



# Massachusetts Department of Elementary and Secondary Education

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350 Main Street, Malden, Massachusetts 02148-5023

Telephone: (781) 338-3700  
TTY: N.E.T. Relay 1-800-439-2370

October 23, 2007

Dr. Charles Chaurette, Superintendent  
Amesbury Public Schools  
10 Congress Street  
Amesbury, MA 01913

Re: '07 Mid-cycle Coordinated Program Review Report

Dear Superintendent Chaurette:

Enclosed is the Department of Elementary and Secondary Education's '07 Mid-cycle Coordinated Program Review Report (Mid-Cycle Report). This report contains findings based on onsite monitoring conducted to verify the implementation and effectiveness of corrective action approved or ordered by the Department to address findings of noncompliance included in the Amesbury Public Schools Coordinated Program Review Report issued on August 17, 2004. The '07 Mid-cycle Report also contains findings based on onsite monitoring of special education compliance criteria that have been created or substantially changed in response to IDEA 2004.

Another component of the Department's Mid-cycle Report is the review of your school district or charter school's self-assessment in the area of English learner education (ELE). (In the remainder of this letter, please read "district" as meaning "school district or charter school.") The purpose of this review is to determine whether your district is implementing the significant changes in M.G.L. Chapter 71A, governing the education of limited English proficient students, that were adopted by voters by means of Question 2 in 2002. The Department has reviewed your district's ELE self-assessment (documentation and any written analysis of compliance) and, based solely on that self-assessment, is providing you in this report with findings on your ELE program and the corresponding corrective action to be implemented. Your district is urged to request technical assistance in relation to any of these findings or this prescribed corrective action from me or from staff in the Department's Office of Language Acquisition and Achievement at 781-338-3534. ELE guidance documents are available on the Department's website at <http://www.doe.mass.edu/ell/>.

We are pleased to indicate that the Department of Elementary and Secondary Education has found your district's approved Corrective Action Plan to have been substantially implemented and to have been effective in remedying previously identified noncompliance in Special Education and Civil Rights. The Department has also found your district to have implemented special education compliance criteria that were created or substantially changed in response to IDEA 2004, as well as SE 33, on the access of students with disabilities to the district's general curriculum (the curriculum expected to be taught to all students). Finally, the Department of Elementary and Secondary Education has found your district to have substantially implemented

the revised requirements of M.G.L. c. 71A. The findings of the Department are included in the attached report.

While the Department of Elementary and Secondary Education found your district to have resolved the majority of the noncompliance issues, others were partially corrected in the areas of Special Education and English Language Learner Education. In all instances where noncompliance has been found, the Department has prescribed corrective action for the district that must be implemented without delay. You will find these requirements for corrective action included in the attached report, along with requirements for progress reporting. Please provide the Department with your written assurance that all of the Department's requirements for corrective action will be implemented by your district within the timelines specified. You must submit your statement of assurance to me within the timelines specified.

Your staff's cooperation throughout this Mid-cycle Review is appreciated. Should you like clarification of any part of our report, please do not hesitate to contact me at 781-338-3731.

Sincerely,

Donna Feinberg, Mid-cycle Review Chairperson  
Program Quality Assurance Services

Darlene A. Lynch, Director  
Program Quality Assurance Services

c: Jeffrey Nellhaus, Acting Commissioner of Elementary and Secondary Education  
Thatcher Kezer, School Committee Chairperson  
Maureen Szymczak, District Program Review Follow-up Coordinator

Encl.: Mid-cycle Coordinated Program Review Report

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY  
EDUCATION  
MID-CYCLE COORDINATED PROGRAM REVIEW REPORT**

**Amesbury Public Schools**

**ONSITE MONITORING OF IMPLEMENTATION OF CORRECTIVE ACTION AND OF CERTAIN NEW REQUIREMENTS**

**Date of Coordinated Program Review (CPR): May 10-14, 2004**

**Date of Coordinated Program Review Corrective Action Plan Approval: January 10, 2005**

**Dates of Corrective Action Plan Progress Reports: September 29, 2005, February 1, 2006, November 2, 2006 and July 12, 2007**

