technical High School is in the process of reviewing the need for a Cooperative Education coordinator and will have this individual in place by June of 2009. This position will either be a full time employee with the goal of expanding our program or a part-time individual who will work to maintain the program similar to what we have been operating in the recent past.

Presently, the school is revisiting the policies and procedures regarding Cooperative Education. Many changes are anticipated. A procedure for documentation of Safety and Health knowledge and skills will be part of these changes.

Essex continues to be a leader in developing and aligning our courses with the Vocational Technical Education Frameworks. All of our programs are aligned with the VTE Frameworks.

During the 2007-2008 school year, the staff for Chapter 74 approved Vocational Technical Education Programs was offered the opportunity to participate in First Aid/CPR ( with AED) training at no cost to

them. They were also given the opportunity to attend the OSHA Train the Trainer course #510 for General Industry to be held in July of 2008. The staff was provided coupons to take the on-line Career Safe and OSHA 10 course which we also offer to the students. The school nurse is active in planning and arranging for the Health and Safety needs of the campus.

Essex fully intends to continue providing extensive safety training for all of it's staff in the upcoming years. The Health and Safety Plan created in January 2007 will be copied and provided to all school employees at the beginning of the 2008-2009 school year.

**•Completion dates:**

June 2008 hire Coop Coordinator.

Safety and Health Training provided annually.

Sept 2008 Health and Safety Plan distributed.

June 2007 – Alignment of curriculum with VTE Frameworks

**•Anticipated results:**

Highly trained staff in safety issues

**•Evidence of completion:**

Reduction in student and staff injuries at school

**•Person(s) responsible for implementation of activities:**

Principal

School Nurse

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

Annual review of “incident reports” forms filed with the school nurse.

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Gene N. Demsey**

**Date: 7-2-2008**

**Report Area: Career/ Vocational Technical**

**Criterion Number: CVTE 12**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion**
- Person(s) responsible for implementation of activities •The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings: Not all programs are structured so that students acquire technical knowledge and skills. The district is in the process of aligning the career/vocational technical education programs with the Vocational Technical Education Frameworks, however the alignment is not complete.  
CORRECTIVE ACTION ACTIVITIES:**

**The programs of the Essex Agricultural and Technical High School are fully aligned with the Vocational Technical Education Frameworks.**

**•Completion dates:  
June 2007**

**•Anticipated results:  
Students will acquire technical knowledge and skills.**

**•Evidence of completion:  
Certificate of Occupational Proficiency will be provided whether it is a local document or one recognized statewide.**

**•Person(s) responsible for implementation of activities:  
Assistant Superintendent for Curriculum and Instruction**

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:  
Annual curriculum review.**

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Gene N. Demsey**

**Date: 7-2-2008**

**Report Area: Career/ Vocational Technical**

**Criterion Number: CVTE 13**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion**
- Person(s) responsible for implementation of activities •The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:** The district is in the process of aligning the career/vocational technical education programs with the Vocational Technical Education Frameworks, however the alignment is not complete. While there is common planning time available for academic teachers to collaborate, there is no common planning time for academic and technical teachers to collaborate, there is no common planning time for academic and technical teachers to collaborate on integration projects.

Staff identified communication difficulties between academic and technical departments with regard to identifying student needs and integration projects.

**CORRECTIVE ACTION ACTIVITIES:**

All programs of the Essex Agricultural and Technical High School are fully aligned with the Vocational Technical Education Frameworks.

Funding has been provided in the current years' budget to provide stipends for staff participating in common planning time beyond the school day. The best time for this would be within the school day but if that is not feasible within the schedule then after school time would be scheduled and staff compensated.

**•Completion dates:**

Alignment June 2007

Common Planning time 2008-2009 school year.

**•Anticipated results:**

Greater opportunity for collaboration between disciplines.

**•Evidence of completion:**

Minutes of the discussions of common planning time sessions.

Increase in integrated education projects.

