COORDINATED PROGRAM REVIEW
CORRECTIVE ACTION PLAN
Charter School or District: Berkshire Hills
CPR Onsite Year: 2012-2013
Program Area: Special Education

All corrective action must be fully implemented and all noncompliance corrected as soon as possible and no later than one year from the issuance of the Coordinated Program Review Final Report dated 09/17/2013.

Mandatory One-Year Compliance Date: 09/17/2014

Summary of Required Corrective Action Plans in this Report

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<td>CR 3</td>
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<td>CR 9</td>
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<td>Annual and continuous notification concerning nondiscrimination and coordinators</td>
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<td>Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion</td>
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<td>CR 21</td>
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<td>CR 24</td>
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## COORDINATED PROGRAM REVIEW
### CORRECTIVE ACTION PLAN

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<th>Criterion &amp; Topic:</th>
<th>SE 9 Timeline for determination of eligibility and provision of documentation to parent</th>
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</table>

### Department CPR Findings:
Student record review, documents, and interviews indicate that after the receipt of parental written consent, the district does not consistently convene a Team meeting to determine the student’s eligibility and provide the parent with either a proposed IEP and placement or written explanation of no eligibility within forty-five school working days.

### Description of Corrective Action:
Analysis of this issue indicates that scheduling conflicts after the completion of all evaluations is the primary cause of delays. Current practice places this responsibility in the central office rather than at the schools. The district will shift practice in the following ways:
- Initial eligibility and triennial re-evaluation meetings will be scheduled by the primary contact for each student.
- Upon receipt of the consent to evaluate, Primary Contacts will contact the parent directly, and coordinate a meeting date and time within the 30-45 day timeline.
- Project leaders in each building will support Primary Contacts in this process.
- The Central Office will then from direct scheduling to monitoring of the process.

### Title/Role(s) of Responsible Persons:
Special Education Director  
Project Leaders  
Primary Contacts  

### Expected Date of Completion:
06/18/2014

### Evidence of Completion of the Corrective Action:
Weekly/monthly Database Timeline reports indicating overall performance individual file review to validate the data held in the reports

### Description of Internal Monitoring Procedures:
Monthly "Mandatory Timeline Reports" relative to initial and triennial evaluations will be generated indicating compliance. Project Leaders and Special Education Director will conduct a file review in the fall and spring that compares the file to the reports to validate compliance.

## CORRECTIVE ACTION PLAN APPROVAL SECTION

| Criterion: | SE 9 Timeline for determination of eligibility and provision of documentation to parent | Corrective Action Plan Status: | Partially Approved  
|------------|-------------------------------------------------------------------------------------|-------------------------------|

### Basis for Status Decision:
The district submitted a plan and an overview of monitoring procedures that will be implemented in an effort to correct the non-compliance. The district did not provide a detailed set of procedures of how the non-compliance will be remedied, who will be responsible for on-going compliance monitoring, and by what date those individuals will be trained on the new procedures.

### Department Order of Corrective Action:
Submit detailed procedures on how the existing non-compliance will be remedied, a description of an internal tracking and oversight system with named individuals designated responsible for compliance monitoring, and a date by which these staff members will be trained on the new procedures.
Please clarify the terms "Primary contact" and "Project Leaders" as used by the district in the Corrective Action Plan.

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<thead>
<tr>
<th>Required Elements of Progress Report(s):</th>
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<tbody>
<tr>
<td>By February 7, 2014, submit to the Department a copy of the procedures developed to meet the determination of eligibility timelines. Submit a copy of the new internal tracking and oversight system with periodic review by designated person(s) responsible to ensure that compliance exists in relation to the Department’s findings. Also, submit a copy of the agenda, dated attendance sheet with staff role and signature, and materials presented at the training that occurred for responsible staff members delegated with ensuring on-going compliance exists with all timelines associated with the determination of eligibility timelines.</td>
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</table>

By May 9, 2014, subsequent to corrective actions, conduct a review of student records where an initial or re-evaluation IEP Team meeting was conducted between February 1, 2014 and April 30, 2014, to determine if the district provided a proposed IEP and placement or a written explanation of the finding of no eligibility, within forty-five school working days after receipt of the written parent consent, and submit the number of student records reviewed, the number in compliance, the root cause of any non-compliance and the corrective actions the district will take to remedy any identified non-compliance.

*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s). |

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<th>Progress Report Due Date(s):</th>
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<tr>
<td>02/07/2014</td>
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<tr>
<td>05/09/2014</td>
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</table>
## Criterion & Topic:
SE 12 Frequency of re-evaluation

## CPR Rating:
Partially Implemented

### Department CPR Findings:
Student record review, documents and interviews indicate that the district does not consistently conduct re-evaluations every three years.

### Description of Corrective Action:
Analysis indicates that there have been "Assessment Waivers" incorrectly utilized to delay re-evaluations to align the assessment with school transitions. Additionally, an incorrect process was utilized upon entering data into the system used to monitor timelines.
- Staff will be trained on the appropriate use of assessment waivers, and the mandatory eligibility requirement - even if waivers are used.
- Active IEP’s are now locked in the database so that changes cannot be accidentally made.
- Primary Contacts and Project Leaders will validate due dates at each IEP meeting.

### Title/Role(s) of Responsible Persons:
- Special Education Director
- Special Education Teachers
- Project Leaders

### Evidence of Completion of the Corrective Action:
Monthly due date reports generated at the central office
Checklist completed by primary contact indicating that dates have been checked for accuracy.

### Description of Internal Monitoring Procedures:
Special Education Director and Project Leaders will review monthly meeting reports for compliance.
Primary Contacts will receive updated meeting checklists that will include due date validation.
Director and Primary Contacts will conduct a file review in the spring.

### CORRECTIVE ACTION PLAN APPROVAL SECTION

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<tr>
<td>SE 12 Frequency of re-evaluation</td>
<td>Partially Approved</td>
<td>11/22/2013</td>
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</tbody>
</table>

### Basis for Status Decision:
The district identified why re-evaluations were not occurring within specified timelines and stated that staff would be trained on the use of waivers and the timeline requirement. The district will develop a detailed set of procedures of how the district will ensure three year timelines are met, who will be responsible for on-going compliance monitoring, and by what date those individuals will be trained on the new procedures.

### Department Order of Corrective Action:
Submit detailed procedures on how the district will ensure that re-evaluations will be conducted every three years, within the required timelines, a description of an internal tracking and oversight system with named individuals designated responsible for compliance monitoring, and a date by which these staff members are trained on the new procedures.

### Required Elements of Progress Report(s):
By February 7, 2014, submit to the Department a copy of the new procedures ensuring the frequency of re-evaluations. Submit a copy of the new internal tracking and oversight system.
system with periodic review by designated person(s) responsible to ensure that compliance exists in relation to the Department's findings. Submit copies of the training agenda, dated attendance sheet with staff role and signature, and a copy of training materials, including a copy of the updated meeting checklist, presented to responsible staff concerning the implementation of the new procedures and the frequency of re-evaluations.

By May 9, 2014, subsequent to corrective actions, conduct an internal review of student records who had a re-evaluation between February 1, 2014 and April 30, 2014, to determine if the district is conducting re-evaluations every three years, and submit the number of student records reviewed, the number in compliance, the root cause of any non-compliance and the corrective actions the district will take to remedy any identified non-compliance.

*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s).

**Progress Report Due Date(s):**
02/07/2014
05/09/2014
### Criterion & Topic:
**SE 14 Review and revision of IEPs**

### CPR Rating:
**Partially Implemented**

#### Department CPR Findings:
Student record review, documents and interviews indicate that the district does not convene a Team meeting at least annually, on or before the anniversary date of the IEP, to consider the student's progress in an effort to review, revise, or develop a new IEP or to refer the student for a re-evaluation, as appropriate.

#### Description of Corrective Action:
- Analysis indicates 2 primary causes. Incorrect dates listed on active IEP's and scheduling conflicts.
- Primary Contacts will review and correct IEP dates prior to each IEP meeting.
- The district will generate Meeting Due Reports for each Primary Contact on a monthly basis.
- The District office will review Meeting Reports on a weekly basis.

#### Title/Role(s) of Responsible Persons:
- Special Education Director
- Project Leaders
- Special Education Teachers

#### Expected Date of Completion:
06/18/2014

#### Evidence of Completion of the Corrective Action:
- Weekly/monthly meeting reports will indicate overall compliance.
- Checklist completed by primary contact will indicate that dates have been checked for accuracy.
- Individual file reviews will validate the data held in the reports.

#### Description of Internal Monitoring Procedures:
- Special Education Director and Project Leaders will review monthly meeting reports for compliance.
- Primary Contacts will use and sign updated meeting checklists that will include due date validation.
- Director and Primary Contacts will conduct a file review in the spring.

### CORRECTIVE ACTION PLAN APPROVAL SECTION

#### Criterion:
**SE 14 Review and revision of IEPs**

#### Corrective Action Plan Status:
**Partially Approved**

#### Status Date:
11/22/2013

#### Basis for Status Decision:
The district indicated the primary causes of the non-compliance found by the Department. The district will develop written procedures to ensure that Team meetings are conducted annually, on or before the anniversary date of the IEP, and will train required staff on the new procedures. The district needs to clarify the statement "Primary Contacts will review and correct IEP dates prior to each IEP meeting".

#### Department Order of Corrective Action:
Submit detailed procedures for ensuring annual timelines are met, a description of an internal tracking and oversight system with named individuals designated responsible for compliance monitoring, and a date by which these staff members are trained on the new procedures and internal tracking and oversight system.

#### Required Elements of Progress Report(s):
By February 7, 2014, submit to the Department a copy of the new procedures developed to ensure the proper timelines are met for the review and revision of IEPs. Submit a copy...
of the new internal tracking and oversight system with periodic review by designated person(s) responsible to ensure that compliance exists. Submit copies of the training agenda, dated attendance sheet with staff role and signature and copies of materials presented at the training, including a copy of the updated meeting checklist, conducted for responsible staff members on the requirements of the annual review and revision of IEPs.

By May 9, 2014, subsequent to corrective actions, conduct an internal review of student records for students who had annual IEP Team meetings between February 1, 2014 and April 30, 2014, to determine if the district is conducting Team meetings at least annually, on or before the anniversary date of the IEP, to consider the student's progress in an effort to review, revise, or develop a new IEP or to refer the student for a re-evaluation, as appropriate. Submit the number of student records reviewed, the number in compliance, the root cause of any non-compliance and the corrective actions the district will take to remedy any identified non-compliance.

*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s).

**Progress Report Due Date(s):**
02/07/2014
05/09/2014
## COORDINATED PROGRAM REVIEW
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**Department CPR Findings:**
Student record review and documents indicate that the district does not issue a completed summary of the proposed IEP immediately following the IEP Team meeting, which must include a completed IEP service delivery grid describing the types and amounts of special education and/or related services proposed by the district and a statement of the major goal areas associated with these services; or alternately, two copies of the proposed IEP and proposed placement, along with the required notice. (See the Memorandum on the Implementation of 603 CMR 28.05(7): Parent response to proposed IEP and proposed placement at [http://www.doe.mass.edu/news/news.asp?id=3182](http://www.doe.mass.edu/news/news.asp?id=3182)).

**Description of Corrective Action:**
Although parents are provided with meeting notes, or a summary of the meeting, those notes do not always explicitly outline the major goal areas and service delivery.

Primary Contacts will either:
- Use the district software to complete the IEP at the meeting and present a proposed IEP to the parents at that time.
- Complete a Draft IEP at the Team meeting that can be provided to the Parent with Goal areas and services outlined, and present the completed IEP to the building principal for signature within 2 school working days.
- Complete the revised District Team Meeting Summary which will contain Goals and Service Delivery, and present the completed IEP to the building principal for signature within 2 school working days.

**Title/Role(s) of Responsible Persons:**
Special Education Director
Special Education Teachers
Project Leaders

**Expected Date of Completion:**
06/14/2014

**Evidence of Completion of the Corrective Action:**
Monthly comparison of "IEP Meeting dates" to "IEP Sent" dates will indicate that parents have received the required information.

Individual file reviews will validate the data held in the reports.

