**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

**Public School Monitoring**

**Integrated Monitoring Review**

# Corrective Action Plan

Local Education Agency: Hoosac Valley Regional School District

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 Integrated Monitoring Review Report dated 07/26/2025.

**Mandatory One-Year Compliance Date:** **07/26/2026**

## Summary of Required Corrective Action Plans

**Criterion:** SE 3

**Criterion Title:** Special requirements for determination of specific learning disability

**Rating:** Partially Implemented

**Criterion:** SE 9

**Criterion Title:** Timeline for determination of eligibility

**Rating:** Partially Implemented

**Criterion:** SE 18B

**Criterion Title:** Determination of placement; provision of IEP to parent

**Rating:** Partially Implemented

**Criterion:** SE 46

**Criterion Title:** Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district

**Rating:** Partially Implemented

**Integrated Monitoring Review**

**Special Education Corrective Action Plan**

**SE 3 Local Education Agency Response**

**Criterion & Topic:** SE 3 Special requirements for determination of specific learning disability

**Rating:** Partially Implemented

**Department Findings:**

A review of student records and staff interviews indicated that when a student suspected of having a specific learning disability is evaluated, the district does not always create a written determination as to whether or not the student has a specific learning disability, which is signed by all members of the Team, or if there is disagreement as to the determination, one or more Team members document their disagreement.

**Description of Corrective Action:**

Due to several contributing factors, including an influx of new personnel, and special education teachers and coordinators not using the district’s IEP Team Meeting Checklist correctly, the district partially implemented SE 3 special requirements for determination of specific learning disability.

**Title/Role(s) of Responsible Persons:**

Director of Student Services

**Expected Date of Completion:**

07/26/2026

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

* Checklists signed by coordinators after each meeting and sent to special education department office with all IEP paperwork
* Weekly review of checklist at mandatory coordinator/director of student services meeting

Weekly review of SLD written determination at coordinator/student services director meeting

**Description of Internal Monitoring Procedures:**

The district has hired three special education coordinators (pre-K, elementary and secondary) to manage timelines, hold and facilitate meetings, and write Individualized Education Plans, which removes these added responsibilities from special education teachers. The district will hold mandatory weekly meetings with the director of student services and special education coordinators to review the records of all students having IEP initial/reevaluation/annual meetings within that time period. Checklists that include SLD determination paperwork will be reviewed at these meetings. Existing procedures will be examined at these meetings to support compliance. These procedures will be updated as necessary and reviewed quarterly. Special education coordinators will be notified of noncompliance via a noncompliance memo.

## Department Plan Approval Section

**Criterion:** SE 3 Special requirements for determination of specific learning disability

**Corrective Action Plan Status:** Approved

**Status Date:** 08/26/2025

**Correction Status:** Not Corrected

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

By September 15 ,2025, the district will submit procedures for the written determination as to whether a student has a specific learning disability. Additionally, the district will submit the coordinator's IEP Team Meeting Checklist.

By October 15, 2025, the district will submit evidence that special education coordinators have received training on the procedures. Evidence will include the training agenda, materials, and verification of attendance.

By January 30, 2026, the Office of Public School Monitoring will conduct a review of student records to ensure that when a student suspected of having a specific learning disability is evaluated, the district creates a written determination as to whether or not the student has a specific learning disability, which is signed by all members of the Team. If there is disagreement as to the determination, one or more Team members document their disagreement. For any identified non-compliance, the district will submit a root cause analysis and a description of appropriate corrective actions.

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

09/15/2025

10/15/2025

01/30/2026

**Integrated Monitoring Review**

**Special Education Corrective Action Plan**

**SE 9 Local Education Agency Response**

**Criterion & Topic:** SE 9 Timeline for determination of eligibility

**Rating:** Partially Implemented

**Department Findings:**

A review of student records and staff interviews indicated that within 45 school working days after receipt of the parent's written consent to an initial evaluation or re-evaluation, the district does not always determine whether the student is eligible for special education and provide the parent with a proposed IEP and proposed placement.