**•Person(s) responsible for implementation of activities:**

**Principal**

**Assistant Superintendent for Curriculum and Instruction**

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

**Annual funding and documentation of staff participation.**

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Gene N. Demsey**

**Date: 7-2-2008**

**Report Area: Career/ Vocational Technical**

**Criterion Number: CVTE 14**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion**
- Person(s) responsible for implementation of activities •The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings: Documentation and interviews indicate that not all programs are structured so that students acquire employability knowledge and skills. Although all students take the Career Exploration course and some take the Small Business Management course, in which knowledge and skills related to employability are embedded in the curricula, not all career/vocational technical education programs are aligned with the Vocational Technical Education Frameworks.**

**CORRECTIVE ACTION ACTIVITIES:**

**All programs of the Essex Agricultural and Technical High School are fully aligned with the Vocational Technical Education Frameworks**

**The Environmental Technology program now includes a Small Business course in grades 11 and 12.**

**•Completion dates:**

**Alignment - June 2007**

**Small Business course - 2007-2008 school year.**

**•Anticipated results:**

**Students will acquire knowledge and skills related to employability.**

**•Evidence of completion:**

**Documentation of the knowledge and skills being completed.**

**•Person(s) responsible for implementation of activities:**

**Assistant superintendent of Curriculum and Instruction**

## **Program Department Heads**

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

**Annual review of curriculum**

**Competency tracking system.**

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Gene N. Demsey**

**Date: 7-2-2008**

**Report Area: Career/ Vocational Technical**

**Criterion Number: CVTE 15**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion**
- Person(s) responsible for implementation of activities •The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings: Documentation and interviews indicate that not all programs are structured so that students acquire management and entrepreneurship skills. Although the district offers a Small Business Management course for students majoring in Animal and Plant Science and financial planning is part of the required Career Exploration curriculum, students enrolled in the Environmental Technology program are not offered a Small Business Management course. Not all career/ vocational technical programs are aligned with the Vocational Technical Education Frameworks.**

**CORRECTIVE ACTION ACTIVITIES:**

**All programs of the Essex Agricultural and Technical High School are fully aligned with the Vocational Technical Education Frameworks**

**The Environmental Technology program now includes a Small Business course in grades 11 and 12.**

**•Completion dates:**

**Alignment - June 2007**

**Small Business course - 2007-2008 school year.**

**•Anticipated results:**

**Students will acquire knowledge and skills related to employability.**

**•Evidence of completion:**

**Documentation of the knowledge and skills being completed.**

**•Person(s) responsible for implementation of activities:**

**Assistant Superintendent of Curriculum and Instruction  
Program Department Heads**

- The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:
  - Annual review of curriculum
  - Competency tracking system

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Gene N. Demsey**

**Date: 7-2-2008**

**Report Area: Career/ Vocational Technical**

**Criterion Number: CVTE 16**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion**
- Person(s) responsible for implementation of activities •The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings: Based on documentation and interviews, all students take coursed in the info lab that contains 22 desktop stations, each program area has access to 320 wireless laptops and the district requires all students to take Computers I and Computers II, designed to teach the technology standards. However, not all career/vocational technical programs have been aligned with the current Vocational Technical Education Frameworks.**

**CORRECTIVE ACTION ACTIVITIES:**

**All programs of the Essex Agricultural and Technical High School are fully aligned with the Vocational Technical Education Frameworks**

**•Completion dates:  
June 2007**

**•Anticipated results:  
Students will acquire technological skills.**

**•Evidence of completion:  
Documentation of completion of course requirements and competencies.**

**•Person(s) responsible for implementation of activities:  
Computer Technology instructor  
Assistant Superintendent of Curriculum and Instruction  
Principal**

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:  
Annual Curriculum review**

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Gene N. Demsey**

**Date: 7-2-2008**

**Report Area: Career/ Vocational Technical**

**Criterion Number: CVTE 17**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion**
- Person(s) responsible for implementation of activities •The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:** Information regarding postsecondary linkages is not made available in languages other than English. Further, based on interviews and documentation, the district currently reports in the Student Information Management System (SIMS) all students enrolled in programs with articulation agreements as students registered Tech-Prep even though Tech-Prep Registration Forms with parent/guardians signatures have not been completed.

**CORRECTIVE ACTION ACTIVITIES:** Essex Agricultural and Technical High School has created a new Home Language Survey (HLS) instrument to more effectively identify students and their families who require documents to be translated and into which language they require. We have also changed our method of collecting this information. The forms will be mailed home to parents of incoming grade 9 students and grade 10 transfer students, or given to them during the placement testing/ parent orientation day held on a Saturday in late May.

Essex Agricultural and Technical High School has the capability of generating all documents in a variety of languages and has done so with several, particularly with recruitment information. We recognize the need to translate additional documents and will continue to do so.

The new Home Language Survey will help us identify those languages needed for our existing and in coming students. With this information guidance and counseling documents in appropriate languages can be produced.

