|  |
| --- |
| **MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**  **Public School Monitoring** |

##### SPECIAL EDUCATION AND CIVIL RIGHTS

##### MONITORING REVIEW

## CORRECTIVE ACTION PLAN

Central Berkshire Regional School District

Monitoring Onsite Year: 2023-2024

Program Area: Special Education and Civil Rights

All corrective action must be fully implemented and all noncompliance corrected as soon as possible and no later than one year from the issuance of the Special Education and Civil Rights Monitoring Report dated 04/27/2024.

**Mandatory One-Year Compliance Date:** **04/27/2025**

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

| **Criterion** | **Criterion Title** | **Rating** |
| --- | --- | --- |
| SE 10 | End of school year evaluations | Partially Implemented |
| SE 13 | Progress Reports and content | Partially Implemented |
| CR 18 | Responsibilities of the school principal | Partially Implemented |

|  |
| --- |
| SPECIAL EDUCATION AND CIVIL RIGHTS  MONITORING REVIEW  **CORRECTIVE ACTION PLAN** |

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  SE 10 End of school year evaluations | | **Rating:**  Partially Implemented |
| **Department Findings:**  Student record review and interviews indicate that when consent is received between 30 and 45 school-working days before the end of the school year, the district does not consistently ensure that a Team meeting is scheduled so as to allow for the provision of a proposed IEP or written notice of the finding that the student is not eligible no later than 14 days after the end of the school year. | | |
| **Description of Corrective Action:**  The root cause for not consistently ensuring that evaluation procedures are expedited for end of the year timelines, was a misinterpretation of regulation requirements about end of year evaluations. By June 30, 2024, the Student Services office will update our procedure for end of year timelines for expedited evaluations to ensure future compliance of end of year timelines. By June 30, 2024, all evaluators within CBRSD will have received training regarding the specificity of end of year evaluations. Two trainings have been scheduled for June 6 and 7 for elementary, secondary, and special education administrative staff and evaluators. By June 30, 2024, the district will conduct an internal review of student records across all grade levels to ensure compliance for expedited evaluations before the end of the school year. If noncompliance is found, the district will submit a root cause analysis and take corrective action. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services  Special Education Coordinator | | **Expected Date of Completion:**  12/31/2024 |
| **Evidence of Completion of the Corrective Action:**   * Procedures will be updated and included in the special education procedures manual. * All evaluators will be trained on the requirement to expedite evaluations to determine special education eligibility, hold a Team meeting, and provide parents with a proposed IEP or determination that a student is not eligible when parental consent is received between 30 and 45 school-working days before the end of the school year. * Spreadsheet of student record review across grade levels for end of year timelines. | | |
| **Description of Internal Monitoring Procedures:**  For the remainder of this school year, the Director of Student Services and the Special Education Coordinator will monitor when evaluation consents are received and ensure the eligibility meeting is held by the end of the school year. Annually, the procedure regarding end of year timelines and procedures for when we receive evaluation consents will be reviewed with all administrative staff and evaluators. Each year, the Student Services office will identify the dates of the 30th and 45th days prior to the end of the school year and remind staff of the requirements. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 10 End of school year evaluations | **Corrective Action Plan Status:** Approved  **Status Date:** 07/22/2024  **Correction Status:** Not Corrected | |
| **Required Elements of Progress Report(s):**  By September 30, 2024, the district will submit evidence of staff training, including an agenda, training materials, and signed attendance sheets, as well as the updated procedures.  By September 30, 2024, the district will submit the results of the record review conducted at the end of the 2023-2024 school year for all student records in which consent to evaluate was received between 30 and 45 school-working days before the end of the school year. For any noncompliance identified, the district will conduct an additional root cause analysis and take appropriate corrective action. | | |
| **Progress Report Due Date(s):**  09/30/2024 | | |