**Description of Internal Monitoring Procedures:**
Special Education Director and Project Leaders will review monthly meeting reports for compliance.
Primary Contacts will use and sign updated meeting checklists that will include date verification.
Director and Primary Contacts will conduct a file review in the spring.

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**Status Date:**
11/22/2013

**Basis for Status Decision:**
The district provided an explanation of the non-compliance found by the Department. The district did not submit a detailed set of procedures of how the non-compliance will be remedied, who will be responsible for on-going compliance monitoring, and by what date those staff members will be trained.

**Department Order of Corrective Action:**
Submit detailed procedures to ensure that complete IEP summaries are issued to parents at the conclusion of IEP Team meetings, a description of an internal tracking and oversight system with named staff members designated responsible for compliance monitoring, and a date by which these staff members are trained on the new procedures and internal tracking system.

**Required Elements of Progress Report(s):**  
By February 7, 2014, submit to the Department a copy of the new procedures to ensure parents are provided a complete summary at the conclusion of an IEP Team meeting. Submit a copy of the internal tracking and oversight system with periodic review by designated person(s) responsible to ensure that compliance exists in relation to the Department’s findings. Submit copies of the training agenda, dated attendance sheet with staff role and signature and copies of materials presented at the training, including the updated meeting checklist, conducted for responsible staff members on the requirements related to the provision of IEPs to parents.

By May 9, 2014, subsequent to corrective actions, conduct an internal review of student records for students who had Team meetings between February 1, 2014, and April 30, 2014, to determine if the district is issuing complete IEP summaries to parents at the conclusion of IEP Team meetings, or alternately, two copies of the proposed IEP and placement, along with the required notice. Submit the number of student records reviewed, the number in compliance, the root cause of any non-compliance and the corrective actions the district will take to remedy any identified non-compliance.

*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s).*

**Progress Report Due Date(s):**
- 02/07/2014
- 05/09/2014
**COORDINATED PROGRAM REVIEW**  
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<th>SE 20 Least restrictive program selected</th>
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<th>Partially Implemented</th>
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**Department CPR Findings:**  
Student record review, documents, and interviews indicate that the justification on a student's IEP of non-participation in the regular education setting does not state how the nature or severity of the student's disability limits his or her participation in the regular education setting with the use of supplementary aids and services.

**Description of Corrective Action:**  
Primary Contacts will be trained on clearly describing the nature and severity of the disability that justifies the described services.

**Title/Role(s) of Responsible Persons:**  
Special Education Director  
Special Education Teachers  
Project Leaders

**Expected Date of Completion:**  
06/18/2014

**Evidence of Completion of the Corrective Action:**  
Samples of IEP's produced will clearly describe the nature and severity of the disability. Memoranda, materials, agenda and sign-in sheets will indicate that staff have received training.

**Description of Internal Monitoring Procedures:**  
Special Education Director and Project Leaders will develop and provide guidance to Primary Contacts on appropriate descriptive. Special Education Director and Project Leaders will review sample IEP's for compliance. Director and Primary Contacts will conduct a file review in the spring.

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</table>

**Basis for Status Decision:**

**Department Order of Corrective Action:**

**Required Elements of Progress Report(s):**  
By February 7, 2014, submit a copy of the guidance developed relative to the justification of non-participation in the general education program. Submit copies of the training agenda, dated attendance sheet with staff role and signature and copies of materials presented at the training conducted for responsible staff members on the requirements related to the justification on a student's IEP on the least restrictive program selected.

By May 9, 2014, subsequent to corrective actions, conduct an internal review of student records for Team meetings held between February 1, 2014, and April 30, 2014, to determine if the district is appropriately and thoroughly justifying on a student's IEP that the least restrictive program is being selected. Submit the number of student records reviewed, the number in compliance, the root cause of any non-compliance and the corrective actions the district will take to remedy any identified non-compliance.
*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s).

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<td>SE 32 Parent advisory council for special education</td>
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**Department CPR Findings:**
Document review and interviews indicate that the district does not have an established district-wide parent advisory council on special education.

**Description of Corrective Action:**
The district will host quarterly events to encourage parents to become a part of the Parent Advisory Council. The district will host a Joint Parent Advisory Council meeting to give an overview, question and answer session on Procedural Safeguards on 10/30/2013

**Title/Role(s) of Responsible Persons:**
- Special Education Director
- Special Education Teachers
- Project Leaders

**Expected Date of Completion:**
06/18/2014

**Evidence of Completion of the Corrective Action:**
Notification of meetings, agendas, attendance sheets, will indicate that the district has held these meetings.

**Description of Internal Monitoring Procedures:**
- Special Education Director will coordinate 4 quarterly events to encourage parental participation in the Parent Advisory Council
- Special Education Teachers will reach out to parents on an individual basis to encourage attendance
- Special Education Teachers will share information about scheduled meetings at IEP meetings

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<td>11/22/2013</td>
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**Basis for Status Decision:**
The district must submit evidence that a functioning PAC exists.

**Department Order of Corrective Action:**
The district needs to provide evidence of a functioning Parent Advisory Council (PAC) which would include: bylaws, a description of how the PAC has participated in the planning, development, and evaluation of the school district’s special education programs, and the names of elected officers.

**Required Elements of Progress Report(s):**
By February 7, 2014, submit to the Department evidence of a functioning Parent Advisory Council (PAC) which would include: bylaws, a description of how the PAC has participated in the planning, development, and evaluation of the school district’s special education programs, and the names of elected officers. Submit copies of the meeting invitations and notifications for the PAC meeting held on October 30, 2013. Submit the PAC meeting agenda, dated and signed attendance sheet, and a copy of materials presented.

By May 9, 2014, submit to the Department evidence detailing the results of the district's efforts to establish a Parent Advisory Council. Include a description of the quarterly events held thus far, and materials presented and topics discussed. Submit a detailed description.
of the frequency and nature of encouragement offered to support parent participation, i.e., advertisement(s) and services offered to parents.

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### COORDINATED PROGRAM REVIEW
#### CORRECTIVE ACTION PLAN

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<th>Criterion &amp; Topic:</th>
<th>SE 41 Age span requirements</th>
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<tr>
<td>CPR Rating:</td>
<td>Partially Implemented</td>
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#### Department CPR Findings:
Document review and interview indicate that the age spans of two substantially separate programs, one at the elementary level and one at the high school level, do differ by more than 48 months, and a written request for approval of a wider age range has not been submitted to the Department of Elementary and Secondary Education.

#### Description of Corrective Action:
The district will conduct an annual review of classroom age-spans for all of its specialized classrooms. The Special Education Teacher and Director will complete waiver request for any classrooms where the Age-Span requirement is exceeded.

#### Title/Role(s) of Responsible Persons:
Special Education Director  
Special Education Teachers  
Project Leaders

#### Expected Date of Completion:
06/18/2014

#### Evidence of Completion of the Corrective Action:
Review of age-spans will indicate that all relevant classrooms are in compliance, or, a request for an age-span waiver will have been submitted.

#### Description of Internal Monitoring Procedures:
The Special Education Director will produce annual report of classroom age-spans, and will work with the Special Education Teacher to complete the request for waiver.

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<tr>
<td>Status Date:</td>
<td>11/22/2013</td>
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#### Basis for Status Decision:
The district will review the age span in any substantially separate program whenever the composition of students in the program has changed.

#### Department Order of Corrective Action:
Monitor any changes in the substantially separate classroom composition to review age spans.

#### Required Elements of Progress Report(s):
By February 7, 2014, submit to the Department the review of age spans in any substantially separate program whenever the composition of students in the classroom has changed.

By May 9, 2014, submit to the Department a report of the review of classroom composition for substantially separate programs, indicating any change in age span that would require a written request for approval of a wider age range for any substantially separate classroom.

#### Progress Report Due Date(s):
02/07/2014  
05/09/2014
## Criterion & Topic:
**SE 54 Professional development**

## CPR Rating:
Not Implemented

### Department CPR Findings:
Document review and interviews indicate that the district does not provide annual training for all staff on state and federal special education requirements and related local special education policies and procedures.

### Description of Corrective Action:
The Special Education Director and Project Leaders will provide a school building based training on State and Federal Special Education Requirements.

### Title/Role(s) of Responsible Persons:
- Special Education Director
- Special Education Teachers
- Project Leaders

### Expected Date of Completion:
06/18/2014

### Evidence of Completion of the Corrective Action:
- Agenda and materials will indicate that state and federal requirements are presented.
- Sign-in sheets will indicate that staff have received the training.

### Description of Internal Monitoring Procedures:
The Special Education Director will coordinate training with the building staff, and maintain a log of attendees, materials and agendas.

## CORRECTIVE ACTION PLAN APPROVAL SECTION

<table>
<thead>
<tr>
<th>Criterion:</th>
<th>SE 54 Professional development</th>
<th>Corrective Action Plan Status: Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Status Date: 11/22/2013</td>
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</table>

### Basis for Status Decision:

### Department Order of Corrective Action:

### Required Elements of Progress Report(s):
By February 7, 2014, submit to the Department copies of the training agenda, dated attendance sheet with staff role and signature, and training materials from each building based training on the state and federal special education requirements and the related local special education policies and procedures.

### Progress Report Due Date(s):
02/07/2014
# COORDINATED PROGRAM REVIEW
## CORRECTIVE ACTION PLAN

<table>
<thead>
<tr>
<th>Criterion &amp; Topic: CR 3 Access to a full range of education programs</th>
<th>CPR Rating: Partially Implemented</th>
</tr>
</thead>
</table>

### Department CPR Findings:
Document review and interviews indicate that the district's description of how it will ensure that all students have equal access to the general education program does not include the required category of gender identity.

### Description of Corrective Action:
The School Committee will revise all sections of the district policy to reflect the required protected categories of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, and homelessness.
District documents containing the disclaimer of protected categories will be amended to include all currently protected categories. Recommended language is:
"The Berkshire Hills Regional School District strives to provide a safe, respectful, and supportive learning environment in which all students and adults can thrive and succeed in its schools. The Berkshire Hills Regional School District prohibits discrimination on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness and ensures that all students and employees have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study."

### Title/Role(s) of Responsible Persons:
- Superintendent
- School Committee
- Civil Rights Coordinator

### Expected Date of Completion:
06/14/2014

### Evidence of Completion of the Corrective Action:
The school policy manual will reflect the updated protected categories.
School Committee Agenda and minutes will indicate discussion and voting to approve new language.
Samples of School and District Documents will contain updated disclaimers.

### Description of Internal Monitoring Procedures:
School Committee will be advised that relevant sections of the policy manual will need to be voted on and approved within the monitoring time frame.
The following will be provided on school committee approval:
A copy of the updated and approved policy describing access to the full range of programs
School Committee Agenda and Meeting Minutes indicating a record of the vote where the updated policy is discussed
Samples of updated documents containing the updated language

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### CORRECTIVE ACTION PLAN APPROVAL SECTION

<table>
<thead>
<tr>
<th>Criterion: CR 3 Access to a full range of education programs</th>
<th>Corrective Action Plan Status: Partially Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Status Date: 11/22/2013</td>
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</tbody>
</table>

### Basis for Status Decision:
The district will demonstrate that all staff are trained on the requirements for equal access, and will disseminate the updated policy to students and parents.

### Department Order of Corrective Action:
The district will provide evidence that all staff members have been trained on the newly adopted policy.

### Required Elements of Progress Report(s):
By February 7, 2014, submit to the Department copies of the dated school committee agenda and meeting minutes in which the committee reviewed and approved the new access to full range of education programs policy. Also, provide a copy of the approved and updated policy for review.

By May 9, 2014, submit to the Department evidence (agenda, dated attendance sheet with staff role and signature, and materials presented) that all staff members have been trained on the newly approved and adopted access to full range of education policy, and provide a description of how the new policy was disseminated to students and parents.

Progress Report Due Date(s):
02/07/2014
05/09/2014
COORDINATED PROGRAM REVIEW
CORRECTIVE ACTION PLAN

Criterion & Topic:
CR 6 Availability of in-school programs for pregnant students

CPR Rating:
Partially Implemented

Department CPR Findings:
Document review and interviews indicate that the district's current policy requires pregnant students to obtain the certification of a physician to remain in school, but does not require all other students who are afflicted with other physical or emotional conditions to obtain certification of a physician to remain in school.