**Dates of this Mid-cycle Review Onsite Visit: July 23-25, 2007**

**Date of this Report: October 23, 2007**

**PLEASE NOTE THAT THIS REPORT IS IN SEVERAL SECTIONS.**

<b>Criterion Number/Topic</b> (Refer to full text of 2006-2007 CPR requirements)	<b>Approved Corrective Action</b> <u><b>Implemented and Effective</b></u>  ✓	<b>Method(s) of Verification</b>	<b>Basis of Determination that Corrective Action was Implemented and has been Effective</b>	<b>Corrective Action <u>Not Implemented</u> or <u>Not Effective</u> or <u>New Issues Identified</u></b>  ✓	<b>Basis of Determination that Implementation of Corrective Action was Incomplete or Ineffective or Basis of Finding of New Noncompliance</b>	<b>Required Corrective Action, Timelines for Implementation, and Progress Reporting</b>
<b>Special Ed. Criteria Cited in CPR Report and Monitored in Mid-cycle</b>						
<b>SE 1 Assessments appropriately selected and interpreted for students referred for evaluation</b>	✓	Student Record Review  Document Review  Interviews	Procedures are in place to provide evaluations to students in their primary language, when necessary and appropriate.			
<b>SE 2 Required Assessments</b>	✓	Student Record Review  Document Review	The district demonstrates full compliance system-wide regarding the completion of the required educational assessments, including a history of the student's educational progress in the general curriculum.			
<b>SE 4 Reports of Assessment Results</b>	✓	Student Record Review  Interviews	The district demonstrates compliance with the criterion regarding the inclusion of the required recommendations. The Elementary and Secondary			

<p><b>Criterion Number/Topic</b>  (Refer to full text of 2006-2007 CPR requirements)</p>	<p><b>Approved Corrective Action</b> <b><u>Implemented and Effective</u></b></p> <p style="text-align: center;">✓</p>	<p><b>Method(s) of Verification</b></p>	<p><b>Basis of Determination that Corrective Action was Implemented and has been Effective</b></p>	<p><b>Corrective Action <u>Not Implemented</u> or <u>Not Effective</u> or <u>New Issues Identified</u></b></p> <p style="text-align: center;">✓</p>	<p><b>Basis of Determination that Implementation of Corrective Action was Incomplete or Ineffective or Basis of Finding of New Noncompliance</b></p>	<p><b>Required Corrective Action, Timelines for Implementation, and Progress Reporting</b></p>
			<p>Coordinators of Student Services monitor the completion of the assessment reports.</p>			
<p><b>SE 18A IEP Development and Content</b></p>	<p>Partial</p>	<p>Student Record Review  Interviews</p>	<p>The district demonstrates substantial compliance system-wide regarding consistency in the writing of annual IEP goals.</p>	<p>Partial</p>	<p>The student record review showed that, in several cases, the type of service to be provided in the general education classroom under Section B of the service delivery grids was listed as “accommodations”, rather than a special education or related service.</p>	<p>The district must review with key special education personnel the appropriate completion of the IEP service delivery grid regarding the consideration of the type of service to be provided in the general education classroom and inclusion of the services under Section B, if appropriate.</p> <p><b>Submit agenda, signed attendance sheet and materials from the above review by December 14, 2007.</b></p>
<p><b>SE 18B Timelines for Eligibility Determination and provision of documentation to parent</b></p>	<p>Partial</p>	<p>Student Record Review  Document Review  Interviews</p>	<p>The district has improved adherence to the provision of the proposed IEP to parents within the mandated timeline in the 2006-07 SY. The district is providing the finding of no eligibility to parents within the required timeline.</p>	<p>Partial</p>	<p>There remains inconsistency in the provision of the proposed IEP to parents/guardians within the mandated timelines. In addition, the review of the district’s procedures indicates that the service delivery grid is the only document given to</p>	<p>The district must revise its procedures and provide evidence that the district has reviewed the revised procedures with key special education personnel.</p> <p><b>Submit the revised written procedures and evidence of a review of the above procedures</b></p>

<b>Criterion Number/Topic</b> (Refer to full text of 2006-2007 CPR requirements)	<b>Approved Corrective Action</b> <u><b>Implemented and Effective</b></u>  ✓	<b>Method(s) of Verification</b>	<b>Basis of Determination that Corrective Action was Implemented and has been Effective</b>	<b>Corrective Action <u>Not Implemented</u> or <u>Not Effective</u> or <u>New Issues Identified</u></b>  ✓	<b>Basis of Determination that Implementation of Corrective Action was Incomplete or Ineffective or Basis of Finding of New Noncompliance</b>	<b>Required Corrective Action, Timelines for Implementation, and Progress Reporting</b>
					parents/guardians at the conclusion of the Team meeting. The Department's guidance states that when the proposed IEP is not provided at the conclusion of the Team meeting, the district must provide parents/guardians with the service delivery grid, the goals and a summation of the main points of the meeting.	<b>with key special education personnel by December 14, 2007.</b>
<b>SE 20 Least Restrictive Environment</b>	✓	Student Record Review  Document Review  Interviews	The district provided a description of the specific services and/or programs available for students to promote increased inclusion services at the middle and high school levels, including the professional development activities provided to teaching personnel to promote increased inclusion for students within the general education classroom and the school community.			