Essex Agricultural and Technical High School is planning to hire an individual to serve as Co-operative Education coordinator in the near future and with the HLS he will be able to translate essential documents related to that program into languages for student/parent use.

**•Completion dates:**

**Home Language Survey - May 2008**

**Translated documents - on going- languages as identified.**

**•Anticipated results:**

**A greater percentage of students with limited English skills will be able to take advantage of opportunities provided by Tech Prep agreements.**

**•Evidence of completion:**

**Simms recorded tech Prep student list will reflect those students whos parents have signed the registration form.**

**•Person(s) responsible for implementation of activities:**

**ELL Coordinator**

**Guidance Personnel**

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

**Annual review of Tech Prep registered Guidance Personnel.**

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Gene N. Demsey**

**Date: 7-2-2008**

**Report Area: Career/ Vocational Technical**

**Criterion Number: CVTE 18**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT**

**TOGETHER WITH:**

- Completion dates
- Anticipated results
- Evidence of completion
- Person(s) responsible for implementation of activities
- The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.

**Department of Education Findings:** Interviews and documentation indicate that the district does not have a process to ensure Criminal Offender Record Information (CORI) checks are performed on employers prior to students working nor is a safety or health orientation conducted prior to a student's placement in the workplace. The district uses weekly time logs to document only the hours worked for each student participating in cooperative education.

Based on documentation and interviews, information regarding the district's cooperative education component is not made available in languages other than English. Interview indicate that there is limited communication, and no formal collaboration with the special education department to ensure the needs of students with disabilities enrolled in the cooperative education program are appropriately addressed, where needed.

There is limited supervision of students at work sites by lead teachers or the cooperative education coordinator. The current cooperative education coordinator serves as both Vice Principal and Interim Principal, significantly limiting the time that he is able to the cooperative education program.

**CORRECTIVE ACTION ACTIVITIES:**

The District has been using CORI checks to certify Cooperative Education employers since April 2007. The Secretary to the Superintendent/Director is certified to collect and confidentially file this information. Essex Agricultural and Technical High School is in the process of rewriting policies and procedures regarding Co-operative Education. Many of the issues sited in this report will be addressed with these new procedures. Essex is also in the process of hiring a person to fill the position of Co-operative Education coordinator. A part-time individual will be in place for the Spring of 2009. Budgeting for the position during the Fall of 2008 should allow us to have a hire a full-time coordinator for the 2009-2010 school year.

**Document translation is well within the capabilities of the office staff and will be an ongoing process. Use of the new Home Language Survey instrument will help us in planning for translations requirements.**

**•Completion dates:**

**CORI April 2007**

**Document translation – on going.**

**Co-op coordinator –Spring 2009**

**•Anticipated results:**

**A more effective Co-operative Education program.**

**•Evidence of completion:**

**A greater percentage of students choosing to participate in the optional Co-op program.**

**A greater number of quality Co-op work sites available to students.**

**A more complete record of Co-op education activity.**

**•Person(s) responsible for implementation of activities:**

**Co-operative Education Coordinator**

**Director of Community Relations**

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

**Annual review of the Co-operative Education program records by the Coordinator and Director of Community Relations.**

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Gene N. Demsey**

**Date: 7-2-2008**

**Report Area: Career/ Vocational Technical**

**Criterion Number: CVTE 20**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion  
•Person(s) responsible for implementation of activities •The district's internal evaluation process for action  
plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings: Based on documentation review, the off-campus construction projects are not currently being supervised by an appropriately licensed teacher.**

**CORRECTIVE ACTION ACTIVITIES:**

**The Vocational Instructor responsible for supervising students on off-campus work sites is in the process of obtaining appropriate licensure.**

**•Completion dates:  
December 2008**

**•Anticipated results:  
Students will be supervised by an appropriately licensed instructor.**

**•Evidence of completion:  
Documentation from DESE of instructor satisfying all of the requirements and obtaining the license.**

**•Person(s) responsible for implementation of activities:  
Vocational Instructor responsible for students on off-campus work sites.  
Principal  
Superintendent/ Director**

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:  
Annual review of teacher licensure.**

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Gene N. Demsey**

**Date: 7-2-2008**

**Report Area: Career/ Vocational Technical**

**Criterion Number: CVTE 22**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

- **A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**
  - **Completion dates**
  - **Anticipated results**
  - **Evidence of completion**
- **Person(s) responsible for implementation of activities**
- **The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:** Documentation and interviews indicate there is limited communication and no formal collaboration with the special education department to ensure the needs of students with disabilities are appropriately addressed, including students enrolled in districts cooperative education component, where necessary. Interviews indicate that test accommodations are not provided for students taking the required June and September placement assessments, where appropriate. Technical teachers are not always provided with information regarding student's Individual Education Programs (IEP) in a timely manner, and professional development regarding special education is not offered specifically to teachers in the agricultural programs.

