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

# INTEGRATED MONITORING REVIEW CORRECTIVE ACTION PLAN North Berkshire School Union 43 Monitoring Onsite Year: 2024-2025

All corrective action must be fully implemented and all noncompliance corrected as soon as possible and no later than one year from the issuance of the Special Education and Civil Rights Monitoring Report dated 05/16/2025.

**Mandatory One-Year Compliance Date:** **05/16/2026**

## Summary of Required Corrective Action Plans in this Report

| **Criterion** | **Criterion Title** | **Rating** |
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| SE 18B | Determination of placement; provision of IEP to parent | Partially Implemented |

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

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| **Criterion & Topic:**  SE 18B Determination of placement; provision of IEP to parent | | **Rating:**  Partially Implemented |
| **Department Findings:**  A review of student records and interviews indicated that the district does not always provide the proposed IEP and proposed placement to the parent immediately following the development of the IEP. | | |
| **Description of Corrective Action:**  Root causes for delay in providing the parent with a proposed IEP and proposed placement immediately following the development of the IEP:  Communication of timelines: The district was ineffective in communicating timelines consistently with school-based special education liaisons, and consent from parents to extend due dates was not obtained when scheduling conflicts arose. The district worked with parents to reschedule meetings but lacked precise language around written ‘consent to extend the timeline.’  Technology issues: The district switched web-based platforms at the start of the 24-25 school year from Frontline to Special Programs. Staff was trained in the use of the new system, however there were many new pieces and resulting challenges that required technical support from Special Programs. At times, it took several days to resolve a ‘ticket’ which held up the process of drafting and delivering a proposed IEP and placement to the parent through the platform.  Principal signatures: The proposed IEPs are currently set up to be reviewed and signed first by the Director of Student Services, then the building principal, then the parent. While it is important for principals to be knowledgeable of all student IEPs to assist in compliance, it is not necessary for their sign off on the IEP document, which adds an additional step that at times may have impeded the progress of delivery to the parent.  New DESE IEP format: While learning a new platform for delivery, special education staff were also learning how to write IEPs in a new format at the start of the 24-25 school year. Often there were questions from special educators and related service providers about the new components of the IEP and clarification needed while they were drafting. This at times was an added roadblock in the timeline of delivery to parents.  To address the root cause of the identified non-compliance, the district will complete the following corrective actions:  By July 31, the district will develop revised procedures for ensuring timelines for annuals including a timeline tracking sheet and checklist for each student file.  By July 31, the principal signature requirement will be deleted from our IEP templates and principals will receive summer training on how to ensure that IEPs are still delivered to them, read, and followed with compliance  By September 30, the district will train all staff with the revised procedures for timelines.  At the end of each week during the school year, the Office of Student Services will monitor the timeline tracking sheet.  Bi-monthly training and reflection at Special Education Staff meetings to continually address efficient and effective use of Special Programs and DESE’s new IEP format.  By December 20, the district will be externally monitored by DESE. | | |
| **Title/Role(s) of Responsible Persons:**  Tara Barnes/ Director of Student Services | | **Expected Date of Completion:**  12/20/2025 |
| **Evidence of Completion of the Corrective Action:**   * Revised procedures document * Timeline tracking sheet * Checklist for each student file. * Training agenda and sign in sheet * Monthly emails sharing general trends in compliance data from the Office of Student Services to Special Ed staff, Principals, Superintendent | | |
| **Description of Internal Monitoring Procedures:**  Weekly - Office of Student Services will monitor the timeline tracking sheet.  Monthly - Email to special education staff, principals, and superintendent sharing general trends in timeline compliance data for all schools.  Beginning of each trimester - Special education liaisons meet with the Director of Student Services to:   * Review the timeline tracking sheet for accuracy with meeting dates and due dates * Troubleshoot potential challenges with scheduling   At the end of each trimester - Special education liaisons meet individually with the Director of Student Services to:   * Review compliance of timelines using timeline tracking sheet * Note any identified issues of compliance in writing | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 18B Determination of placement; provision of IEP to parent | **Corrective Action Plan Status:** Approved  **Status Date:** 06/16/2025  **Correction Status:** Not Corrected | |
| **Required Elements of Progress Report(s):**  By July 31, 2025, the district will submit revised procedures to ensure the provision of the proposed IEP and proposed placement to the parent immediately following the development of the IEP.  By September 30, 2025, the district will submit evidence of training provided to relevant staff on the revised procedures. Evidence will include training materials, agenda, and verification of attendance.  By December 20, 2025, staff from The Office of Public School Monitoring will conduct a review of student records, inclusive of all schools in the regional district, to ensure the district issued the proposed IEP and proposed placement to the parent immediately following the development of the IEP. For any identified non-compliance, the district will submit a root cause analysis and a description of appropriate corrective actions. | | |
| **Progress Report Due Date(s):**  07/31/2025  09/30/2025  12/20/2025 | | |