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

##### COORDINATED PROGRAM REVIEW

## CORRECTIVE ACTION PLAN

Charter School or District: Central Berkshire

CPR Onsite Year: 2013-2014

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 10/11/2014.

**Mandatory One-Year Compliance Date:** **10/11/2015**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| CR 7 | Information to be translated into languages other than English | Partially Implemented |
| CR 8 | Accessibility of extracurricular activities | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 16 | Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | Partially Implemented |
| CR 24 | Curriculum review | Not Implemented |

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

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| **Criterion & Topic:** CR 7 Information to be translated into languages other than English | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Documents and interviews indicate that important information and documents, such as handbooks, codes of conduct, program recruitment and promotional materials being disseminated to residents in the area, are not translated in writing into the major languages spoken by parents or guardians with limited English skills. The district has established a system of oral interpretation to assist parents and/or guardians with limited English skills. |
| **Description of Corrective Action:** The Central Berkshire Regional School District will add a notification to the website of the availability of translation and interpreter services for those requiring. Training will also be done at each staff meeting on the availability of such services and the right to them of those in need. All required documents will be translated to include handbooks (translated 9/14), codes of conduct (translated 9/14) and other communication to families. Of the four English Language Learners in Central Berkshire Regional School District one family does require and receive translations into their first language from CBRSD. All translation is done through the contracted agency Translucency. Additionally interpreter services are used for any family in need. The district has contracted with an interpreter who attends meetings and events attended by the family in need. There is one family in the district (1 of 4 total ELE students) whose family required translation and interpreter services. |
| **Title/Role(s) of Responsible Persons:**Assistant Superintendent, Teacher of English Language Learners | **Expected Date of Completion:**06/30/2015 |
| **Evidence of Completion of the Corrective Action:**1. Copies of translated materials to include handbooks, code of conduct and all relevant documents for families in need. 2. Documentation of invoices from Translucency for translations of all required documents to date can be provided for school year 6/30/2015. 3. Documentation of contract with interpreter and meetings attended by interpreter to work with families requiring interpreter services can be provided for school year 6/30/2015. 4. Emails documentation and sign in sheets with the interpreter and family requiring such services present for school year 6/30/2015. 5. Documentation from families indicated need or lack there of for translation and interpreter services. As identified above one family has requested and received such services to date. This can be provided for entire year 6/30/2015. 6. Documents required above handbook, code of conduct, course of studies etc. which have been translated can be provided 6/30/2015. |
| **Description of Internal Monitoring Procedures:** 1. ELE website will have all relevant information2. Staff working with families will be educated on the right of families and availability of interpreter and translation services 3. Collection of information from families indicating need for translation of documents and interpreter through Home Language Survey and direct communication with families. 4. Assistant Superintendent will oversee all required documents are translated and included on the website where not able to be translated by the website itself. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 7 Information to be translated into languages other than English | **Corrective Action Plan Status:** Approved **Status Date:** 01/06/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit evidence that appropriate staff were informed of the translation requirement (i.e. meeting agenda, sign-in sheet, materials used; copy of memo to staff, etc.) by February 13, 2015. Submit sample pages of documents that the district indicated have been translated (handbook, code of conduct, other communications), by February 13, 2015.Submit documentation of families identified through Home Language survey that indicate need or lack of need for translation and interpreter services and any requests for translation from families and how the request was handled, by May 15, 2015. |
| **Progress Report Due Date(s):** 02/13/201505/15/2015 |

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

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| **Criterion & Topic:** CR 8 Accessibility of extracurricular activities | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Documents and interviews indicate that the district does not provide announcements and notices regarding extracurricular opportunities in languages represented by the student body. |
| **Description of Corrective Action:** 1. Families in need of translation or interpretation are notified by district website as well as individual notification to families by those working directly with them. Additionally the home language survey asks if a family will need such services and in those cases they are provided. 2. The district currently has one family requesting translation and interpreter for which that is provided and all notices and announcements are provided in requested language. The family is also regularly contacted by the ELL teacher to determine if a conversation with the interpreter is required in response to notices and documents. |
| **Title/Role(s) of Responsible Persons:**Assistant Superintendent, Teacher of English Language Learners, building principal | **Expected Date of Completion:**01/30/2015 |
| **Evidence of Completion of the Corrective Action:**1. Documentation of translation for all extracurricular opportunities available to this student will be provided 1/30/2015. 2. Documentation of conversations with ELL teacher and interpreter to ensure understanding of announcements and notices will be provided 1/30/2015. |
| **Description of Internal Monitoring Procedures:** Assistant Superintendent and ELL teacher directly monitor by meeting with teachers and administration of any students/families requiring translation and interpreter services to ensure it is provided in all required areas to include extracurricular offerings. When there is something requiring translation the direct service providers are able to access such services through the Assistant Superintendent or ELL teacher. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 8 Accessibility of extracurricular activities | **Corrective Action Plan Status:** Approved **Status Date:** 01/06/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit a sampling of documents translated for extracurricular opportunities and evidence of conversations with the ELL teacher and interpreter indicating that the announcements are understood, by February 13, 2015.Submit a copy of additional announcements and notices for extracurricular opportunities that have been translated, if any, by May 15, 2015. |
| **Progress Report Due Date(s):** 02/13/201505/15/2015 |