**CORRECTIVE ACTION ACTIVITIES:**

The Essex Agricultural and Technical High School is in the process of rewriting policy and procedure regarding Co-operative Education. Students with disabilities and their participation in the Co-op experience will be addressed within this procedure. Preliminary discussions indicate that Special Ed liaisons will be trained in the new procedure including the application process, and will encourage and assist those students to participate in this valuable optional program.

Placement testing for incoming freshman due to the work of the new Director of Community Relations, is now completed on a Saturday in late May. This testing day is also combined with an orientation day for parents. Testing is administrated by the Curriculum Coordinator in cooperation with the Director of Special Education and the Special Ed Department. Students are supplied with the accommodations specified in their Individual Education Program if the IEP was provided to us prior to testing.

As of October 2007, all staff members have passwords so that they can access the District's IEP program electronically. Through this process staff can gain access to full Individual Education Programs. A representative from the District's electronic IEP program provider presented an in-service to all staff on October 15, 2007 explaining all of the necessary steps of accessing student IEP's electronically. The Special Education Administrator explained the significance of each of the elements of the IEP and described teacher's responsibilities with regard to IEP goals. On October 26, 2007 staff members were provided with a opportunity to access special education personnel if they needed assistance in accessing IEP's electronically. On January 25, 2008 a follow-up refresher was provided to staff. Again the IEP was described page by page and teacher's responsibilities were explained. Staff member were given another opportunity to access IEP's while Special Ed staff members were there to assist them. At the end of August 2008 during staff in-service days the Special Education Administrator will provide staff with follow-up training about the elements of the IEP and their responsibilities with regard to the goals. Staff will be provided with binders to be utilized for the organization of IEP's.

**•Completion dates:**

Testing accommodations – May 2007

In-service August 27, 2008 for all staff members.

**•Anticipated results:**

General education teachers will have access to their student' Individual Education Programs and will understand their responsibilities with regard to IEP goals.

**•Evidence of completion:**

Sign in sheets from in-service.

**•Person(s) responsible for implementation of activities:**

Co-operative Education Coordinator

Special Education Administrator

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

Annual review of Co-op Education records.

Special Education secretary will run a program that documents that teachers have accessed our electronic IEP program.

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Gene N. Demsey**

**Date: 7-2-2008**

**Report Area: Career/ Vocational Technical**

**Criterion Number: CVTE 23**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates
- Anticipated results
- Evidence of completion
- Person(s) responsible for implementation of activities
- The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.

**Department of Education Findings: Based on interviews, the district currently utilizes a lunch ticket system for only those students who receive free or reduced lunch. This system does not ensure confidentiality for economically disadvantaged students and their families.**

**CORRECTIVE ACTION ACTIVITIES:**

A new point of sale lunch purchase program will be instituted this fall in the cafeteria which will allow all students to purchase breakfast and lunch with a swipe of their Identification Badge. Parents will stock student accounts using checks or cash for the near future and eventually electronically using a credit cards or direct deposit. Cost of meals will be deducted with each use. Students with Free and Reduced Lunch status will swipe like all other students but will not be identified as such.

**•Completion dates:  
September 2008**

**•Anticipated results:  
More students will apply for and be identified as qualifying for Free and Reduced lunch with assurance that their status will be completely confidential.**

**•Evidence of completion:  
Students will not be identified as coming from financially disadvantaged families.**

**•Person(s) responsible for implementation of activities:**

**Business Office Manager**  
**Cafeteria manager.**

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:  
Continued operation of this system will insure compliance.**

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Gene N. Demsey**

**Date: 7-2-2008**

**Report Area: Career/ Vocational Technical**

**Criterion Number: CVTE 26**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion**
- Person(s) responsible for implementation of activities •The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings: Documentation and interviews indicate that the district requires only pregnant students, rather than all students, to obtain a medical clearance from their physician in order to continue participation in their career/vocational; technical program.**