**Description of Corrective Action:**

Due to several contributing factors, including an influx of new personnel, special education teachers having the responsibility of teaching, managing timelines, facilitating and writing Individualized Education Plans (IEPs), goal writing taking a considerable amount of time, and an increase in special education caseloads, the district partially implemented SE 9, timelines for determination of eligibility.

**Title/Role(s) of Responsible Persons:**

Director of Student Services

**Expected Date of Completion:**

07/26/2026

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

* A compliance/internal tracking report/spreadsheet for each coordinator/school level, outlining the status of IEP implementation and adherence to timelines
* Evidence of coordinator training, including training documents such as agendas, sign in sheets, and dates
* Evidence of PD sessions with PASS focusing on creating goals in a timely manner
* A copy of the IEP Team Meeting Checklist used to guide compliant IEP meetings

Sample noncompliance memo

**Description of Internal Monitoring Procedures:**

The district has hired three special education coordinators (pre-K, elementary, and secondary) to manage timelines, hold and facilitate meetings, and write Individualized Education Plans, which removes these added responsibilities from special education teachers. The district will develop and implement tracking systems to ensure compliance with Individualized Education Plan requirements and hold mandatory weekly meetings with the director of student services and special education coordinators to review the records of all students having IEP initial/re-evaluation/annual meetings within that time period. Existing procedures will be examined at these meetings to support compliance. These procedures will be updated as necessary and reviewed quarterly. Special education coordinators will be notified of noncompliance via a noncompliance memo.

## Department Plan Approval Section

**Criterion:** SE 9 Timeline for determination of eligibility

**Corrective Action Plan Status:** Approved

**Status Date:** 08/26/2025

**Correction Status:** Not Corrected

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

By September 15, 2025, the district will submit procedures for ensuring that within 45 school-working days after receipt of the parent's written consent to an initial evaluation or re-evaluation, the district determines whether the student is eligible for special education and provides the parent with a proposed IEP and proposed placement.

By October 15, 2025, the district will submit evidence that special education coordinators have received training on the procedures. Evidence will include the training agenda, materials, and verification of attendance.

By January 30, 2026, the Office of Public School Monitoring will conduct a review of student records to ensure that within 45 school-working days after receipt of the parent's written consent to an initial evaluation or re-evaluation, the district determines whether the student is eligible for special education and provides the parent with a proposed IEP and proposed placement. For any identified non-compliance, the district will submit a root cause analysis and a description of appropriate corrective actions.

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

09/15/2025

10/15/2025

01/30/2026

**Integrated Monitoring Review**

**Special Education Corrective Action Plan**

**SE 18B Local Education Agency Response**

**Criterion & Topic:** SE 18B Determination of placement; provision of IEP to parent

**Rating:** Partially Implemented

**Department Findings:**

A review of student records and staff interviews indicated that the district does not always provide the parent with a proposed IEP and proposed placement immediately following the development of the IEP.

**Description of Corrective Action:**

Due to several contributing factors, including an influx of new personnel, special education teachers having the responsibility of teaching, managing timelines, facilitating and writing Individualized Education Plans (IEPs), goal writing taking a considerable amount of time, and an increase in special education caseloads, the district partially implemented SE 18

B, determination of placement; provision of IEP to parent.

**Title/Role(s) of Responsible Persons:**

Director of Student Services

**Expected Date of Completion:**

07/26/2026

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

* A compliance/internal tracking report for each coordinator/school level, outlining the status of IEP implementation and adherence to timelines
* Evidence of coordinator training, including training documents such as agendas, sign in sheets, and dates
* Evidence of PD sessions with PASS focusing on creating goals in a timely manner
* A copy of the IEP Team Meeting Checklist along with detailed procedures used to guide compliant IEP meetings
* Sample noncompliance memo