Description of Corrective Action:
The School Committee will be advised that the current policy on the availability of in-school programs for pregnant students is not in compliance with State and Federal Law. The School Committee will review and revise the current policy on the availability of in-school programs for pregnant students to be in compliance with State and Federal Law.

Title/Role(s) of Responsible Persons:
Superintendent
School Committee
Civil Rights Coordinator

Expected Date of Completion:
06/18/2014

Evidence of Completion of the Corrective Action:
The updated and approved policy regarding the availability of in-school programs for pregnant students will be in compliance with State and Federal Law. School Committee Agenda and minutes will indicate discussion and voting to approve new language.

Description of Internal Monitoring Procedures:
School Committee will be advised that relevant sections of the policy manual will need to be voted on and approved within the monitoring time frame. The following will be provided upon school committee approval:
A copy of the updated and approved policy regarding the availability of in-school programs for pregnant students
School Committee Agenda and Meeting Minutes indicating a record of the vote where the updated policy is discussed

CORRECTIVE ACTION PLAN APPROVAL SECTION

Criterion:
CR 6 Availability of in-school programs for pregnant students

Corrective Action Plan Status:
Partially Approved

Status Date: 11/22/2013

Basis for Status Decision:
The district stated it will provide, as evidence, a copy of the school committee's actions in reviewing and approving the necessary updated language for the policy of availability of in-school programs for pregnant students, and provide a copy of the approved policy to the Department.

Department Order of Corrective Action:
The district will submit evidence that all high school staff members have been trained on the new policy, and provide a description of how the new policy was disseminated to students and parents.

Required Elements of Progress Report(s):
By February 7, 2014, submit to the Department a copy of the school committee's dated agenda and meeting minutes in which the committee reviewed and approved the new policy for availability of in-school programs for pregnant students. Also, provide a copy of the updated policy for review.
By May 9, 2014, submit to the Department evidence (agenda, dated attendance sheet with staff role and signature, and materials presented) that all high school staff members have been trained on the newly approved and adopted policy on the availability of in-school programs for pregnant students, and provide a description of how the new policy was disseminated to students and parents.

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

02/07/2014

05/09/2014
## COORDINATED PROGRAM REVIEW
### CORRECTIVE ACTION PLAN

<table>
<thead>
<tr>
<th>Criterion &amp; Topic:</th>
<th>CR 8 Accessibility of extracurricular activities</th>
<th>CPR Rating:</th>
<th>Partially Implemented</th>
</tr>
</thead>
</table>

**Department CPR Findings:**
Document review and interview indicate that the district's current policy concerning the accessibility of extracurricular activities is missing the protected categories of gender identity, disability and homelessness.

**Description of Corrective Action:**
The School Committee will revise sections of the district policy regarding extracurricular activities to reflect the required protected categories of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, and homelessness. District documents containing the disclaimer of protected categories will be amended to include all currently protected categories. Recommended language is:

"The Berkshire Hills Regional School District strives to provide a safe, respectful, and supportive learning environment in which all students and adults can thrive and succeed in its schools. The Berkshire Hills Regional School District prohibits discrimination on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness and ensures that all students and employees have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study."

**Title/Role(s) of Responsible Persons:**
- Superintendent
- School Committee
- Civil Rights Coordinator

**Expected Date of Completion:**
06/18/2014

**Evidence of Completion of the Corrective Action:**
The updated and approved policy regarding the accessibility of extracurricular activities will be in compliance with State and Federal Law. School Committee Agenda and minutes will indicate discussion and voting to approve new language.

**Description of Internal Monitoring Procedures:**
School Committee will be advised that relevant sections of the policy manual will need to be voted on and approved within the monitoring time frame. The following will be provided upon school committee approval:
- A copy of the updated and approved policy regarding the accessibility of extracurricular activities
- School Committee Agenda and Meeting Minutes indicating a record of the vote where the updated policy is discussed

## CORRECTIVE ACTION PLAN APPROVAL SECTION

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<th>Criterion:</th>
<th>CR 8 Accessibility of extracurricular activities</th>
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<tr>
<td></td>
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<td>Status Date:</td>
<td>11/22/2013</td>
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</table>

**Basis for Status Decision:**
The district stated it will provide, as evidence, a copy of the school committee's actions in reviewing and approving the necessary updated language for the policy on accessibility of extracurricular activities, and provide a copy of the newly approved and adopted policy the Department.

**Department Order of Corrective Action:**
The district will also need to provide evidence that all staff members have been trained on...
the newly approved policy, and provide a description of how the new policy was disseminated to students and parents.

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<tr>
<th>Required Elements of Progress Report(s):</th>
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<tbody>
<tr>
<td>By February 7, 2014, submit to the Department a copy of the dated school committee agenda and meeting minutes in which the committee reviewed and approved the new accessibility of extracurricular activities policy. Also, provide a copy of the newly adopted policy with updated language for review.</td>
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</table>

By May 9, 2014, submit to the Department evidence (agenda, dated attendance sheet with staff role and signature, and materials presented) that all staff members have been trained on the newly approved and adopted policy on the accessibility of extra-curricular activities, and provide a description of how the new policy was disseminated to students and parents.

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# COORDINATED PROGRAM REVIEW
## CORRECTIVE ACTION PLAN

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<th>Criterion &amp; Topic:</th>
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<tr>
<td>CR 9 Hiring and employment practices of prospective employers of students</td>
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<table>
<thead>
<tr>
<th>Department CPR Findings:</th>
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<tbody>
<tr>
<td>Document review and interviews indicate that the district does not require prospective employers recruiting at the high school to sign a statement that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices which includes the protected categories of race, color, national origin, sex, gender identity, handicap, religion and sexual orientation.</td>
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<tr>
<th>Description of Corrective Action:</th>
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<td>The district will incorporate a statement of assurance from prospective employers that they act in compliance with the anti-discrimination practices of the school district.</td>
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<td>Civil Rights Coordinator</td>
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<td>Principal</td>
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<td>Guidance Counselors</td>
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<th>Evidence of Completion of the Corrective Action:</th>
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<tr>
<td>Samples of assurance documents will include all protected categories of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness</td>
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<thead>
<tr>
<th>Description of Internal Monitoring Procedures:</th>
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<tr>
<td>Upon approval of revised policy, Guidance Counselors and administration at the high school will obtain a statement of assurance incorporating the protected categories from all prospective employers.</td>
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<th>Basis for Status Decision:</th>
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<tr>
<th>Department Order of Corrective Action:</th>
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<tr>
<th>Required Elements of Progress Report(s):</th>
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<tbody>
<tr>
<td>By February 7, 2014, submit to the Department a copy of the assurance statement that prospective employers recruiting at the high school will sign to comply with applicable federal and state laws prohibiting discrimination in hiring or employment practices.</td>
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</tbody>
</table>

By May 9, 2014, submit to the Department copies of any signed statements of assurance from prospective employers recruiting at the high school, that demonstrates that they comply with applicable federal and state laws prohibiting discrimination in hiring or employment practices which includes the protected categories of race, color, national origin, sex, gender identity, handicap, religion and sexual orientation.

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</table>
## COORDINATED PROGRAM REVIEW
### CORRECTIVE ACTION PLAN

<table>
<thead>
<tr>
<th>Criterion &amp; Topic:</th>
<th>CR 10A Student handbooks and codes of conduct</th>
<th>CPR Rating:</th>
<th>Partially Implemented</th>
</tr>
</thead>
</table>

### Department CPR Findings:
Document review and interviews indicate that the district's nondiscrimination policy is consistent with the school's non-tolerance of harassment of students based on race, color, national origin, sex, and religion but is missing the protected category of gender identity.

### Description of Corrective Action:
Building Principals will revise the school handbooks and codes of conduct to reflect the updated policy including all protected categories using the suggested language:
"The Berkshire Hills Regional School District strives to provide a safe, respectful, and supportive learning environment in which all students and adults can thrive and succeed in its schools. The Berkshire Hills Regional School District prohibits discrimination on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness and ensures that all students and employees have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study."

### Title/Role(s) of Responsible Persons:
Superintendent  
School Committee  
Civil Rights Coordinator  
Principals

### Expected Date of Completion:
06/18/2014

### Evidence of Completion of the Corrective Action:
School Handbooks and Codes of Conduct will include all protected categories.

### Description of Internal Monitoring Procedures:
Upon approval of revised policy, School Principals will be advised to amend Policy books and codes of conduct to reflect the approved language. Copies of relevant sections will be provided upon approval and revision.

## CORRECTIVE ACTION PLAN APPROVAL SECTION

<table>
<thead>
<tr>
<th>Criterion:</th>
<th>CR 10A Student handbooks and codes of conduct</th>
<th>Corrective Action Plan Status:</th>
<th>Partially Approved</th>
</tr>
</thead>
</table>

### Basis for Status Decision:
The district stated the building principals will "revise the school handbooks and codes of conduct to reflect the updated policy including all protected categories...". The nondiscrimination and harassment policies are to be reviewed, approved, and updated in the student handbook and codes of conduct by the school committee.

### Department Order of Corrective Action:
The district will submit evidence that all staff members have been trained on the updated nondiscrimination policy and non-tolerance of harassment of student's policy, and provide a description of how the new policy was disseminated to students and parents.

### Required Elements of Progress Report(s):
By February 7, 2014, submit to the Department a copy of the dated school committee agenda and meeting minutes in which the committee reviewed and approved the updated nondiscrimination policy and non-tolerance of harassment of student's policy. Also, provide a copy of each updated and approved policy for review.
By May 9, 2014, submit to the Department evidence (agenda, dated attendance sheet with staff role and signature, and materials presented) that all staff members have been trained on the newly approved and adopted nondiscrimination policy and non-tolerance of harassment of students policy, and provide a description of how the new policy was disseminated to students and parents.

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

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<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>02/07/2014</td>
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COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN

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<tr>
<th>Criterion &amp; Topic:</th>
<th>CPR Rating:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR 12A Annual and continuous notification concerning nondiscrimination and coordinators</td>
<td>Partially Implemented</td>
</tr>
</tbody>
</table>

Department CPR Findings:
Document review and interviews indicate that the written materials and other media the district uses to publicize the school do not include the required protected category of gender identity.

Description of Corrective Action:
Upon approval of the updated language by the school committee, all promotional materials will contain an updated disclaimer including all protected categories. Suggested language:
"The Berkshire Hills Regional School District strives to provide a safe, respectful, and supportive learning environment in which all students and adults can thrive and succeed in its schools. The Berkshire Hills Regional School District prohibits discrimination on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness and ensures that all students and employees have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study."

Title/Role(s) of Responsible Persons:
Superintendent
School Committee
Civil Rights Coordinator
Building Principals

Expected Date of Completion:
06/18/2014

Evidence of Completion of the Corrective Action:
Samples of promotional documents will include all protected categories of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness.

Description of Internal Monitoring Procedures:
The Civil Rights Coordinator will collect and submit samples of updated documents following school committee approval.

CORRECTIVE ACTION PLAN APPROVAL SECTION

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<tr>
<th>Criterion:</th>
<th>Corrective Action Plan Status:</th>
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<tbody>
<tr>
<td>CR 12A Annual and continuous notification concerning nondiscrimination and coordinators</td>
<td>Approved</td>
</tr>
</tbody>
</table>

Status Date: 11/22/2013

Basis for Status Decision:

Department Order of Corrective Action:

Required Elements of Progress Report(s):
By February 7, 2014, submit to the Department a copy of the dated school committee agenda and meeting minutes in which the committee reviewed and approved the updated language the district utilizes to publicize its schools.

By May 9, 2014, subsequent to school committee approval, submit to the Department copies any of written materials or other media sources the district utilizes to publicize its schools, with evidence that the updated language has been added.
Progress Report Due Date(s):
02/07/2014
05/09/2014
## COORDINATED PROGRAM REVIEW
### CORRECTIVE ACTION PLAN

<table>
<thead>
<tr>
<th>Criterion &amp; Topic:</th>
<th>CPR Rating:</th>
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<tbody>
<tr>
<td>CR 14 Counseling and counseling materials free from bias and stereotypes</td>
<td>Partially Implemented</td>
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</table>

### Department CPR Findings:
Document review and interviews indicate that the district's description of how it will provide students with counseling and counseling materials free from bias does not include the required protected categories of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, and homelessness.