<b>Criterion Number/Topic</b> (Refer to full text of 2006-2007 CPR requirements)	<b>Approved Corrective Action</b> <u><b>Implemented and Effective</b></u>  ✓	<b>Method(s) of Verification</b>	<b>Basis of Determination that Corrective Action was Implemented and has been Effective</b>	<b>Corrective Action <u>Not Implemented</u> or <u>Not Effective</u> or <u>New Issues Identified</u></b>  ✓	<b>Basis of Determination that Implementation of Corrective Action was Incomplete or Ineffective or Basis of Finding of New Noncompliance</b>	<b>Required Corrective Action, Timelines for Implementation, and Progress Reporting</b>
<b>SE 25 Parental Consent</b>	✓	Student Record Review  Document Review	The district has system-wide procedures in place to secure parental response to proposed IEPs and placements in order to ensure that IEPs are current for the beginning of the school year. The district has procedures to address unsigned IEPs and documentation to support the actions taken to secure parental consent.			
<b>SE 29/MOA 7 Communications are in English and Primary Language of the Home</b>	✓	Student Record Review  Document Review  Interviews	The district has procedures in place to provide written and/oral translation to parents/guardians whose primary language is other than English and who require translation assistance. The review of student records showed the efforts made by the district to insure that parents/guardians are able to participate in the IEP process and that translations are provided when necessary.			
<b>SE 32 Parent Advisory Council</b>	✓	Document Review  Interview	The SEAPAC (Special Education in Amesbury Parent Advisory Council) participates in the planning, development and evaluations of the district's special			

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			education programs. The School Committee appoints a member to act as a liaison to SEAPAC. PAC representatives attend School Committee meetings, participate on search committees and regularly meet with the Director of Student Services and Special Education.			
<b>SE 37</b> <b>Procedures for out-of-district placements</b>	✓	Student Record Review  Document Review	The district has procedures in place to monitor student in out-of-district placements. Key personnel monitor and document of the monitoring activities.			
<b>SE 51</b> <b>Appropriate Special Education Teacher Certification/ Licensure</b>	✓	Document Review	The special education teaching personnel have current and appropriate certification.			

<b>Criterion Number/Topic</b> (Refer to full text of 2006-2007 CPR requirements)	<b>Approved Corrective Action</b> <u><b>Implemented and Effective</b></u>  ✓	<b>Method(s) of Verification</b>	<b>Basis of Determination that Corrective Action was Implemented and has been Effective</b>	<b>Corrective Action <u>Not Implemented</u> or <u>Not Effective</u> or <u>New Issues Identified</u></b>  ✓	<b>Basis of Determination that Implementation of Corrective Action was Incomplete or Ineffective or Basis of Finding of New Noncompliance</b>	<b>Required Corrective Action, Timelines for Implementation, and Progress Reporting</b>
<b>SE 52</b> <b>Appropriate Related Service Providers Certification/ Licensure</b>	✓	Document Review	The related service personnel have current and appropriate credentials.			
<b>SE 53</b> <b>Use of Para-professionals</b>	✓	Document Review  Interviews	Special education and/or related service personnel appropriately supervise the paraprofessional staffs. Professional development activities are provided and offered to paraprofessional staff throughout the school year.			
<b>SE 54</b> <b>Professional Development</b>	✓	Document Review  Interviews	A list was submitted of the professional development workshops and courses that have been provided to the teaching and paraprofessional staff, including the required training in the areas of diverse learning styles and the methods of collaboration used to accommodate diverse learning needs.  The Department notes that the district is developing a plan for the			

<b>Criterion Number/Topic</b> (Refer to full text of 2006-2007 CPR requirements)	<b>Approved Corrective Action</b> <u>Implemented and Effective</u> ✓	<b>Method(s) of Verification</b>	<b>Basis of Determination that Corrective Action was Implemented and has been Effective</b>	<b>Corrective Action <u>Not Implemented</u> or <u>Not Effective</u> or <u>New Issues Identified</u></b> ✓	<b>Basis of Determination that Implementation of Corrective Action was Incomplete or Ineffective or Basis of Finding of New Noncompliance</b>	<b>Required Corrective Action, Timelines for Implementation, and Progress Reporting</b>
			2007-08 SY to insure that all the building-based teaching and paraprofessional staff receive the required training annually.			
<b>SE 56 Special Education Program and Services are evaluated</b>	✓	Document Review  Interviews	<p>The district provided a program evaluation summary addressing the three-year evaluation plan for the special education services and programs and the FY 2008 changes that resulted from the FY 2007 Administrative Program Evaluation.</p> <p>The Department recommends that future program evaluation summaries contain more specific linkage of the information collected from students' local and statewide assessment results, drop out rates and graduation rates of special education students.</p>			