**Description of Internal Monitoring Procedures:**

The district has hired three special education coordinators (pre-K, elementary and secondary) to manage timelines, hold and facilitate meetings, and write Individualized Education Plans, which removes these added responsibilities from special education teachers. The district will develop and implement tracking systems to ensure compliance with Individualized Education Plan requirements and hold mandatory weekly meetings with the director of student services and special education coordinators to review the records of all students having IEP initial/re-evaluation/annual meetings within that time period. Existing procedures will be examined at these meetings to support compliance. These procedures will be updated as necessary and reviewed quarterly. By October 1, 2025, the district will provide documentation demonstrating completion of coordinator training and procedures. By January 30, 2026, the district will submit evidence from a random sample of IEPs. The district will collaborate with the Department to collect and review any other date sets for further analysis. Special education coordinators will be notified of noncompliance via a noncompliance memo.

## Department Plan Approval Section

**Criterion:** SE 18B Determination of placement; provision of IEP to parent

**Corrective Action Plan Status:** Approved

**Status Date:** 08/26/2025

**Correction Status:** Not Corrected

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

By September 15, 2025, the district will submit procedures for ensuring the provision of proposed IEP and proposed placement immediately following the development of the IEP. The procedures shall address the use and monitoring of the tracking system. Additionally, the district will submit the coordinator's IEP Team Meeting Checklist.

By October 15, 2025, the district will submit evidence that special education coordinators have received training on the revised procedures. Evidence will include the training agenda, materials, and verification of attendance.

By January 30, 2026, the Office of Public School Monitoring will conduct a review of student records 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):**

09/15/2025

10/15/2025

01/30/2026

**Integrated Monitoring Review**

**Special Education Corrective Action Plan**

**SE 46 Local Education Agency Response**

**Criterion & Topic:** SE 46 Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district

**Rating:** Partially Implemented

**Department Findings:**

A review of student records and staff interviews indicated that the district does not always ensure that parents are provided with the written notice of procedural safeguards no later than the date of the decision to take disciplinary action.

**Description of Corrective Action:**

Due to several contributing factors, including an influx of new personnel including having three deans in three years, special education teachers having the responsibility of teaching, managing timelines, facilitating and writing Individualized Education Plans (IEPs), and the lack of communication in regard to suspensions of students with disabilities between the special educators and the dean of students, the district only partially implemented SE 46, procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days.

**Title/Role(s) of Responsible Persons:**

Director of Student Services

**Expected Date of Completion:**

07/26/2026

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

* A live/continually updated compliance/internal tracking report for each coordinator/school level, outlining the caseloads matched with all suspension data
* A live/continually updated internal tracking form for the deans of students including all special education students and their suspension rates
* Evidence of coordinator training, including training documents such as agendas, slides, sign in sheets, and dates
* Evidence of dean of students training, including documents such as agendas, slides, sign in sheets, and dates
* Sample noncompliance memo

**Description of Internal Monitoring Procedures:**

The district has hired three special education coordinators (pre-K, elementary and secondary) to manage timelines, hold and facilitate meetings, and write Individualized Education Plans, which removes these added responsibilities from special education teachers. The district will develop and implement tracking systems to ensure compliance with suspension rates of special education students. Special education coordinators and deans will be involved in training to review laws with our school counsel. Existing procedures will be examined at these meetings to support compliance. These procedures will be updated as necessary and reviewed quarterly. Special education coordinators and deans will be notified of noncompliance via a noncompliance memo.

## Department Approval Section

**Criterion:** SE 46 Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district

**Corrective Action Plan Status:** Approved

**Status Date:** 08/26/2025

**Correction Status:** Not Corrected

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

By September 15, 2025, the district will submit procedures to ensure parents are provided with the written notice of procedural safeguards no later than the date of the decision to suspend a student with a disability.

By October 15, 2025, the district will submit evidence that special education coordinators and school deans have received training on the procedures. Evidence will include the training agenda, materials, and verification of attendance.

By January 30, 2026, the Office of Public School Monitoring will conduct a review of student records to ensure the district provides parents with the written notice of procedural safeguards no later than the date of the decision to take disciplinary action. For any identified non-compliance, the district will submit a root cause analysis and a description of appropriate corrective actions.

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

09/15/2025

10/15/2025

01/30/2026