**CORRECTIVE ACTION ACTIVITIES:**

**The Essex Agricultural and Technical High School requires all students returning to school following injuries, surgeries, or a change in medical condition including psychological evaluations are asked to produce medical documentation stating that they are ready to return. This documentation is maintained in the strictest confidence and is filed appropriately within the students medical records. The exclusive purpose of this documentation is for the safety of the student.**

**•Completion dates:**

**•Anticipated results:**

**Students will be able to continue their education knowing that their safety is our primary concern.**

**•Evidence of completion:**

**Maintenance of a safe educational setting.**

**•Person(s) responsible for implementation of activities:**

**School nurse**

**Principal**

**Adjustment Counselor**

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

**Annual review of medical records by School Nurse.**

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Gene N. Demsey**

**Date: 7-2-2008**

**Report Area: Career/ Vocational Technical**

**Criterion Number: CVTE 27**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion**
- Person(s) responsible for implementation of activities •The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings: Based on documentation review, one technical teacher is not appropriately licensed. At the time of the Coordinated Program Review, no additional licensure documentation was provided. Based upon a review of documentation prepared by the district as well as interviews with district staff, the district has two individuals that perform functions consistent with that of a school business administrator. One individual began performing the functions prior to September 1, 1980 and thus is exempt from licensure as a school business administrator. The other individual began performing the functions of a school business administrator after September 1, 1980 and thus is required to be licensed as a school business administrator.**

**CORRECTIVE ACTION ACTIVITIES:**

**The Vocational Instructor responsible for supervising students on off-campus work sites is in the process of obtaining appropriate licensure.**

**The District hired a properly licensed Business Office Manager in January of 2008**

**•Completion dates:**

**Instructor will be licensed in Dec 2008**

**Business Office manager January 2008**

**•Anticipated results:**

**Students will be supervised by an appropriately licensed instructor.**

**Business Office Manager is properly licensed.**

**•Evidence of completion:**

**Documentation of Licensure.**

**•Person(s) responsible for implementation of activities:**

**Principal**

**Superintendent/Director**

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

**Annual review of all employee credentials.**

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Gene N. Demsey**

**Date: 7-2-2008**

**Report Area: Career/ Vocational Technical**

**Criterion Number: CVTE 28**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion**
- Person(s) responsible for implementation of activities •The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings: Documentation and interviews indicate the district offers First Aid and CPR training for faculty and staff, and encourages program-specific professional development, however safety training is neither required, nor offered.**

**Although the district's professional development plan indicates that teachers will be supported financially in attending professional development opportunities, interviews indicate that staff members are often denied both financial support and approval to attend professional development when requested.**

**While staff is required to attend four half days of professional development, there was no evidence ( workshop training materials, agendas, sign-in sheets) of the type of professional development provided. Further, while most staff completed initial professional development plans in 2004 or 2005, there was no evidence that professional development is guided or monitored, as there was no evidence of review of the professional development plans.**

**No formal process is available for staff to communicate professional development needs to administration and no process exists for the district to monitor professional development plans.**

**CORRECTIVE ACTION ACTIVITIES:**

**During the 2007-2008 school year, the staff for Chapter 74 approved Vocational Technical Education Programs was offered the opportunity to participate in First Aid/CPR ( with AED) training at no cost to them. They were also given the opportunity to attend the OSHA Train the Trainer course #510 for General Industry to be held in July of 2008. The staff was provided coupons to take the on-line Career Safe and OSHA 10 course which we also offer to the students. The school nurse is active in planning and arranging for the Health and Safety needs of the campus.**

**Essex fully intends to continue providing extensive safety training for all of it's staff in the upcoming years. The Health and Safety Plan created in January 2007 will be copied and provided to all school employees at the beginning of the 2008-2009 school year.**

**In the spring of 2007 a professional development needs assessment survey was circulated throughout the staff.**

**A Professional Development Committee has been a standing committee for several years and is an excellent method for staff to suggest topics and get involved with District's Professional Development Plan.**

**•Completion dates:**

**On-going**

**•Anticipated results:**

**Well trained , highly motivated staff.**

**•Evidence of completion:**

**PDP's and Certifications from professional Development events.**

**•Person(s) responsible for implementation of activities:**

**Principal**

**Assistant Superintendent of Curriculum and Instruction.**

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

**Annual review of Professional Development Plan, workshops and out of school offerings**

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Gene N. Demsey**

**Date: 7-2-2008**

**Report Area: Career/ Vocational Technical**

**Criterion Number: CVTE 29**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion**
- Person(s) responsible for implementation of activities •The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.**

**Department of Education Findings:** Based on interviews and documentation, the district conducts in-house monthly monitoring of all facilities and has also contracted with industry companies ( AHERA, Cranney Companies) to review program instructional facilities. However, based on documentation, the reviews are not inclusive of cooperative education sites and no documentation was provided ensuring the concerns noted in the company's reports have been or are in the process of being addressed.