### Description of Corrective Action:
Upon approval of the updated language by the school committee, Guidance Counselors will include the updated and approved language in their review of counseling materials. Suggested language:

"The Berkshire Hills Regional School District strives to provide a safe, respectful, and supportive learning environment in which all students and adults can thrive and succeed in its schools. The Berkshire Hills Regional School District prohibits discrimination on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness and ensures that all students and employees have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study."

### Title/Role(s) of Responsible Persons:
- Superintendent
- School Committee
- Civil Rights Coordinator
- Principals
- Guidance Counselors

### Expected Date of Completion:
06/18/2014

### Evidence of Completion of the Corrective Action:
Agenda and materials will indicate that staff members have been trained to incorporate all protected categories of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness in their review of counseling materials. Sign-in sheets will indicate that staff have received this training.

### Description of Internal Monitoring Procedures:
The Civil Rights Coordinator and Project leaders will coordinate training with the building staff, and maintain a log of attendees, materials and agendas.

## CORRECTIVE ACTION PLAN APPROVAL SECTION

### Criterion:
CR 14 Counseling and counseling materials free from bias and stereotypes

### Corrective Action Plan Status:
Approved

### Status Date:
11/22/2013

### Basis for Status Decision:

### Department Order of Corrective Action:

### Required Elements of Progress Report(s):
By February 7, 2014, submit to the Department a copy of the dated school committee agenda and meeting minutes in which the committee reviewed and approved the updated procedures for ensuring that counseling and counseling materials are free from bias. Also, provide a copy of the updated procedures for review of counseling and counseling materials.
By May 9, 2014, submit to the Department evidence (agenda, dated attendance sheet with staff role and signature, and materials presented) that all responsible staff members have been trained on the updated procedures for the review of counseling and counseling materials.

**Progress Report Due Date(s):**
02/07/2014
05/09/2014
## COORDINATED PROGRAM REVIEW
### CORRECTIVE ACTION PLAN

<table>
<thead>
<tr>
<th>Criterion &amp; Topic:</th>
<th>CPR Rating:</th>
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<tbody>
<tr>
<td>CR 15 Non-discriminatory administration of scholarships, prizes and awards</td>
<td>Not Implemented</td>
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<tr>
<th>Department CPR Findings:</th>
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<tbody>
<tr>
<td>Document review and interviews indicate that the district does not provide documentation that scholarships, prizes and awards sponsored and administered by the district are not restricted based on the protected categories of race, color, sex, gender identity, religion, national origin, sexual orientation or disability.</td>
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</tbody>
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<tr>
<th>Description of Corrective Action:</th>
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<tbody>
<tr>
<td>Upon approval of the updated language by the school committee, Guidance Counselors will review scholarship documents and include the updated and approved language.</td>
</tr>
<tr>
<td>Suggested language:</td>
</tr>
<tr>
<td>&quot;The Berkshire Hills Regional School District strives to provide a safe, respectful, and supportive learning environment in which all students and adults can thrive and succeed in its schools. The Berkshire Hills Regional School District prohibits discrimination on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness and ensures that all students and employees have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study.&quot;</td>
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<tr>
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<tbody>
<tr>
<td>Scholarship documents will include the disclaimer of non-discrimination based on protected categories of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness</td>
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<tr>
<td>Documents including the revised disclaimer will be provided following approval by the school committee.</td>
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<thead>
<tr>
<th>Department Order of Corrective Action:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Required Elements of Progress Report(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>By February 7, 2014, submit to the Department a copy of the dated school committee agenda and meeting minutes in which the committee reviewed and approved the new non-discriminatory administration of scholarships, prizes and awards language.</td>
</tr>
</tbody>
</table>

By May 9, 2014, submit to the Department a description of how the new policy was
disseminated to students and parents.

<table>
<thead>
<tr>
<th>Progress Report Due Date(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/07/2014</td>
</tr>
<tr>
<td>05/09/2014</td>
</tr>
</tbody>
</table>
**Criterion & Topic:**
CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion

**CPR Rating:**
Partially Implemented

**Department CPR Findings:**
Document review and interviews indicate that the district's notice to students leaving school without a diploma, certificate of attainment, or certificate of completion is not sent to both the parent and student, does not offer an extension for meeting with a representative of the district of no longer than fourteen days, and does not state that at the time of the meeting alternative educational placements will be discussed in an effort to support the student.

The district also does not send annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school. This notice informs students of publicly funded post-high school academic support programs and encourages the student to participate in these programs.

**Description of Corrective Action:**
The district will maintain a listing of all students who have withdrawn from school prior to graduation
Upon the student's decision to withdraw, and in addition to any efforts to counsel the student, both the parent and student will be informed in writing of the student's ability to return to school and complete graduation requirements
Annually at the close of each school year, students whose withdrawal dates include the previous 2 school years will receive follow-up letters reminding them that they can meet with the school to determine a plan for completion of all graduation requirements and receipt of a diploma.

**Title/Role(s) of Responsible Persons:**
Superintendent
School Committee
Civil Rights Coordinator
H.S. Principal
Guidance Counselors

**Expected Date of Completion:**
06/14/2018

**Evidence of Completion of the Corrective Action:**
Ongoing listing of students selecting to withdraw, copies of letters sent to both student and parent, and any follow-up responses to the school will indicate ongoing efforts to encourage students to complete their diploma requirement.

**Description of Internal Monitoring Procedures:**
Records of students who have selected to withdraw will be maintained and reviewed annually
Efforts to return the student to the High School for completion will be documented in the above record and in the students file.

**CORRECTIVE ACTION PLAN APPROVAL SECTION**

**Criterion:**
CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion

**Corrective Action Plan Status:**
Partially Approved

**Status Date:**
11/22/2013
**Basis for Status Decision:**
The district's description of action does not include all required elements in both the written notice to students 16 or over leaving school, and the annual written notice to former students.

**Department Order of Corrective Action:**
The district will submit evidence that all responsible staff members have been trained on the required elements of notice to students leaving school, and provide copies of the written notification to students 16 or over leaving school, and the annual written notice to former students.

**Required Elements of Progress Report(s):**
By February 7, 2014, submit to the Department a copy of the written notice sent to students and their parents, that is sent within 10 days of the student's 15 consecutive unexcused absence, that is in English or the family's native language. The notice must state:

a) the student and the parent or guardian may meet with a representative of the district within ten days from the date the notice was sent.
b) at the request of the parent or guardian, the district may consent to an extension of the time for the meeting of not longer than fourteen days.
c) at the meeting the participants will discuss the reasons that the student is leaving school and alternative educational or other placements.
d) the student and parent or guardian are told that attendance is voluntary after the student turns 16 but are also informed of the student's right to return to school.

Also, the district must submit a copy of the annual written notice that is sent to former students for two years who have not yet earned their competency determination and who have not transferred to another school which informs them:

a) of the availability of publicly funded post-high school academic support programs, and
b) encourages them to participate in those programs.

By May 9, 2014, submit evidence the Department (agenda, dated attendance sheet with staff role and signature, and materials presented) that all responsible staff members have been trained on the required elements of notice to students leaving school. Also, provide a list of students with: dates of birth, dates of withdrawal from school and the dates the district sent notices, either for initial withdrawal or for a former student.

**Progress Report Due Date(s):**
02/07/2014
05/09/2014
## COORDINATED PROGRAM REVIEW
### CORRECTIVE ACTION PLAN

<table>
<thead>
<tr>
<th>Criterion &amp; Topic:</th>
<th>CPR Rating:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program</td>
<td>Not Implemented</td>
</tr>
</tbody>
</table>

### Department CPR Findings:
Document review and interviews indicate that the district does not conduct staff training, at least annually, on the use of physical restraint.

### Description of Corrective Action:
Training to all staff on the use of physical restraint, including reporting requirements, and identification of trained staff will occur along with the building based Special Education Requirement training listed in SE54.

### Title/Role(s) of Responsible Persons:
Civil Rights Coordinator
Project Leaders

### Expected Date of Completion:
06/18/2014

### Evidence of Completion of the Corrective Action:
Agenda and materials will indicate that staff members have received the annual training. Sign-in sheets will indicate that staff have received the training.

### Description of Internal Monitoring Procedures:
The Civil Rights Coordinator and Project leaders will coordinate training with the building staff, and maintain a log of attendees, materials and agendas.

## CORRECTIVE ACTION PLAN APPROVAL SECTION

### Criterion:
CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program

### Corrective Action Plan Status:
Approved

### Status Date:
11/22/2013

### Basis for Status Decision:

### Department Order of Corrective Action:

### Required Elements of Progress Report(s):
By February 7, 2014, submit to the Department evidence (agenda, dated attendance sheet with staff role and signature, and materials presented) of the training all staff received in relation to the use of physical restraint on any student enrolled in a publicly-funded education program. The evidence submitted to the Department should reflect that the training took place within the first month of the school year.

By May 9, 2014, submit a list of staff members who were hired after the school year began and evidence (agenda, dated attendance sheet with staff role and signature, and materials presented) of the training the staff member received in relation to the use of physical restraint on any student enrolled in a publicly-funded education program. The evidence submitted to the Department should reflect that this training took place within 30 days of the staff members first day of hire.

### Progress Report Due Date(s):
02/07/2014
05/09/2014
## COORDINATED PROGRAM REVIEW
### CORRECTIVE ACTION PLAN

<table>
<thead>
<tr>
<th>Criterion &amp; Topic:</th>
<th>CPR Rating:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR 20 Staff training on confidentiality of student records</td>
<td>Not Implemented</td>
</tr>
</tbody>
</table>

### Department CPR Findings:
Document review and interviews indicate that the district does not have procedures to ensure all school personnel have been trained on the provisions of confidentiality of student records.

### Description of Corrective Action:
Training to all staff on the confidentiality of student information, will occur along with the building based Special Education Requirement training listed in SE54. Staff will also receive on-line training in Civil Rights responsibilities on an annual basis, beginning in the fall of 2013 (as also listed in CR21).

### Title/Role(s) of Responsible Persons:
- Civil Rights Coordinator
- Project Leaders

### Expected Date of Completion:
06/18/2014

### Evidence of Completion of the Corrective Action:
Agenda and materials will indicate the annual training that staff members have received. Sign-in sheets will indicate that staff have received the training. Records from the on-line training will indicate staff have received the training.

### Description of Internal Monitoring Procedures:
The Civil Rights Coordinator and Project leaders will coordinate training with the building staff, and maintain a log of attendees, materials, and agendas.

## CORRECTIVE ACTION PLAN APPROVAL SECTION

<table>
<thead>
<tr>
<th>Criterion:</th>
<th>Corrective Action Plan Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR 20 Staff training on confidentiality of student records</td>
<td>Approved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Basis for Status Decision:</th>
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<table>
<thead>
<tr>
<th>Department Order of Corrective Action:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Required Elements of Progress Report(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>By February 7, 2014, submit to the Department evidence (agenda, dated attendance sheet with staff role and signature, and material presented) of the training that occurred for all staff in relation to the confidentiality of student records.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progress Report Due Date(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/07/2014</td>
</tr>
</tbody>
</table>
**COordinated Program Review**

**Corrective Action Plan**

<table>
<thead>
<tr>
<th>Criterion &amp; Topic:</th>
<th>CPR Rating:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR 21 Staff training regarding civil rights responsibilities</td>
<td>Not Implemented</td>
</tr>
</tbody>
</table>

**Department CPR Findings:**

Document review and interviews indicate that the district does not provide annual in-service training for all school personnel regarding civil rights responsibilities, including the prevention of discrimination and harassment on the basis of students' race, color, sex, gender identity, religion, national origin and sexual orientation and the appropriate methods for responding to it in the school setting.

**Description of Corrective Action:**

Staff contracts will continue to include information on civil rights and responsibilities Building Based Training (listed in SE54) will include basic information regarding the prevention of discrimination, and will include information on the protected categories of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, and homelessness.