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

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| **Criterion & Topic:** CR 10A Student handbooks and codes of conduct | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Documents and interviews indicate that the student handbook does not contain procedures for the discipline of students with special needs and for students who are placed on section 504 plans. Also, missing from the handbook are procedures for addressing allegations of discrimination or harassment on the basis of sex or disability. |
| **Description of Corrective Action:** 1. Upon receipt of the draft findings of the CPR review the Superintendent and Assistant Superintendent worked with the building principals to review all handbooks prior to distribution for the 2014-15 school year. 2. All handbooks for the 2014-15 school year which were distributed to students and families in September of 2014 include procedures for addressing discrimination or harassment on the basis of sex or disability and procedures for disciplining of students with special needs and who are placed on 504 plans. |
| **Title/Role(s) of Responsible Persons:**Assistant Superintendent, building principals | **Expected Date of Completion:**01/30/2015 |
| **Evidence of Completion of the Corrective Action:**1. Copies of the current student handbooks with the required procedures 1/30/2015. 2. Copies of Agenda and Sign in sheet where the current handbooks with required procedures were reviewed in staff meetings 1/30/2015. |
| **Description of Internal Monitoring Procedures:** 1. Administration monitors compliance with student handbook by students and staff to include following of the above procedures in related situations. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved **Status Date:** 01/06/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit copies of the pages of the student handbook that contain procedures for addressing allegations of discrimination or harassment on the basis of sex or disability and procedures for the discipline of students with special needs and for students who are placed on Section 504 plans, by February 13, 2015. Submit evidence that current handbooks with required procedures were reviewed with staff, by February 13, 2015. |
| **Progress Report Due Date(s):** 02/13/2015 |

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

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| **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:** Documents and interviews indicate that the district does send notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion, but this notice does not describe opportunities for the student and parent/guardian to meet with a representative of the district within ten days, or allow for an extension of time at the request of the parent/guardian not to exceed fourteen days. |
| **Description of Corrective Action:** 1. The Assistant Superintendent will work with the high school administration and guidance department to revise the current letter in use to include opportunities to meet with the students’ guidance counselor, high school administrator and central office administrator with the opportunity for an extension. 2. This letter will immediately replace the current letter. |
| **Title/Role(s) of Responsible Persons:**Asst. Superintendent, High School Administration, High School Guidance Counselors | **Expected Date of Completion:**06/30/2015 |
| **Evidence of Completion of the Corrective Action:**1. Copy of revised letter to be completed by January 31, 2015. 2. Redacted copies of any letters sent using revised letter in compliance with the required standard during the 2014-15 school year by June 30, 2015. |
| **Description of Internal Monitoring Procedures:** 1. High School Administration will sign all letters sent to parents ensuring the correct letter is used. These letters will also be copied to the Superintendent and Assistant Superintendent for additional monitoring. |
| 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:** Approved **Status Date:** 01/06/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Submit a copy of the revised letter that describes opportunities for the student and parent/guardian to meet with a representative of the district within ten days, or allow for an extension of time at the request of the parent/guardian not to exceed fourteen days, by February 13, 2015.Submit copies of notices, if any, sent to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion, by May 15, 2015. |
| **Progress Report Due Date(s):** 02/13/201505/15/2015 |

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

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| **Criterion & Topic:** CR 24 Curriculum review | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** Documents and interviews indicate that individual teachers in the district do not review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. |
| **Description of Corrective Action:** 1. A process will be formalized and put into writing by a team led by the Assistant Superintendent to include principals and teacher leaders by January 31, 2015. 2. The process will be included in the Staff Handbook required to be signed off on by every staff member in the Central Berkshire Regional School District in the 2015-16 school year publication by September 1, 2015. 3. The process will be shared with all teachers in a staff meeting by the building principals in the April 30, 2015. 4. The Assistant Superintendent will propose the Policy Sub-Committee of the School Committee recommend a policy requiring this practice of teachers reviewing all educational materials on an ongoing basis to be adopted into policy by June 30, 2015. |
| **Title/Role(s) of Responsible Persons:**Assistant Superintendent and building principals | **Expected Date of Completion:**09/01/2015 |
| **Evidence of Completion of the Corrective Action:**1. Copy of procedure included in the handbook. 2. Copy of handbook with procedures. 3. Agenda and sign in sheet from staff meetings at each building reviewing the process. 4. Copy of School Committee Policy on Curriculum Review once proposed and adopted. |
| **Description of Internal Monitoring Procedures:** 1. On an ongoing basis this procedure will be reviewed by the Assistant Superintendent with principals and by principals with staff on an annual basis in staff meetings as well as through publication of the required Staff Handbook signed off on by all staff members. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 24 Curriculum review | **Corrective Action Plan Status:** Partially Approved **Status Date:** 01/06/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:** The district indicated that it will develop a procedure whereby individual teachers will review all educational materials and create a policy to require it, but did not schedule an actual review for the current school year. |
| **Department Order of Corrective Action:**Complete a pilot review of educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. |
| **Required Elements of Progress Report(s):** Submit a copy of the process the district develops to require individual teachers in the district to review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation, and evidence (meeting agenda, sign-in sheet, materials) that all teachers have been informed of the new process by February 13, 2015. Conduct a pilot review of all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation and submit a report of the results, by May 15, 2015. Submit a draft of the proposed School Committee Policy on Curriculum Review, by May 15, 2015. |
| **Progress Report Due Date(s):** 02/13/201505/15/2015 |