Criterion Number and Topic	Criterion Implemented ✓	Method(s) of Verification	Basis of Determination that Criterion was Implemented	Criterion Partially Implemented or Not Implemented ✓	Basis of Determination that Criterion was Partially Implemented or Not Implemented	Required Corrective Action, Timelines for Implementation, and Progress Reporting
Special Education Criteria created or revised in response to IDEA-2004						
SE 6 ##1 - 3 Determination of Transition Services	✓	Student Record Review  Document Review  Interviews	<p>The district documents the transitional planning or transitional services that are needed to promote movement of the student to post-secondary activities in students' IEPs. Transitional planning charts are completed for students and address the internships, courses, work-study and/or employment that the student is involved in or pursuing as part of each student's individual action plan.</p> <p>The Department recommends that IEP Teams at the secondary level consider the progress that a student has made towards the individual transitional planning goals annually and document the progress by reframing the action plan and goals to reflect the progress and changes made to the plan as a result.</p>			

<p><b>SE 8 IEP Team composition and attendance</b></p>	<p>Partial</p>	<p>Student Record Review  Document Review  Interviews</p>	<p>The district has procedures in place system-wide to address the consistent attendance of the required Team members at initial, annual and re-evaluation meetings.</p> <p>The district has procedures in place for excusal of required Team members and submitted the form used to document the excused Team members.</p>	<p>Partial</p>	<p>The review of student records showed that when Team members listed on the attendance sheet, did not attend the Team meeting, the excusal of the Team member(s) was not documented.</p>	<p>The district must review the system-wide procedures and the requirements under IDEA 2004: 34 CFR 300.321 regarding excusal of Team members with administrative, guidance and special education personnel.</p> <p><b>Submit evidence of a review of the above procedures with building administrators, guidance and teaching personnel by December 14, 2007.</b></p>
<p><b>SE 12 Frequency of re-evaluation</b></p>	<p>√</p>	<p>Student Record Review  Interviews</p>	<p>The district adheres to the mandated timeline system-wide for the conducting of reevaluations.</p>			
<p><b>SE 13 Progress Reports and content</b></p>	<p>Partial</p>	<p>Student Record Review  Document Review  Interviews</p>	<p>Progress reports are sent to parents in the same reporting cycle as report cards. The progress reports addressed the individual student's annual IEP goals.</p> <p>The student records contained completed Summary of Academic Achievement/Functional Performance forms that were provided to students upon graduation or upon exceeding the age of eligibility</p>	<p>Partial</p>	<p>The review of student records showed that not all the progress reports were documented. In addition, the district was not documenting meetings conducted and interventions taken to address a student's lack of progress.</p>	<p>The district must develop procedures for documenting students' lack of progress towards their annual IEP goals and/or in the general curriculum, the resulting interventions and actions taken to address the student's educational and/or therapeutic needs. The district must review its procedures with special education liaisons regarding the documentation of progress reports in the student's record.</p> <p><b>Submit evidence of a review of the above procedures with building administrators, guidance and teaching personnel. Include the</b></p>

						procedures developed to address individual student's lack of progress and the key personnel responsible for monitoring. Above due by December 14, 2007.
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Criterion Number and Topic	Criterion Implemented ✓	Method(s) of Verification	Basis of Determination that Criterion was Implemented	Criterion Determined to be Partially Implemented or Not Implemented ✓	Basis of Determination that Criterion was Partially Implemented or Not Implemented	Required Corrective Action, Timelines for Implementation, and Progress Reporting
SE 14 Review and revision of IEPs	✓	Student Record Review	The district adheres to the mandated timeline for the conducting of an annual review, on or before the implementation of the anniversary date of the IEP.			
SE 25B Resolution of disputes	✓	Document Review Interview	The district did not have the need to waive a resolution session or develop an agreement to resolve a dispute during the 2006-07 school year.			
SE 33 Involvement in the General Curriculum		Student Record Review Document Review Interviews	IEP Teams consider and document participation in the general curriculum. The district is committed to full inclusion and integration of students with disabilities in the full range of academic, nonacademic and extracurricular courses and offerings.			