Staff will receive on-line training in Civil Rights responsibilities on an annual basis beginning in the fall of 2013.

<table>
<thead>
<tr>
<th>Title/Role(s) of Responsible Persons:</th>
<th>Expected Date of Completion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Rights Coordinator Project Leaders</td>
<td>06/18/2014</td>
</tr>
</tbody>
</table>

**Evidence of Completion of the Corrective Action:**

Agenda and materials will indicate the annual training that staff members have received Sign-in sheets will indicate that staff have received this training.

Records from the on-line training will indicate staff have received the training.

**Description of Internal Monitoring Procedures:**

The Civil Rights Coordinator and Project leaders will coordinate training with the building staff, and maintain a log of attendees, materials and agendas.

**Corrective Action Plan Approval Section**

<table>
<thead>
<tr>
<th>Criterion:</th>
<th>Corrective Action Plan Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR 21 Staff training regarding civil rights responsibilities</td>
<td>Approved</td>
</tr>
</tbody>
</table>

**Basis for Status Decision:**

**Department Order of Corrective Action:**

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

By February 7, 2014, submit to the department evidence (agendas, dated attendance sheet with staff role and signature, materials presented) that all staff have received training in relation to civil rights responsibilities, including the prevention of discrimination and harassment on the basis of students' race, color, sex, gender identity, religion, national origin and sexual orientation and the appropriate methods for responding to it in the school setting.

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

02/07/2014
**COordinated Program Review**

**Corrective Action Plan**

<table>
<thead>
<tr>
<th>Criterion &amp; Topic:</th>
<th>CR 24 Curriculum review</th>
<th>CPR Rating:</th>
<th>Partially Implemented</th>
</tr>
</thead>
</table>

**Department CPR Findings:**
Document review and interviews indicate that the district has a procedure in place to ensure that all educational materials are reviewed; however, they do not include the required protected categories of race, color, sex, gender identity, religion, national origin, and sexual orientation.

**Description of Corrective Action:**
Upon approval of the updated language by the school committee, staff members involved in curriculum review will be trained to incorporate the updated and approved categories in their review of curriculum materials.

Suggested language:
"The Berkshire Hills Regional School District strives to provide a safe, respectful, and supportive learning environment in which all students and adults can thrive and succeed in its schools. The Berkshire Hills Regional School District prohibits discrimination on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness and ensures that all students and employees have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study."

**Title/Role(s) of Responsible Persons:**
Civil Rights Coordinator
Director of Learning and Teaching
Project Leaders

**Expected Date of Completion:**
06/18/2014

**Evidence of Completion of the Corrective Action:**
Agenda and materials will indicate that staff members have been trained to incorporate all protected categories in their review of curriculum materials.
Sign-in sheets will indicate that staff have received this training.

**Description of Internal Monitoring Procedures:**
The Civil Rights Coordinator and Project leaders will coordinate training with the building staff, and maintain a log of attendees, materials and agendas.

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**Corrective Action Plan Approval Section**

<table>
<thead>
<tr>
<th>Criterion:</th>
<th>CR 24 Curriculum review</th>
<th>Corrective Action Plan Status:</th>
<th>Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Status Date:</td>
<td>11/22/2013</td>
</tr>
</tbody>
</table>

**Basis for Status Decision:**

**Department Order of Corrective Action:**

**Required Elements of Progress Report(s):**
By February 7, 2014, submit to the Department evidence (agenda, dated attendance sheet with staff role and signature, materials presented) that all staff have received training to include the protected categories of race, color, sex, gender identity, religion, national origin, and sexual orientation in the curriculum review process.

**Progress Report Due Date(s):**
02/07/2014
MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
COORDINATED PROGRAM REVIEW

District: Berkshire Hills Regional School District
Corrective Action Plan Review

Program Area: Career/Vocational Technical Education
Prepared by: Marianne R. Young, Principal, Monument Mountain Regional High School

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

Mandatory One-Year Compliance Date: September 9, 2014

COORDINATED PROGRAM REVIEW
CORRECTIVE ACTION PLAN
(To be completed by school district/charter school)

<table>
<thead>
<tr>
<th>Criterion &amp; Topic</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>CVTE 3</td>
<td>Partially Implemented</td>
</tr>
</tbody>
</table>

The district assesses students for the acquisition of safety & health, technical that includes embedded academic, employability, management & entrepreneurship, and technological knowledge and skills. Perkins Section 135, M.G.L. c.74 Section 2, Vocational Technical Education Regulations 603 CMR 4.03 (4).

Department CPR Finding: Interviews and review of documentation indicate that assessment for students for the acquisition of safety & health, technical that includes embedded academic, employability, management & entrepreneurship, and technological knowledge and skills is not completed for all programs. See CVTE 8 and 11.

Narrative Description of Corrective Action: All Chapter 74 and non-Chapter 74 program curriculums will be reviewed and revised to ensure that assessment for students for the acquisition of safety & health, technical that includes embedded academic, employability, management & entrepreneurship, and technological knowledge and skills is completed for all programs. Teachers will participate in two (2) day long curriculum revision seminars (October and January) and at least six (6) after-school department meetings to ensure completion of curriculum revision (October, December, February, April, May). Completion of safety & health and by December 2013; completion of technical, employability, management and entrepreneurship by June 2014.

Title/Role of Person(s) Responsible for Implementation: Marianne R. Young, Principal

Expected Date of Completion for Each Corrective Action Activity: June 2014

Evidence of Completion of the Corrective Action: Curriculum documents, UbD templates

Description of Internal Monitoring Procedures: Meeting minutes, Department Project Leader meeting minutes; supervision and evaluation schedule
CORRECTIVE ACTION PLAN APPROVAL SECTION
(To be completed by the Department of Elementary and Secondary Education)

<table>
<thead>
<tr>
<th>Criterion: CVTE 3</th>
<th>Status of Corrective Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☑ Approved □ Partially Approved □ Disapproved</td>
</tr>
</tbody>
</table>

Basis for Partial Approval or Disapproval:

Department Order of Corrective Action:

Required Elements of Progress Report(s):

Progress Report #1: Provide documentation of teacher participation in the two (2) day long curriculum revision seminars to occur in October and January (such as registration sheets, agendas, materials, follow up memos, etc.). Provide documentation showing how the seminars have been applied to assessments for students for the acquisition of safety & health, technical that includes embedded academic, employability, management & entrepreneurship, and technological knowledge and skills for all programs, which may be documentation of the after-school department meetings to ensure completion of curriculum revision, and/or may be curriculum samples.

Progress Report #2: Provide documentation that the curriculum revision has been completed for all CVTE programs, ensuring assessments for students for the acquisition of safety & health, technical that includes embedded academic, employability, management & entrepreneurship, and technological knowledge and skills. Provide documentation of supervisory review and evaluation process to ensure continued compliance.

Progress Report Due Date(s): February 7, 2014 & May 2, 2014

COORDINATED PROGRAM REVIEW
CORRECTIVE ACTION PLAN
(To be completed by school district/charter school)

<table>
<thead>
<tr>
<th>Criterion &amp; Topic: CVTE 4</th>
<th>Rating: Partially Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information concerning career/vocational technical education programs is provided to students and to their parents/guardians. Such information shall include admission requirements for career/vocational technical programs; specific programs/courses that are available; employment and/or further education and registered apprenticeship opportunities. Perkins Section 135, Vocational Technical Education Regulations 603 CMR 4.03 (4) (6).</td>
<td></td>
</tr>
</tbody>
</table>

Department CPR Finding: Documentation and interviews indicate the district has published an Application for Admissions to CVTE and Chapter 74 Programs in the 2013-2014 Monument Mountain Regional High School Program of Studies; however, there is no Department-approved admission policy and an appropriate application for admission to Chapter 74-approved vocational technical education. See CVTE 6.

Narrative Description of Corrective Action: MMRHS’s application and admissions policy and protocol was submitted to the DESE during the 2012-2013 school year. The document was resubmitted for approval on October 23, 2013.
Title/Role of Person(s) Responsible for Implementation: Marianne R. Young

Expected Date of Completion for Each Corrective Action Activity: October 2013

Evidence of Completion of the Corrective Action: Admissions Policy submitted for approval

Description of Internal Monitoring Procedures: Admissions Policy submitted for approval

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

Criterion: CVTE 4

Status of Corrective Action:
☑ Approved  □ Partially Approved  □ Disapproved

Basis for Partial Approval or Disapproval:

Department Order of Corrective Action:

Required Elements of Progress Report(s):

Progress Report #1: Provide documentation showing that the district has revised their policy based on the feedback provided by the Department on October 23, 2013. This can be emails showing consultation and a copy of the most current draft policy.

Progress Report #2: Provide documentation that the admission policy has been approved and that the district has published the approved policy.

Progress Report Due Date(s): February 7, 2014 & May, 2, 2014

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN
(To be completed by school district/charter school)

Criterion & Topic: CVTE 5

Rating: Partially Implemented

All individuals including those who are members of special populations are provided with equal access to career/vocational technical education programs, services and activities and are not discriminated against on the basis of their status as members of special populations or race, color, gender, religion, national origin, English language proficiency, disability, or sexual orientation.

Perkins Sections 122 & 135, Vocational Technical Education Regulations 603 CMR 4.03(4) (6 (7), M.G.L.c.76, Section 5.

Department CPR Finding: Documentation reveals that the equal education opportunity notices published by the district do not identify all protected categories: race, color, sex, gender identity, religion, national origin, disability, or sexual orientation. While interviews indicate the district’s willingness to meet the needs of any student who chooses to participate in the horticulture program, interviews, a review of facilities, and review of documentation indicate that the horticulture program building and the complex of greenhouses are not wheelchair accessible.

Narrative Description of Corrective Action: The District and school will review and revise policy language to include all identified protected categories in equal education opportunity notices.

The school district has received approval and funding from the MSBA to renovate the horticulture program facilities. The BHRSD taxpayers will vote on the project on November 5, 2013. In the interim, MMRHS faculty and staff will make requisite individual student accommodations to ensure equal access to the horticulture program.
<table>
<thead>
<tr>
<th>Title/Role of Person(s) Responsible for Implementation: Marianne R. Young</th>
<th>Expected Date of Completion for Each Corrective Action Activity: EO notices: 9/13; Facilities: pending vote, ongoing renovation/construction through spring 2017 – or – working with BHRSD Director of Operations to draft a priority-based plan to address facilities renovations and upgrades.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of Completion of the Corrective Action: EO notices: MMRHS notices include revised statement; email to BHRSD Superintendent’s secretary noting new language; Facilities: upgraded and/or redesigned to ensure equal access.</td>
<td>Description of Internal Monitoring Procedures: MMRHS documents and notices; facilities renovation and upgrade action plan</td>
</tr>
<tr>
<td><strong>CORRECTIVE ACTION PLAN APPROVAL SECTION</strong> <em>(To be completed by the Department of Elementary and Secondary Education)</em></td>
<td><strong>CORRECTIVE ACTION PLAN</strong> <em>(To be completed by school district/charter school)</em></td>
</tr>
<tr>
<td>Criterion: CVTE 5</td>
<td>Criterion &amp; Topic: CVTE 6</td>
</tr>
<tr>
<td>Status of Corrective Action:</td>
<td>Rating: Partially Implemented</td>
</tr>
<tr>
<td>☑ Approved</td>
<td>This criterion applies only to Chapter 74-approved vocational technical education. The district uses its Department-approved admission policy and an appropriate application for admission. Vocational Technical Education Regulations 603 CMR 4.03(4). M.G.L. c. 76 Section 5.</td>
</tr>
<tr>
<td>Basis for Partial Approval or Disapproval:</td>
<td>Department CPR Finding: Documentation and interviews indicate the district has published an Application for Admissions to CVTE and Chapter 74 Programs in the 2013-2014 Monument Mountain Regional High School Program of Studies. However, the requirement is that the district has a Department-approved admission policy and an appropriate application for admission to Chapter 74-approved vocational technical education, and that the policy is used when space is a limiting factor. See CVTE 4.</td>
</tr>
<tr>
<td>Department Order of Corrective Action:</td>
<td>Narrative Description of Corrective Action: MMRHS’s application and admissions policy and protocol was submitted to the DESE during the 2012-2013 school year. The document was resubmitted for approval on October 23, 2013.</td>
</tr>
<tr>
<td>Required Elements of Progress Report(s):</td>
<td>Progress Report #1: Describe a plan to provide access to the Horticulture program, should there be a student using a wheelchair who seeks to participate in this program before the completion of the new (MSBA approved) facilities. Provide documentation of the revised statement for access to equal educational opportunity.</td>
</tr>
<tr>
<td>Progress Report #2 Provide documentation of the internal monitoring process to ensure equal access to career/vocational technical education programs, services and activities.</td>
<td>Progress Report #2: Provide documentation of the internal monitoring process to ensure equal access to career/vocational technical education programs, services and activities.</td>
</tr>
<tr>
<td>Progress Report Due Date(s): February 7, 2014 &amp; May 2, 2014</td>
<td>Progress Report Due Date(s): February 7, 2014 &amp; May 2, 2014</td>
</tr>
</tbody>
</table>
**CORRECTIVE ACTION PLAN APPROVAL SECTION**
(To be completed by the Department of Elementary and Secondary Education)

<table>
<thead>
<tr>
<th>Criterion: CVTE 6</th>
<th>Status of Corrective Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☑ Approved □ Partially Approved □ Disapproved</td>
</tr>
</tbody>
</table>

**Basis for Partial Approval or Disapproval:**

**Department Order of Corrective Action:**

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

**Progress Report #1:** Provide documentation showing that the district has revised their policy based on the feedback provided by the Department in October 2013. This can be emails showing consultation and a copy of the most current draft policy.