**CORRECTIVE ACTION ACTIVITIES:**

The Essex Agricultural and Technical High School administrative team is rewriting the school policy and procedure on Cooperative Education. We recognize the need to document safety conditions encountered while on Co-op placement and these need will be part of the new procedure. A new Cooperative Education coordinator will be hired. Depending on the what is allocated in the upcoming budgeting process, the position will either be a full time one with the potential of increasing the size of the program or a part-time position with the goal of maintaining the present schedule of our program.\presently, those employees holding the Co-operative Education Coordinators license are filling other administrative roles. The new Coordinator will work in cooperation with the Director of Community Relations to create a protocol for documenting safety conditions encountered while on Co-op placement. Records filed in the office of the Business Office Manager document work to be repaired as identified by companies reviewing program instructional facilities and the work done to correct the issues identified.

**•Completion dates:**

**June 2008**

**Inspection and documentation – on-going.**

**•Anticipated results:**

**A safer environment for co-operative Education students while on placement.**

**•Evidence of completion:**

**Safety records gathered during on-site visits.**

**•Person(s) responsible for implementation of activities:**

**Director of Community Relations**

**Co-operative Education Coordinator.**

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

**Annual review of the safety inspections of Co-op employers.**

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

School District: Essex Agricultural and Technical High School

**CORRECTIVE ACTION PLAN**

in response to  
**COORDINATED PROGRAM REVIEW REPORT FINDINGS**

Prepared by: Gene N. Demsey

Date: 7-2-2008

Report Area: Career/ Vocational Technical

Criterion Number: CVTE 30, 31, 32

For each finding of the Department of Elementary and Secondary Education, please provide:

• **A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**

- Completion dates
- Anticipated results
- Evidence of completion
- Person(s) responsible for implementation of activities
- The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.

**Department of Education Findings: CVTE 30: Refer to CVTE 31 and CVTE 32**

**CVTE 31 - Safety experts from the Massachusetts Department of Labor- Division of Occupational Safety (DOS) inspected the school facilities. The inspection was part of the Coordinated Program Review conducted by the Department of Education. On April 5, 2007 the Safety Survey Report on the inspections was sent to the Superintendent. Twenty-six safety hazards are identified in the report. Notice was given that corrective action was to begin.**

**Based on documentation provided by the district, there were 12 incidents of student and/or staff injuries in the instructional facilities in the last calendar year. While a Safety and Health Plan has been recently created (January 2007), interviews indicate that not all staff is provided with a copy.**

**The Certification of Inspection provided by the district for Gallant Hall ( Building #45) was expired at the time of the onsite visit ( Expiration date 2/25/07 ).**

**Three students were observed smoking while standing outside of the Cosmetology Building leased to North Shore community college. Although these students could have been post secondary learners, the building is located on school property.**

**CVTE – 32 Based on documentation provided by the district, there were 12 incidents of student and /or staff injuries in the instructional facilities in the last calendar year, including some instances of injury on instructional equipment (e.g. chainsaw). While a Health and Safety Plan has been recently created (January 2007), interviews indicate that not all staff have been provided with a copy.**

**CORRECTIVE ACTION ACTIVITIES:**

**The 26 items sited in the April 5, 2007 Safety Survey Report were corrected either within-house staff or outside contractor and a report forwarded to the appropriate authority.**

**When an injury occurs on campus, an Accident Report form is generated. Part of the form recommends**

**changes in procedures that would result in a safer work environment. Copies of this report are collected and filed in the offices of the school nurse, Principal, Business Office Manager, Supt/Dir.**

**The Health and Safety Plan created in January of 2007 will be copied and distributed to all staff at the beginning of the 2008 – 2009 school year.**

**A new Certificate of Inspection for Gallant Hall (building #45) has been applied for as of May 1, 2008. The inspection and renewal are pending.**

**The students seen smoking on-campus were indeed post secondary students. Our security staff and the staff of North Shore Community College have been instructed to address this behavior when it is observed. North Shore Community College administration and staff have also been instructed to not permit post-secondary students to smoke on the District's high school campus.**

