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

##### SPECIAL EDUCATION AND CIVIL RIGHTS

##### MONITORING REVIEW

## CORRECTIVE ACTION PLAN

Hill View Montessori Charter Public School

Monitoring Onsite Year: 2023-2024

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 06/25/2024.

**Mandatory One-Year Compliance Date:** **06/25/2025**

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

| **Criterion** | **Criterion Title** | **Rating** |
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| SE 9 | Timeline for determination of eligibility | Partially Implemented |
| CR 18 | Responsibilities of the school principal | Not Implemented |

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

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| **Criterion & Topic:**  SE 9 Timeline for determination of eligibility | | **Rating:**  Partially Implemented |
| **Department Findings:**  Student record review and administrative interviews indicated that the school does not consistently convene a Team meeting to determine the student's eligibility and provide a proposed IEP and placement or written explanation of the finding of no eligibility to the parent within forty-five school working days of parental written consent to an evaluation. | | |
| **Description of Corrective Action:**  The Special Education Department will update its handbook making sure all meetings are held in a timely manner and that the parents/guardians will either get a finalized IEP or an N2 within the 45 school working days depending on eligibility.  The Special Education Department will review the IEP timeline process during the teacher preparation week of August 2024 which will be the second review held, the last one being held on 11/16/2023.  The Special Education Director will monitor the IEP timelines for students making sure that all timelines are kept, meetings held and paperwork provided during the 45-day timeline.  The Special Education Department will hold internal reviews 3 times a year using the criterion for the Tiered Focus Monitoring focus area #1 (Team Process). | | |
| **Title/Role(s) of Responsible Persons:**  Niamh Dolan Special Education Director | | **Expected Date of Completion:**  06/25/2025 |
| **Evidence of Completion of the Corrective Action:**   * Copies of updated Special Education Handbook and At a Glance documents * Sign in sheets from department review and handouts presented regarding timelines. * Student record review by Special Education Director using Frontline eSPed evaluation consent history providing the following data: notice date, consent date, evaluations due date, meeting due date, evaluations completed date, and meeting held date. | | |
| **Description of Internal Monitoring Procedures:**  Internal monitoring twice a year on December 12th, 2024 and April 10th, 2025 using the Tiered Focus Monitoring Focus area #1 (The Team Process) questions to assess compliance. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 9 Timeline for determination of eligibility | **Corrective Action Plan Status:** Approved  **Status Date:** 08/28/2024  **Correction Status:** Not Corrected | |
| **Required Elements of Progress Report(s):**  By September 27, 2024, the school will submit a revised timeline and evaluation procedures to ensure that within 45 school-working days after the receipt of a parent's written consent to an initial evaluation or re-evaluation, the school provides the parent with a proposed IEP and placement for eligible students.  By November 25, 2024, the school will train all special teachers, service providers, and building administrators on the revised timeline and evaluation procedures. Evidence will include the training materials, agenda, and signed attendance sheets.  By February 24, 2024, the Department will conduct a review of student records for evidence that the school determines whether the student is eligible for special education and provides a proposed IEP and proposed placement to the parent within 45 school working days of receiving written consent to an initial evaluation or re-evaluation. For any identified non-compliance, the district will submit a root cause analysis and a description of appropriate corrective actions. Subsequent progress reports may be required. | | |
| **Progress Report Due Date(s):**  09/27/2024  11/25/2024  02/24/2025 | | |

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| **Criterion & Topic:**  CR 18 Responsibilities of the school principal | | **Rating:**  Not Implemented |
| **Department Findings:**  During the 2023-2024 monitoring review conducted by the Office of Language Acquisition (OLA), it was determined that the charter school does not consistently offer adequate and appropriate services for linguistic minority students. OLA issued an ELE 5 Program Placement and Structure finding in March 2024 which notes the following:  The charter school's ESL curriculum does not allow English learners (ELs)s of all grades and proficiency levels to become English proficient at a rapid pace; and  The charter school does not ensure that goals for ELs target the areas in which ELs need to improve or track progress towards stated goals.  Corrective action required will be reviewed and verified by OLA. | | |
| **Description of Corrective Action:**  To enhance HVM’s ESL curriculum and ensure rapid English proficiency for all ML students, the Charter School will undertake a comprehensive revision of the current ESL curriculum, integrating Montessori principles of individualized, self-paced learning and hands-on, interactive materials. The revised curriculum will be benchmarked against successful programs and incorporate tiered instruction to meet varying proficiency levels. Specific and targeted goals for students will be established using assessment tools to identify areas for improvement. A tracking system will be implemented by utilizing the Charter School’s data management system to conduct regular assessments and analyze data. This approach ensures that the ESL curriculum aligns with Montessori pedagogy, fostering an environment where students can achieve English proficiency through personalized and engaging learning experiences. | | |
| **Title/Role(s) of Responsible Persons:**  ML (EL) Teacher; Montessori Pedagogical Director; Executive Director | | **Expected Date of Completion:**  06/25/2025 |
| **Evidence of Completion of the Corrective Action:**   * Revised curriculum documents integrating Montessori principles and tiered instruction, along with benchmarking reports and implementation feedback that show adjustments or revisions made as needed. * Examples of assessment tools and examples of targeted goals developed for EL students can be provided to demonstrate goal setting. * Assessment results showing EL student progress, and samples of 2024-2025 progress reports can be provided to demonstrate effective progress tracking. | | |
| **Description of Internal Monitoring Procedures:**  Monthly progress meetings: Track progress, address challenges, and adjust plans with documented action items  Mid-year and end-of-year review: Comprehensive mid-year and end-of-year reviews to analyze data and feedback to evaluate effectiveness and make necessary adjustments for future implementation  Feedback from teachers and Montessori Pedagogical Director  Implementation of feedback from DESE reviewer during school year check-ins | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 18 Responsibilities of the school principal | **Corrective Action Plan Status:** Approved  **Status Date:** 08/28/2024  **Correction Status:** Corrected | |
| **Basis for Decision:**  Corrective action for this finding will be reviewed and approved by the Office of Language Acquisition (OLA) through the school's Continuous Improvement Monitoring Plan (CIMP), approved by OLA in May 2024. The Office of Public School Monitoring (PSM) will maintain communication with OLA throughout the progress reporting stage to track the district's progress towards correction of noncompliance. | | |