**Progress Report #2:** Documentation that the admission policy has been approved and that the district is implementing the approved policy, as necessary.

**Progress Report Due Date(s):** February 7, 2014 & May 2, 2014

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**COORDINATED PROGRAM REVIEW**
CORRECTIVE ACTION PLAN
(To be completed by school district/charter school)

<table>
<thead>
<tr>
<th>Criterion &amp; Topic: CVTE 8</th>
<th>Rating: Partially Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>The programs in which students are enrolled meet the Perkins IV definition of career and technical education as contained in Appendix A (Massachusetts Perkins IV Career and Technical Education Program Checklist) of the Massachusetts Perkins IV Manual, Perkins Sections 3 &amp; 135.</td>
<td></td>
</tr>
</tbody>
</table>

**Department CPR Finding:** Interviews and review of documentation indicate that not all programs are addressing the Perkins IV standards to include competency-based applied learning that contributes to the general employability skills, or knowledge of all aspects of an industry including entrepreneurship, of an individual. See CVTE 3 and CVTE 11.

**Narrative Description of Corrective Action:** All Chapter 74 and non-Chapter 74 program curriculum will be reviewed and revised to ensure that programs address the Perkins IV standards. Teachers will participate in two (2) day long curriculum revision seminars (October and January) and at least six (6) after-school department meetings to ensure completion of curriculum revision (October, December, February, April, May). The district will show completion of safety & health requirements by December 2013 and completion of technical, employability, management and entrepreneurship by June 2014.

<table>
<thead>
<tr>
<th>Title/Role of Person(s) Responsible for Implementation: Marianne R. Young, Principal</th>
<th>Expected Date of Completion for Each Corrective Action Activity: June 2014</th>
</tr>
</thead>
</table>

| Evidence of Completion of the Corrective Action: Curriculum documents, UbD templates |
### Description of Internal Monitoring Procedures:
Meeting minutes, Department Project Leader meeting minutes; supervision and evaluation schedule

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

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Status of Corrective Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CVTE 8</td>
<td>✗ Approved □ Partially Approved □ Disapproved</td>
</tr>
</tbody>
</table>

Basis for Partial Approval or Disapproval:

Department Order of Corrective Action:

Required Elements of Progress Report(s):

**Progress Report #1:** Provide documentation of teacher participate in the two (2) day long curriculum revision seminars to occur in October and January (such as registration sheets, agendas, materials, follow up memos, etc.). Provide documentation showing how the seminars have been applied to ensure that students acquire and are assessed for the acquisition of safety & health, technical that includes embedded academic, employability, management & entrepreneurship, and technological knowledge and skills for all programs. This may be documentation of the after-school department meetings to ensure completion of curriculum revision, and/or may be curriculum samples.

**Progress Report #2** Provide documentation that the curriculum revision has been completed for all CVTE programs, ensuring that students acquire and are assessed for the acquisition of safety & health, technical that includes embedded academic, employability, management & entrepreneurship, and technological knowledge and skills. Provide documentation of supervisory review and evaluation process to ensure continued compliance.

**Progress Report Due Date(s):** February 7, 2014 & May 2, 2014

---

### COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN
*(To be completed by school district/charter school)*

<table>
<thead>
<tr>
<th>Criterion &amp; Topic</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>CVTE 10</td>
<td>Partially Implemented</td>
</tr>
</tbody>
</table>

Representatives of business/industry; organized labor (union); colleges(s); parent(s)/guardian(s); student(s); representative(s) from registered apprenticeship program(s) (only required if the occupational field of the program has a registered apprenticeship program) are involved in the development, implementation, and review of career/vocational technical programs. Representation is race, linguistic, disability, and nontraditional by gender inclusive, and if not, there is a plan (formal recruitment process) to make it inclusive. 
Perkins Section 135, M.G.L. c.74 Section 6, Vocational Technical Education Regulations 603 CMR 4.03 (1).
**Department CPR Finding:** Interviews and review of documentation indicate that the district has active program advisory committees in place for their two Chapter 74 career technical education programs as well as active program specific advisory committees for their four non Chapter 74 Perkins programs. However, the program advisory committee forms indicate that representation is not race, linguistic, disability, and nontraditional by gender inclusive, and there is no formal recruitment process to make it inclusive. In addition, the General Advisory Committee has not met with the school committee.

**Narrative Description of Corrective Action:** All Chapter 74 and non-Chapter 74 advisory groups will be reviewed in September 2013. New members will be invited to ensure representation according to DESE standards. The General Advisory Committee will meet with the BHRSD school committee during the by the close of February 2014 school year.

<table>
<thead>
<tr>
<th>Title/Role of Person(s) Responsible for Implementation</th>
<th>Expected Date of Completion for Each Corrective Action Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marianne R. Young</td>
<td>Membership: by December 2014; General Advisory meeting with BHRSD School Committee by February 2014.</td>
</tr>
</tbody>
</table>

**Evidence of Completion of the Corrective Action:** Advisory Committee membership rosters and meeting minutes; General Advisory Board meeting: SC agenda and meeting minutes.

**Description of Internal Monitoring Procedures:** 1st semester request to CVTE department members to review and revise advisory group membership and submission of current membership rosters.

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

<table>
<thead>
<tr>
<th>Criterion: CVTE 10</th>
<th>Status of Corrective Action:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>[ ] Approved [ ] Partially Approved [ ] Disapproved</td>
</tr>
</tbody>
</table>

**Basis for Partial Approval or Disapproval:**

<table>
<thead>
<tr>
<th>Department Order of Corrective Action:</th>
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</table>

<table>
<thead>
<tr>
<th>Required Elements of Progress Report(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Progress Report #1:</strong> Provide evidence that all Chapter 74 and non-Chapter 74 advisory groups have been reviewed, and that a plan for recruitment of new members has been developed. This can include memos, agendas, and meeting minutes, or letters of recruitment.</td>
</tr>
<tr>
<td><strong>Progress Report #2:</strong> Provide evidence that the plans to recruit new members have been implemented. This can be updated Program Advisory Committee membership forms. Provide evidence that the General Advisory Committee has met with the BHRSD school committee by the close of the 2014 school year. This can be General Advisory Committee membership rosters and meeting minutes, and/or School Committee agenda and meeting minutes.</td>
</tr>
</tbody>
</table>

**Progress Report Due Date(s): February 7, 2014 & May 2, 2014**

**COORDINATED PROGRAM REVIEW**
CORRECTIVE ACTION PLAN
(To be completed by school district/charter school)

<table>
<thead>
<tr>
<th>Criterion &amp; Topic: CVTE 11</th>
<th>Rating: Partially Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs are structured so that students acquire safety &amp; health, technical that includes embedded academic, employability, management &amp; entrepreneurship, and</td>
<td></td>
</tr>
</tbody>
</table>
technological knowledge and skills. *Perkins Section 135, M.G.L. c. 74 Section 2, Vocational Technical Education Regulations 603 CMR 4.03 (4) 4.06.*

<table>
<thead>
<tr>
<th>Department CPR Finding: Interviews and review of documentation indicate that not all programs are structured so that students acquire safety &amp; health, employability, management &amp; entrepreneurship, and technological knowledge and skills. See CVTE 3 and 8.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Narrative Description of Corrective Action: All Chapter 74 and non-Chapter 74 program curriculums will be reviewed and revised to ensure that assessment for students for the acquisition of safety &amp; health, technical that includes embedded academic, employability, management &amp; entrepreneurship, and technological knowledge and skills is completed for all programs. Teachers will participate in two (2) day long curriculum revision seminars (October and January) and at least six (6) after-school department meetings to ensure completion of curriculum revision (October, December, February, April, May). Completion of safety &amp; health and by December 2013; completion of technical, employability, management and entrepreneurship by June 2014.</th>
</tr>
</thead>
</table>

| Title/Role of Person(s) Responsible for Implementation: Marianne R. Young, Principal |
| Expected Date of Completion for Each Corrective Action Activity: June 2014 |

| Evidence of Completion of the Corrective Action: Curriculum documents, UbD templates |
| Description of Internal Monitoring Procedures: Meeting minutes, Department Project Leader meeting minutes; supervision and evaluation schedule |

<table>
<thead>
<tr>
<th>CORRECTIVE ACTION PLAN APPROVAL SECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>(To be completed by the Department of Elementary and Secondary Education)</td>
</tr>
</tbody>
</table>

| Criterion: CVTE 11 |
| Status of Corrective Action: [X] Approved [ ] Partially Approved [ ] Disapproved |

<table>
<thead>
<tr>
<th>Basis for Partial Approval or Disapproval:</th>
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<table>
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<tr>
<th>Department Order of Corrective Action:</th>
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</table>

<table>
<thead>
<tr>
<th>Required Elements of Progress Report(s):</th>
</tr>
</thead>
</table>

**Progress Report #1:** Provide documentation of teacher participation in the two (2) day long curriculum revision seminars to occur in October and January (such as registration sheets, agendas, materials, follow up memos, etc.). Provide documentation showing how the seminars have been applied to ensure that programs are structured so that students acquire safety & health, technical that includes embedded academic, employability, management & entrepreneurship, and technological knowledge and skills in all programs. This may be documentation of the after-school department meetings to ensure completion of curriculum revision, and/or may be curriculum samples.

**Progress Report #2** Provide documentation that the curriculum revision has been completed for all CVTE programs, ensuring that programs are structured so that students acquire safety & health, technical that includes embedded academic, employability, management & entrepreneurship, and technological knowledge and skills in all programs. Provide documentation of supervisory review and evaluation process to ensure continued compliance.

<p>| Progress Report Due Date(s): February 7, 2014 &amp; May 2, 2014 |</p>
<table>
<thead>
<tr>
<th>Criterion &amp; Topic: CVTE 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating: Partially Implemented</td>
</tr>
</tbody>
</table>

**Department CPR Finding:** Interviews indicate that there are currently no students participating in a cooperative education program. However, at least one student enrolled in a Chapter 74 career technical education program is participating in the internship program, is being paid, and is employed doing work related to their Chapter 74 career technical education program. Interviews indicate the student should be working under a cooperative education agreement.

**Narrative Description of Corrective Action:** During the fall of 2013, MMRHS administration, CVTE and Guidance faculty will review current internship program practices and job placement practices. We will review CVTE criteria for cooperative education and adjust school practices and protocols required to meet DESE standards. Review of current practices to meet this standard will be completed by the start of the 2013-2014 second semester (January 2014), and revised practices in place for the start of the 2014 school year.