**•Completion dates:**

**Student/ Staff injuries at school – on-going.**

**Twenty- Six hazards – June 2007**

**Gallant Hall inspection – Sept 2008**

**Post-secondary student smoking on campus – on-going**

**Health and Safety Plan – September 2008**

**•Anticipated results:**

**A safer and healthier work and educational environment.**

**•Evidence of completion:**

**An improved safety record with fewer on site injuries.**

**•Person(s) responsible for implementation of activities:**

**Supervisor of Building & Grounds**

**Principal**

**School Nurse**

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

**Renewal of Certificate of Inspection**

**Annual review of Accident Reports**

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

School District: Essex Agricultural and Technical High School

**CORRECTIVE ACTION PLAN**

in response to  
**COORDINATED PROGRAM REVIEW REPORT FINDINGS**

Prepared by: Gene N. Demsey

Date: 7-2-2008

Report Area: Career/ Vocational Technical

Criterion Number: CVTE 34

For each finding of the Department of Elementary and Secondary Education, please provide:

• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:

- Completion dates •Anticipated results •Evidence of completion
- Person(s) responsible for implementation of activities •The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.

**Department of Education Findings: core Indicator II – Attainment of a Secondary School Diploma**

**The district did not meet the state goal of 93.15% for the following:**

All students enrolled in career/vocational technical education – 89.96%

Students with disabilities in career/ vocational technical education – 87.72%

Students with economic disadvantages in career/vocational technical education – 90.32%

**Core Indicator III – Positive Placement**

**The district did not meet the state goal of 95.58% for the following:**

Students with disabilities in career/vocational technical education – 88.46%

**CORRECTIVE ACTION ACTIVITIES:**

Students are provided with the opportunity to participate in after-school MCAS prep classes in order to attain higher scores and meet graduation requirements.

Students are supported in their efforts to attend after-school MCAS prep classes by the expanded and flexible late bus transportation program.

These figures are three year averages being dragged down by one year of poor performance. Recent results have required no Improvement Plans on the part of the District on Perkins applications.

New Co-operative Education policies and procedures are being created which will address the issue of the lack of participation on the part of students with disabilities. The District intends to hire a new Co-operative Education Coordinator who will work with the Director of Special Education to engage more students with disabilities in the Co-operative Education program.

Changes are being made in the way that we gather data from graduates. In the past efforts to track down these individuals was casual at best.

Changes in the acceptance policies we believe will result in a more highly committed student who is more

likely to stay focused on education and industry work within their chosen field.

**•Completion dates:**

Secondary School Diploma – on-going

Positive Placement – on-going

**•Anticipated results:**

Higher percentages of students attaining a secondary school diploma and being counted among those qualifying as being positively placed in the field.

**•Evidence of completion:**

Increased percentages of students attaining a secondary school diploma and being counted among those qualifying as being positively placed in the field.

**•Person(s) responsible for implementation of activities:**

Assistant Superintendent of Curriculum and Instruction

Co-operative Education Coordinator

Vocational Department Heads

Principal

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

Continued success of graduating students as has been seen in recent years.

More positive results on positive placement as evidenced by but results of the post graduate survey.

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

School District: Essex Agricultural and Technical High School

**CORRECTIVE ACTION PLAN**

in response to  
**COORDINATED PROGRAM REVIEW REPORT FINDINGS**

Prepared by: Gene N. Demsey

Date: 7-2-2008

Report Area: Career/ Vocational Technical

Criterion Number: CVTE 36

For each finding of the Department of Elementary and Secondary Education, please provide:

- **A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT  
TOGETHER WITH:**
  - Completion dates
  - Anticipated results
  - Evidence of completion
- Person(s) responsible for implementation of activities
- The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.

**Department of Education Findings:** Although faculty and staff interviews identify the need to regularly evaluate curricula, teaching services, and policies and procedures for career/vocational technical education, there is no systematic process to encourage communication and increase opportunity for involvement between the administration, academic departments, and technical program areas.

Based on interviews and documentation, although the district provided a blank Civil Rights General Checklist template, there was no evidence of an implemented process to review career/vocational technical program curricula and guidance and counseling materials for bias and stereotype.

Based on interviews, although the teacher's contract outlines the teacher evaluation process, the district has only recently implemented procedures as outlined in the contract. It was not clear if the district is performing administrator performance evaluations.