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

**Central Berkshire Regional School District**

Corrective Action Plan Review

Program Area: English Learner Education

Prepared by: Central Berkshire Regional School District

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

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

**Mandatory One-Year Compliance Date: November 16, 2015**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 5 Program Placement and Structure | **Rating:** Partially Implemented |
| **Department CPR Finding:** *District documentation does not include “SEI Program Description Forms” that specify the number of ESL instruction hours that all ELLs at all proficiency levels receive. Therefore, there is no indication showing that the district meets the guidelines. Please see the “Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners August 2013”document as found at* [*http://www.doe.mass.edu/ell/guidance\_laws.html*](http://www.doe.mass.edu/ell/guidance_laws.html).*Since the district did not submit the ESL curriculum used for direct ESL instruction, there is no evidence showing that the district had an ESL curriculum or a plan to develop one that is aligned to the Massachusetts Curriculum Frameworks and integrates components of the WIDA ELD standards frameworks. (See the Department’s WIDA ELD Standards update from at* [*http://www.doe.mass.edu/ell/wida.html*](http://www.doe.mass.edu/ell/wida.html)*).* |
| **Narrative Description of Corrective Action:** 1. The CBRSD has developed a SEI Program Description Form based on the Transitional Guidance on Identification, Assessment, Placement and Reclassification of English Language Learners August 2013. The form was developed by the Assistant Superintendent and Teacher of English Language Learners in October 2014.
2. Form will be distributed district wide at staff meetings and reviewed at an administrative meeting by February 1, 2014.
3. Schedules were developed for English Language Learners in compliance with required amount of hours for proficiency levels October 2014.
4. The district will complete and submit work on the ESL Curriculum used for instruction aligned to Common Core and WIDA ELD standards to be submitted by March 1, 2014.
5. The district will complete trainings with classroom teachers, administrators and ESL staff on the curriculum by May 1, 2014 and submit documentation of trainings.
6. The district will share the curriculum on the district website by March 1, 2014.
 |
| **Title/Role of Person(s) Responsible for Implementation:** Laurie Casna, Assistant Superintendent and Susan Yzerman Teacher of English Language Learners  | **Expected Date of Completion for Each Corrective Action Activity:** May 1, 2014  |
| **Evidence of Completion of the Corrective Action:** The district will submit the following: 1. CBRSD SEI Program Description form by February 1, 2014.
2. Attendance sheet from training on form by February 1, 2014.
3. A completed Program Description form for each ELL documenting level of need and required number of ESL instructional hours provided by February 1, 2014.
4. Schedule for ESL teacher documenting required number of ESL hours for each student for 14-15 school year by February 1, 2014.
5. The district will submit completed ESL curriculum by May 1, 2014.
6. The district will submit documentation of trainings on ESL curriculum by May 1, 2014.
 |
| **Description of Internal Monitoring Procedures:** Curriculum will be published on website and all administrators will monitor its implementation in instruction consistent with other curriculum expectations. The SEI Program Description form will be filled out for every student and reviewed by the Assistant Superintendent to ensure accurate number of hours for proficiency level provided. Schedule of ESL teacher(s) will be approved annually by Assistant Superintendent and any time a change is made to verify required numbers of instructional hours are provided for each student.  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 5 | **Status of Corrective Action:** [ ]  Approved [x]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** 1- The “SEI Program Description Form” mentioned in DESE’s finding for ELE 5 is a document that the districts should submit as a part of their Coordinated program Review (CPR) to provide the Department with the information about the ESL service hours ELLs at all proficiency levels receive in the district. There is no need for the district to develop a form and share it with the district staff. 2- All corrective action must be fully implemented and all noncompliance corrected by November 16, 2015. Please, revise the timeline you have provided in your proposed plan.  |
| **Department Order of Corrective Action:** N/A |
| **Required Elements of Progress Report(s):** 1- Please complete district information in the attached spreadsheet labeled ELL List by school for each ELL student in the district. 2- Provide a copy of the 2014-15 ESL teacher schedules for all grade levels district wide.All schedules should include the following for each block of time: * + Names of the ELL students
	+ Grade level for each student;
	+ English proficiency level for each student

3- Submit information about the process for reviewing or developing ESL curriculum that integrates WIDA ELD standards including information such as WIDA training opportunities for the district staff, responsible district staff, meeting dates, minutes and signing sheets and timelines for implementation. |
| **Progress Report Due Date(s): February 27, 2015** |