**Title/Role of Person(s) Responsible for Implementation:** Marianne R. Young, Principal

**Expected Date of Completion for Each Corrective Action Activity:** June 2014

**Evidence of Completion of the Corrective Action:** Meeting minutes, 2015 Program of Studies; minutes from 2015 orientation programs.

**Description of Internal Monitoring Procedures:** CVTE and guidance meetings scheduled to review CVTE findings and revision to practices; 2015 scheduling process; CVTE Department Project Leader reports.

**CORRECTIVE ACTION PLAN APPROVAL SECTION**

**Criterion:** CVTE 13

**Status of Corrective Action:**

☑ Approved  ☐ Partially Approved  ☐ Disapproved

**Basis for Partial Approval or Disapproval:**

**Department Order of Corrective Action:**

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

**Progress Report #1:** Provide documentation that meetings and consultation have occurred within the district to review CVTE criteria for cooperative education and adjust school practices and protocols required to meet DESE standards. If forms have been developed for cooperative education by the time of the first progress report, these can be sent as well.

**Progress Report #2:** Provide documentation of revised practices in place for the start of the 2014 school year and include cooperative education forms to be used. Provide documentation of the
district’s internal monitoring process to ensure continued compliance.

**Progress Report Due Date(s): February 7, 2014 & May 2, 2014**

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**COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN**

(To be completed by school district/charter school)

<table>
<thead>
<tr>
<th>Criterion &amp; Topic: CVTE 14</th>
<th>Rating: Not Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-cooperative education (unpaid) work-based learning such as internships and job-shadowing is implemented in accordance with applicable laws, regulations and policies. Perkins Section 135, M.G.L. c. 74 Section 2A, M.G.L. c. 152, Vocational Technical Education Regulations 603 CMR 4.03(4), Chapter 385 of the Acts of 2002.</td>
<td></td>
</tr>
</tbody>
</table>

**Department CPR Finding:** Interviews and review of documentation indicate that both the internship program and the Links work-based learning program are not implemented in accordance with applicable laws, regulations and policies. While CORIs are conducted for mentors, tutors, internships, and 21st Century Learning after school work, a CORI policy is not in place for all work-based learning programs, nor is there documentation supporting the district decision to not conduct a CORI for specific work placements. While there is regular communication by email or phone, site visits to work sites are conducted only when an issue or concern is identified. There is no process to ensure that employers do not discriminate based on race, color, sex, gender identity, religion, national origin, disability, or sexual orientation. There is no worker’s compensation documented, a requirement for paid or unpaid work-based learning.

At least one student enrolled in a Chapter 74 career technical education program is participating in the internship program, is being paid, and is employed doing work related to their Chapter 74 career technical education program. Interviews indicate the student should be working under a cooperative education agreement.

**Narrative Description of Corrective Action:** During the fall of 2013, MMRHS administration, CVTE and Guidance faculty will review current internship program practices and job placement practices. We will review CVTE criteria for cooperative education and adjust school practices and protocols required to meet DESE standards. Review of current practices to meet this standard will be completed by the start of the 2013-2014 second semester (January 2014), and revised practices in place for the start of the 2014 school year.

<table>
<thead>
<tr>
<th>Title/Role of Person(s) Responsible for Implementation: Marianne R. Young, Principal</th>
<th>Expected Date of Completion for Each Corrective Action Activity: June 2014</th>
</tr>
</thead>
</table>
### Basis for Partial Approval or Disapproval:

**Department Order of Corrective Action:**

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

**Progress Report #1:** Provide documentation of meetings and consultation that has occurred within the district to review CVTE findings and revise practices for non-cooperative (unpaid) work-based learning. This would include any forms that have been developed for non-cooperative (unpaid) work-based learning.

**Progress Report #2** Provide documentation of revised practices in place for the start of the 2014 school year and include the forms to be used for non-cooperative (unpaid) work-based learning. Documentation of the district’s internal monitoring process to ensure continued compliance.

**Progress Report Due Date(s):** February 7, 2014 & May 2, 2014

### COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN

(To be completed by school district/charter school)

**Criterion & Topic:** CVTE 20
Career/vocational technical education instructional facilities meet current occupational standards. *Perkins Section 135: Vocational Technical Education Regulations 603 CMR 4.03 (3) (4) (7)(8).*

**Rating:** Partially Implemented

**Department CPR Finding:** Not all instructional facilities and equipment used for career/vocational technical education meet current occupational standards, i.e., are generally comparable to facilities in applicable operating business and industries. On April 19, 2013, the Office for Career/Vocational Technical Education sent a Safety Survey Report to Superintendent Dillon detailing these concerns.

**Narrative Description of Corrective Action:** The MSBA has approved the BHRSD building renovation project, and if accepted by the District voters, construction will begin in summer 2014. The renovation will focus on flexible learning space for students and teachers to engage in both teacher-directed and student-directed learning that supports the CCSS and STEM and CVTE education along with refurbished classrooms including 21st century science, technology and mathematics learning areas and labs. In the area of career, vocational and technical education, the school district will focus on our educational community and maintain its commitment to a comprehensive high school structure. Emphasis is on providing programs that prepare our students for post-secondary education and training as well as employment. Given the current and future employment opportunities in our communities, MMRHS will provide for its students upgraded vocational spaces including automotive, horticulture, property management, culinary arts, early childhood education, business, television/media/computer technology.

**Title/Role of Person(s) Responsible for Implementation:** Marianne R. Young, Principal; BHRSD School Committee

**Expected Date of Completion for Each Corrective Action Activity:** Facilities: pending vote, ongoing renovation/construction through spring 2017 – or – working with BHRSD Director of Operations to draft a priority-based plan to address facilities renovations and upgrades.

**Evidence of Completion of the Corrective Action:** Approved building renovation plan and/or alternative plans that ensure industry standard facilities in CVTE program spaces.
**Description of Internal Monitoring Procedures:** Weekly meetings, documented action steps and plan.

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

<table>
<thead>
<tr>
<th>Criterion: CVTE 20</th>
<th>Status of Corrective Action:</th>
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<tbody>
<tr>
<td></td>
<td>☑ Approved</td>
<td>☐ Partially Approved ☐ Disapproved</td>
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</tbody>
</table>

**Basis for Partial Approval or Disapproval:** The district is required to complete the Safety Survey Report and email the report to Dave Edmonds of the Office for Career/Vocational Technical Education.

**Department Order of Corrective Action:** Not Applicable

**Required Elements of Progress Report(s):** The district will continue to provide Dave Edmonds of the Office for Career/Vocational Technical Education with monthly updates using the Safety Survey Report Response Template, as requested.

**Progress Report Due Date(s):** The district will refer to Dave Edmonds’ last correspondence which includes the due date of the next update.

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**COORDINATED PROGRAM REVIEW**  
**CORRECTIVE ACTION PLAN**  
*(To be completed by school district/charter school)*

Perkins Section 135; Vocational Technical Education Regulations 603 CMR 4.03 (3) (4) (7)(8). | Rating: Partially Implemented |
|---------------------------|---------------------------------------------------------------------------------|------------------------------|

**Department CPR Finding:** Not all instructional facilities and equipment used for career/vocational technical education meet current occupational standards, i.e., are generally comparable to facilities in applicable operating business and industries. On April 19, 2013, the Office for Career/Vocational Technical Education sent a Safety Survey Report to Superintendent Dillon detailing these concerns.

**Narrative Description of Corrective Action:** The MSBA has approved the BHRSD building renovation project, and if accepted by the District voters, construction will begin in summer 2014. The renovation will focus on flexible learning space for students and teachers to engage in both teacher-directed and student-directed learning that supports the CCSS and STEM and CVTE education along with refurbished classrooms including 21st century science, technology and mathematics learning areas and labs. In the area of career, vocational and technical education, the school district will focus on our educational community and maintain its commitment to a comprehensive high school structure. Emphasis is on providing programs that prepare our students for post-secondary education and training as well as employment. Given the current and future employment opportunities in our communities, MMRHS will provide for its students upgraded vocational spaces including automotive, horticulture, property management, culinary arts, early childhood education, business, television/media/computer technology.
<table>
<thead>
<tr>
<th>Title/Role of Person(s) Responsible for Implementation:</th>
<th>Marianne R. Young</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected Date of Completion for Each Corrective Action Activity: Facilities: pending vote, ongoing renovation/construction through spring 2017 – or – working with BHRSD Director of Operations to draft a priority-based plan to address facilities renovations and upgrades.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence of Completion of the Corrective Action:</th>
<th>Approved building renovation plan and/or alternative plans that ensure industry standard facilities in CVTE program spaces.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Internal Monitoring Procedures:</td>
<td>Weekly meetings, documented action steps and plan.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Criterion: CVTE 21</th>
<th>Status of Corrective Action:</th>
<th>☑ Approved ☐ Partially Approved ☐ Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basis for Partial Approval or Disapproval:</td>
<td>The district is required to complete the Safety Survey Report and email the report to Dave Edmonds of the Office for Career/Vocational Technical Education.</td>
<td></td>
</tr>
<tr>
<td>Department Order of Corrective Action:</td>
<td>Not Applicable</td>
<td></td>
</tr>
<tr>
<td>Required Elements of Progress Report(s):</td>
<td>The district will continue to provide Dave Edmonds of the Office for Career/Vocational Technical Education with monthly updates using the Safety Survey Report Response Template, as requested.</td>
<td></td>
</tr>
<tr>
<td>Progress Report Due Date(s):</td>
<td>The district will refer to Dave Edmonds’ last correspondence which includes the due date of the next update.</td>
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</tbody>
</table>

**COORDINATED PROGRAM REVIEW**  
CORRECTIVE ACTION PLAN  
(To be completed by school district/charter school)

<table>
<thead>
<tr>
<th>Criterion &amp; Topic: CVTE 22</th>
<th>Rating: Partially Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district uses the Perkins Act Core Indicator of Performance outcomes and (if applicable) Chapter 74 outcomes to improve programs and the outcomes for students. Perkins Section 113, Vocational Technical Education Regulations 603 CMR 4.05.</td>
<td></td>
</tr>
</tbody>
</table>

| Department CPR Finding: | Interviews and review of documentation indicate that while the district reviews data to design instructional and support services, it does not use the Perkins Act Core Indicator of Performance outcomes and Chapter 74 outcomes to improve programs and the outcomes for students. |
Narrative Description of Corrective Action: MMRHS’s 2014 school improvement plan includes a focus on data review and analysis to inform practice. CVTE curriculum and programming will be addressed through this goal:

Goal 3: Evidence (Multiple Representations of Learning)
The MMRHS faculty and staff will use student performance data to inform decision-making, inform curriculum and instruction revision and/or development, including classroom and standardized assessments through

- Full faculty and department review of MCAS, PSAT, SAT, SAT II, AP, ACT data.
- Shared leadership group recommendations and initiatives informed by the information provided by the MMRHS data team.
- Examination and development of classroom assessments using National School Reform Faculty protocols.
- School wide approach and investment in midyear and end-of-year course assessments.

Title/Role of Person(s) Responsible for Implementation: Marianne R. Young, Principal

Expected Date of Completion for Each Corrective Action Activity: October data review; CVTE recommendations for program review/improvement January 2014; 2015 student scheduling and teacher assignments by June 2015.

Evidence of Completion of the Corrective Action: Program of Studies, 2015 schedule; assessment data

Description of Internal Monitoring Procedures: meeting minutes; Data team reports, meeting schedule

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

Criterion: CVTE 22

Status of Corrective Action: ☒ Approved ☐ Partially Approved ☐ Disapproved

Basis for Partial Approval or Disapproval:

Department Order of Corrective Action:

Required Elements of Progress Report(s):
Progress Report #1: Provide information on the progress of the school’s data review and analysis, and how it will impact the use of the Perkins Act Core Indicator of Performance outcomes and Chapter 74 outcomes to improve programs and the outcomes for students.

Progress Report #2: Provide evidence of how the district is using Perkins Act Core Indicator of Performance outcomes and Chapter 74 outcomes to improve programs and the outcomes for students, including any meetings and trainings in which technical teachers have been involved.