**CORRECTIVE ACTION ACTIVITIES:**

Common planning time has been a goal and point of discussion for several years. In one of the recent school years, common planning time was a reality however scheduling changes have resulted in difficulty at achieving this again.

Funding has been provided in the current years' budget to provide stipends for staff participating in common planning time beyond the school day. The best time for this would be within the school day but if that is not feasible within the schedule then after school time would be scheduled and staff compensated.

The Civil Rights General Checklist is used by academic and vocational departments to review text books before purchases. Department heads and department staff work together during this evaluation process to insure that there is no bias or stereotyping in their content. In the years just prior to the CPR visit few if any text books were purchased in vocational programs, however purchases in the academic disciplines and vocational text book purchases since have been reviewed in this manner.

**The Assistant Superintendent for Curriculum and Instruction constantly reviews curriculum and often provides opportunities to staff to participate in the creation and development of curriculum on the academic and vocational side. Staff members are provided stipends for curriculum work which in the past and the present has taken place both during the school year and during summer months. Formal Administrative Performance Evaluations are being done at present.**

**•Completion dates:**

**Common planning time - on-going.**

**Curriculum review – on-going.**

**Administrative Performance Evaluations – June 2008**

**•Anticipated results:**

**Improved review procedures of curriculum and increased participation on the part of staff.**

**•Evidence of completion:**

**Assistant Superintendent for Curriculum and Instruction will review and coordinate curriculum changes.**

**•Person(s) responsible for implementation of activities:**

**Assistant Superintendent of Curriculum and Instruction**

**Superintendent/ Director**

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

**Minutes of the meetings of faculty groups meeting during common planning time.**

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

**School District: Essex Agricultural and Technical High School**

**CORRECTIVE ACTION PLAN**

**in response to  
COORDINATED PROGRAM REVIEW REPORT FINDINGS**

**Prepared by: Gene N. Demsey**

**Date: 7-2-2008**

**Report Area: Career/ Vocational Technical**

**Criterion Number: CVTE 37**

**For each finding of the Department of Elementary and Secondary Education, please provide:**

**• A COMPLETE DESCRIPTION OF THE CORRECTIVE ACTION ACTIVITIES  
THE DISTRICT WILL IMPLEMENT**

**TOGETHER WITH:**

- Completion dates •Anticipated results •Evidence of completion
- Person(s) responsible for implementation of activities •The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district.

**Department of Education Findings:** Based on review of student records, the items listed in the Student Review Checklist were inconsistently documented in the files. Most files were missing career assessment information, evidence that assessment results have been used to plan the student's program, admission applications and documentation that supplemental services are provided, where applicable. Documentation indicates the district does not currently assess and document for each student participating in cooperative education the acquisition of knowledge and skills. Cooperative education program files reviewed contained documentation of the hours worked and the payroll statements of participating students only. However some files did not even contain hours worked. One record of a student participating in the cooperative education program contained the work study agreement and the post secondary goals of another student.

**CORRECTIVE ACTION ACTIVITIES:**

Due to the open nature of the District's campus, records are stored in several locations. The students' life history folder has the majority of information and several pieces of duplicate information from other departments.

Medical records are filed in the nurse's office.

Special Education records are filed in the Special Education office.

Guidance records in the Guidance office.

Occasionally the duplication and transfer of records does not result in all paper work ending up where it should.

Presently, several construction projects on campus have resulted in offices being moved and along with them, the locations of files. As of the summer of 2007, the District's high school office staff has been creating electronic copies of student files. We will continue to monitor all student records in order to create

the most effective and efficient way to organize this data.

The District is in the process of re-writing our Co-operative Education policies and procedures. We are also planning to hire an individual to fill the role of Co-operative Education Coordinator. This individual will most likely be hired on a part-time basis for the upcoming school year but the goal is to have a full time individual in place for the 2009 – 2010 school year. Any problems identified in the collecting and handling of records will be addressed with the new procedures and staff person.

**•Completion dates:**

**June 2009**

**•Anticipated results:**

**More efficient and accurate method of organizing and storing records.**

**•Evidence of completion:**

**Complete and accurate information recorded on the Student Review Checklist.**

**•Person(s) responsible for implementation of activities:**

**Principal**

**Co-operative Education Coordinator.**

**•The district's internal evaluation process for action plan activities which will assure the ongoing compliance of the district:**

**Random review of student files conducted annually by the District Principal.**