|  |
| --- |
| SPECIAL EDUCATION AND CIVIL RIGHTS  MONITORING REVIEW  **CORRECTIVE ACTION PLAN** |

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  SE 13 Progress Reports and content | | **Rating:**  Partially Implemented |
| **Department Findings:**  Record review and interviews indicate that progress report information sent to parents does not consistently include a narrative description of the student's progress towards the annual goals in the IEP. | | |
| **Description of Corrective Action:**  The root cause for insufficient content in our progress reports is lack of oversight of the quarterly progress reports. To determine the root cause, the district reviewed progress reports and identified staff in need of additional support and training. By June 6, 2024, the district will revise the procedures regarding quarterly progress reports and the requirements of information within the body of the progress report. This will include who is responsible for reviewing progress reports to ensure they meet all requirements. By June 7, 2024, the district will conduct training for all staff who prepare progress reports. This training will review the procedures, the district's expectations of content within the progress reports, and the regulations. By November 30, 2024, we will conduct an internal review of five records (across grade levels) to ensure progress reports are completed to the expected state and district standard. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services  Special Education Coordinator | | **Expected Date of Completion:**  12/31/2024 |
| **Evidence of Completion of the Corrective Action:**   * Updated procedures inserted into manual * Evidence of trainings to include sign-in sheet, agenda, and materials * Results of internal review of five district wide records | | |
| **Description of Internal Monitoring Procedures:**  For the remainder of the 23-24 school year, the Director of Student Services and Special Education Coordinator will randomly check progress reports to assess completeness and accuracy of reporting. Additionally, we will continue to monitor this each quarter before progress reports are sent to families. A special focus will be on new staff or staff who have been identified as needing support. The Director of Student Services will provide training to all relevant special education staff at least annually on progress reporting regulations, progress reporting best practices, and district internal monitoring procedures. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 13 Progress Reports and content | **Corrective Action Plan Status:** Approved  **Status Date:** 07/22/2024  **Correction Status:** Not Corrected | |
| **Required Elements of Progress Report(s):**  By September 30, 2024, the district will submit evidence of staff training including an agenda, training materials, and signed attendance sheets.  By September 30, 2024, the district will submit updated procedures regarding required contents of progress reports that include a description of the district's system for monitoring the quality of progress reports.  By November 30, 2024, the Department will conduct a review of student records across all grade levels, including those students identified during the initial onsite record review, for evidence that progress reports consistently include written information on the student's progress towards the annual goals in the IEP. For any identified non-compliance, the district will submit a root cause analysis and a description of appropriate corrective actions. | | |
| **Progress Report Due Date(s):**  09/30/2024  11/30/2024 | | |

|  |
| --- |
| SPECIAL EDUCATION AND CIVIL RIGHTS  MONITORING REVIEW  **CORRECTIVE ACTION PLAN** |

|  |  |  |
| --- | --- | --- |
| **Criterion & Topic:**  CR 18 Responsibilities of the school principal | | **Rating:**  Partially Implemented |
| **Department Findings:**  During the 2023-2024 monitoring review conducted by the Office of Language Acquisition (OLA), it was determined that the district does not consistently offer adequate and appropriate services for linguistic minority students. In response, OLA issued an ELE 5 Program Placement and Structure finding in January 2024: "The Department conducted a TFM review to evaluate the effectiveness of programs serving English learners as required by G.L. c. 71A, Section 7A. Interviews, documentation, and a review of student records indicate that the district lacks the ESL staffing capacity to effectively provide essential components of an effective ELE program.  Additionally, the district does not have clear procedures in place to identify English learners who do not meet English proficiency benchmarks and a process for the district to:   1. identify areas in which identified English learners need improvement and establish personalized goals for the identified English learners to attain English proficiency; 2. assess and track the progress of English learners in the identified areas of improvement; 3. review resources and services available to identified English learners that may assist said learners in the identified areas of improvement; and 4. incorporate input from the parents and guardian of the identified English learner."   Corrective action required will be reviewed and verified by OLA. | | |
| **Description of Corrective Action:**  Please see the district’s approved Continuous Improvement and Monitoring Plan (CIMP) approved by the Office of Language Acquisition (OLA) in March 2024. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services | | **Expected Date of Completion:**  12/31/2024 |
| **Evidence of Completion of the Corrective Action:**  Please see the district’s approved Continuous Improvement and Monitoring Plan (CIMP) approved by the Office of Language Acquisition (OLA) in March 2024. | | |
| **Description of Internal Monitoring Procedures:**  Please see the district’s approved Continuous Improvement and Monitoring Plan (CIMP) approved by the Office of Language Acquisition (OLA) in March 2024. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 18 Responsibilities of the school principal | **Corrective Action Plan Status:** Approved  **Status Date:** 07/22/2024  **Correction Status:** Not Corrected | |
| **Required Elements of Progress Report(s):**  Corrective action for this finding will be reviewed and approved by the Office of Language Acquisition (OLA) through the district's Continuous Improvement Monitoring Plan (CIMP), approved by OLA in March 2024. The Office of Public School Monitoring (PSM) will maintain communication with OLA throughout the progress reporting stage to track the district's progress towards correction of noncompliance. | | |
| **Progress Report Due Date(s):**  09/30/2024  11/30/2024 | | |