Progress Report Due Date(s): February 7, 2014 & May 2, 2014

COORDINATED PROGRAM REVIEW
CORRECTIVE ACTION PLAN
(To be completed by school district/charter school)

Criterion & Topic: CVTE 25

The district has adequate financial resources to enable the programs to meet current industry and Occupational Safety and Health Administration (OSHA) standards with respect

Rating: Partially Implemented
Department CPR Finding: Interviews and review of documentation did not indicate that the district has adequate financial resources to enable the programs to meet current industry and Occupational Safety and Health Administration (OSHA) standards with respect to facilities, equipment, and supplies. While some programs have received updated software and computers, and while district funds have been used to address safety standards when necessary, interviews indicated that funding is not available to improve programs and bring them up to industry standards.

Narrative Description of Corrective Action: The school district and the BHRSD school committee will continue efforts to secure funding necessary to ensure strong CVTE programming. The current building renovation initiative is paramount to MMRHS’s success in meeting this CVTE standard. The November ballot vote on the proposed building renovation and the 2014 budget development process will support the school and district’s meeting of this standard.

Title/Role of Person(s) Responsible for Implementation: Marianne R. Young

Expected Date of Completion for Each Corrective Action Activity:
- Building Renovation Vote: November 5, 2013; 2015
- Budget timeline November – March; MMRHS 2015 budget proposal due January 2015.

Evidence of Completion of the Corrective Action: 2015 approved operating budget; building renovation project vote and resulting timeline.

Description of Internal Monitoring Procedures: Budget preparation meeting minutes; budget proposal documents; administrative team and building project subcommittee meeting minutes and action plan(s).

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

Criterion: CVTE 25

Status of Corrective Action: ☑ Approved □ Partially Approved □ Disapproved

Basis for Partial Approval or Disapproval:

Department Order of Corrective Action:

Required Elements of Progress Report(s):
- Progress Report #1: Provide budget preparation meeting minutes; budget proposal documents; administrative team and building project subcommittee meeting minutes and action plan(s).
- Progress Report #2: Provide 2015 approved operating budget; building renovation project vote and resulting timeline.

Progress Report Due Date(s): February 7, 2014 & May 2, 2014
District: Berkshire Hills Regional School District  
Corrective Action Plan Review  

Program Area: English Learner Education  
Prepared by: Dr. Peter Dillon, Superintendent of Schools

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

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

Mandatory One-Year Compliance Date: April 3, 2015

### COORDINATED PROGRAM REVIEW  
CORRECTIVE ACTION PLAN  
(To be completed by school district/charter school)

<table>
<thead>
<tr>
<th>Criterion &amp; Topic: ELE 5 Program Placement and Structure</th>
<th>Rating: Partially Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department CPR Finding:</strong> A review of the documents submitted by the district indicated that current hours of ESL instruction ELLs receive at district’s elementary and middle schools are insufficient at all levels of English proficiency and are, therefore, inconsistent with Department guidelines. Please see the “Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners August 2013” as found on <a href="http://www.doe.mass.edu/ell/guidance_laws.html">http://www.doe.mass.edu/ell/guidance_laws.html</a>. Document review indicated that the district does not have an ESL curriculum used for direct ESL instruction or a plan to develop one that is aligned to the Massachusetts Curriculum Frameworks and the WIDA ELD Standards. See the Department’s WIDA English Language Development Standards Implementation Guide (Part I) at <a href="http://www.doe.mass.edu/ell/wida/Guidance-p1.pdf">http://www.doe.mass.edu/ell/wida/Guidance-p1.pdf</a>.</td>
<td></td>
</tr>
<tr>
<td><strong>Narrative Description of Corrective Action:</strong> The District reviewed both the Transitional Guidance and WIDA documents and schedules for the 2014-15 year will be consistent with that guidance. On-going curriculum revisions will be finalized over the summer. Additionally 16 teachers participated in the SEI long course taught by the Superintendent.</td>
<td></td>
</tr>
<tr>
<td><strong>Title/Role of Person(s) Responsible for Implementation:</strong> Superintendent, Principals, ELL teachers</td>
<td><strong>Expected Date of Completion for Each Corrective Action Activity:</strong> August 27, 2014</td>
</tr>
<tr>
<td><strong>Evidence of Completion of the Corrective Action:</strong> Posted units of study in ATLAS.</td>
<td></td>
</tr>
<tr>
<td><strong>Description of Internal Monitoring Procedures:</strong> bi-weekly check-ins.</td>
<td>Superintendent and principals will discuss at</td>
</tr>
</tbody>
</table>
CORRECTIVE ACTION PLAN APPROVAL SECTION  
(To be completed by the Department of Elementary and Secondary Education) 

<table>
<thead>
<tr>
<th>Criterion: ELE 5 Program Placement and Structure</th>
<th>Status of Corrective Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Approved [ ] Partially Approved [ ] Disapproved</td>
<td></td>
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</tbody>
</table>

**Basis for Partial Approval or Disapproval:**
The district plans to review the schedules for 2014-15 to be consistent with Department guidelines. However, there was no information submitted to clarify how they will reach this goal. The district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance.

**Department Order of Corrective Action:** N/A

**Required Elements of Progress Report(s):**
1) Please provide a detailed plan that shows that the district is providing sufficient ESL instruction to all ELL students during the 2013-2014 school year based on the Department's *Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners* found at [http://www.doe.mass.edu/ell/TransitionalGuidance.pdf](http://www.doe.mass.edu/ell/TransitionalGuidance.pdf)

2) Please complete district information in the attached spreadsheet labeled *ELL List by school* for each ELL student in the district.

**Progress Report Due Date(s):** November 14, 2014

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COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN  
(To be completed by school district/charter school) 

<table>
<thead>
<tr>
<th>Criterion &amp; Topic: ELE 7 Parent Involvement</th>
<th>Rating: Not Implemented</th>
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</thead>
</table>

**Department CPR Finding:** At the time of the review, documents and interviews indicate that the district has not developed ways to include the parents or guardians of ELL students in matters pertaining to their children’s educations, including the creation of a PAC on English language education, school-based councils, or other means that support a variety of methods for parent-teacher communication.

**Narrative Description of Corrective Action:** The District will form an ELL PAC for the 2014-2015 academic year. Currently parent participation at open school nights and exhibitions is above 95% in the elementary school where most of the ELLs are enrolled. This is consistent for ELL and non-ELL parents.

**Title/Role of Person(s) Responsible for Implementation:** Principals, ELL Teachers

**Expected Date of Completion for Each Corrective Action Activity:** October 1, 2014

**Evidence of Completion of the Corrective Action:** PAC Members, minutes

**Description of Internal Monitoring Procedures:** Collection of minutes, observations.
### CORRECTIVE ACTION PLAN APPROVAL SECTION

(To be completed by the Department of Elementary and Secondary Education)

<table>
<thead>
<tr>
<th>Criterion: ELE 7 Parent Involvement</th>
<th>Status of Corrective Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☑ Approved □ Partially Approved □ Disapproved</td>
</tr>
</tbody>
</table>

Basis for Partial Approval or Disapproval: Not applicable

Department Order of Corrective Action: N/A

Required Elements of Progress Report(s): By November 14, 2014, submit to the Department copies of the meeting invitations, agenda, dated and signed attendance sheet, materials presented, and meeting minutes from the ELL PAC meeting for the 2014-2015 school year.

Progress Report Due Date(s): November 14, 2014

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### COORDINATED PROGRAM REVIEW

CORRECTIVE ACTION PLAN

(To be completed by school district/charter school)

<table>
<thead>
<tr>
<th>Criterion &amp; Topic: ELE 10 Parental Notification</th>
<th>Rating: Partially Implemented</th>
</tr>
</thead>
</table>

**Department CPR Finding:** At the time of the review documents and interview indicates that the district does annually mail a notice to parents that includes the student’s level of English proficiency and the parents’ right to apply for a waiver. The notice does not contain other required elements of the annual notice, specifically, the reason(s) for ELL identification, the student’s program placement and method(s) of instruction and how that program will meet the educational strengths and needs of the student, how the program model will assist the student in learning English, and specific exit requirements of the program.

**Narrative Description of Corrective Action:** The ELL notice to parents will be sent on a regular basis each fall. We are currently waiting for the most recent scores to do for the 2013-14 year.

**Title/Role of Person(s) Responsible for Implementation:** Principals and ELL Teachers

**Expected Date of Completion for Each Corrective Action Activity:** October 1, 2014

**Evidence of Completion of the Corrective Action:** Letters.

**Description of Internal Monitoring Procedures:** Letters on file.

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### CORRECTIVE ACTION PLAN APPROVAL SECTION

(To be completed by the Department of Elementary and Secondary Education)

<table>
<thead>
<tr>
<th>Criterion: ELE 10 Parent Notification</th>
<th>Status of Corrective Action:</th>
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</thead>
<tbody>
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<td></td>
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</tr>
</tbody>
</table>

Basis for Partial Approval or Disapproval: The district stated it will send an ELL notice to parents after most recent scores are obtained for the ELL population for the 2013-2014 school year.

**Department Order of Corrective Action:** The district will need to submit a copy of the ELL Parent Notification Letter as well as conduct an administrative review of student records after corrective actions are complete.

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

By November 14, 2014, submit to the Department a copy of the new ELL Parent Notification Letter.
that will be utilized by the district to annually notify parents of:

a) the reasons for identification of the student as ELL;

b) the child’s level of English proficiency;

c) program placement and/or the method of instruction used in the program;

d) how the program will meet the educational strengths and needs of the student;

e) how the program will specifically help the child learn English;

f) the specific exit requirements;

g) the parents’ right to apply for a waiver (see ELE 4), or to decline to enroll their child in the program (see ELE 8); and

h) If the student has additional education needs that require Special Education Services, how the Title III program will meet the objectives of the Individualized Education Plan (IEP).

(See a template for the Parent Notification Form at www.doe.mass.edu/ell/resources.html.)

By January 16, 2015, submit to the Department a report of the results of an administrative review of ELL student records verifying that the annual parent notification letter was sent to parents. Include the number of records reviewed; the number in compliance, the root cause of any non-compliance and the corrective actions the district will take to remedy any non-compliance.

**Progress Report Due Date(s): November 14, 2014; January 16, 2015**

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**COORDINATED PROGRAM REVIEW**

**CORRECTIVE ACTION PLAN**

*(To be completed by school district/charter school)*

<table>
<thead>
<tr>
<th>Criterion &amp; Topic: ELE 17 Program Evaluation</th>
<th>Rating: Not Implemented</th>
</tr>
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</table>

**Department CPR Finding:** At the time of the review, documents and interviews indicate that the district does not conduct periodic evaluations of the ELE program in an effort to develop students’ English language skills and increase their ability to participate meaningfully in educational programming.

**Narrative Description of Corrective Action:** This year, the District hired another ELL teacher doubling the number to two. Previously reviews of the ELL program and the ELL teacher were one in the same. Now that the District has two people, programmatic reviews will happen regularly. The District using the annual District Improvement and School Improvement Plans as ways to coherently set and evaluate goals and schedule support and funding.

<table>
<thead>
<tr>
<th>Title/Role of Person(s) Responsible for Implementation: Superintendent and Principals</th>
<th>Expected Date of Completion for Each Corrective Action Activity: November 1, 2014</th>
</tr>
</thead>
</table>

**Evidence of Completion of the Corrective Action:** DIP and SIP

**Description of Internal Monitoring Procedures:** Plans will be reviewed in context of DIP and SIP.
<table>
<thead>
<tr>
<th>Criterion: ELE 17 Program Evaluation</th>
<th>Status of Corrective Action:</th>
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<tbody>
<tr>
<td></td>
<td>☑ Approved □ Partially Approved □ Disapproved</td>
</tr>
</tbody>
</table>

Basis for Partial Approval or Disapproval: Not applicable

Department Order of Corrective Action: N/A

Required Elements of Progress Report(s): By January 16, 2015, submit to the Department the district’s evaluation of the ELL program utilizing the District Improvement and School Improvement Plans. (Please note: There is also an optional program evaluation form available at [www.doe.mass.edu/ell/resources.html](http://www.doe.mass.edu/ell/resources.html).)

Progress Report Due Date(s): January 16, 2015