<p><b>SE 39A</b>  <b>Procedures for services to eligible private school students whose parents reside in the district</b></p>	<p>√</p>	<p>Student Record Review  Interview</p>	<p>The district adheres to the required procedures to provide services to eligible students enrolled in private schools at private expense.</p>			
<p><b>Criterion Number and Topic</b></p>	<p><b>Criterion Implemented</b> ✓</p>	<p><b>Method(s) of Verification</b></p>	<p><b>Basis of Determination that Criterion was Implemented</b></p>	<p><b>Criterion Determined to be Partially Implemented or Not Implemented</b> ✓</p>	<p><b>Basis of Determination that Criterion was Partially Implemented or Not Implemented</b></p>	<p><b>Required Corrective Action, Timelines for Implementation, and Progress Reporting</b></p>
<p><b>SE 39B</b>  <b>Procedures for services to eligible students in private schools in the district whose parents reside out of state</b></p>	<p>√</p>	<p>Document Review  Interview</p>	<p>The district currently does not have eligible students in private schools whose parents reside out of state.</p>			
<p><b>SE 46</b>  <b>Procedures for suspension of students with disabilities more than 10 days</b></p>	<p>Partial</p>	<p>Document Review  Student Record Review</p>	<p>The district has discipline policies and procedures for students with disabilities in the school handbooks. Manifestation determination meetings are typically conducted for students with disabilities whose suspensions</p>	<p>Partial</p>	<p>For students at the secondary level on IEPs, who are demonstrating ongoing behavioral and social-emotional issues and accumulating suspensions through repeated violations</p>	<p><b>1. The district must conduct a review with administrative and key guidance and special education personnel in the following federal and state regulations in regard to the standards and the appropriate</b></p>

		Interview	have exceeded 10 consecutive days or accumulated to 10 days or more.		<p>of the discipline code, IEP Teams are not always addressing through the IEP process and through a manifestation determination, student's needs for goals and services that target social-emotional and/or behavioral concerns and/or the development of a behavioral intervention plan.</p> <p>The review of student records indicated that IEP Teams did not always revise or change a student's IEP goals and services when the results of the manifestation determination indicated that the student's behavior was a result of the disability. In addition, those student records showed that the student's social-emotional and behavioral issues were not always being considered and reflected in the student's IEPs through goals and/or services.</p>	<p><b>implementation of the standards:</b></p> <ul style="list-style-type: none"> <li>• 300.324(a)(2)(i)- development, review and revision of IEP for students whose behavior impedes their learning or the learning of others</li> <li>• 34 CRF 300.34 (10)(iv) and (vi) -consideration by the IEP Team of a student's need for the provision of psychological services as a related service</li> <li>• 34 CFR 300.530-discipline procedure for students with disabilities</li> </ul> <p><b>In addition, the review should include a description of the list of options available for the provision of behavioral/counseling supports and/or services and program placement options for students whose behaviors are interfering with their learning and the learning of others at the secondary level.</b></p> <p>Submit agenda, signed attendance sheet and training material from the review of the above regulations and the list of options available at the secondary level by <b>December 14, 2007.</b></p> <p>2. The district must review the systems in place at the secondary level for the middle and high school administration and for IEP Teams to review the possible need</p>
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						<p>for the provision of functional behavioral assessment, development of a behavior intervention plan or the consideration of different services and/or placement that would better meet the increasing therapeutic needs of students on IEPs who are being suspended for violations of the discipline code and exhibiting ongoing social-emotional and behavioral issues.</p> <p><b>Submit evidence of the review and the resulting actions that the district is implementing to address the above issues regarding the suspension of students on IEPs by December 14, 2007.</b></p>
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<b>Criterion Number/Topic</b> (Refer to full text of 2006-2007 CPR requirements)	<b>Approved Corrective Action</b> <u>Implemented and Effective</u> ✓	<b>Method(s) of Verification</b>	<b>Basis of Determination that Corrective Action was Implemented and has been Effective</b>	<b>Corrective Action <u>Not Implemented</u> or Not <u>Effective</u> Or <u>New Issues Identified</u></b> ✓	<b>Basis of Determination that Implementation of Corrective Action was Incomplete or Ineffective Or Basis of Finding of New Noncompliance</b>	<b>Required Corrective Action, Timelines for Implementation, and Progress Reporting Requirements</b>
<b>Civil Rights (MOA) and Other General Education Requirements</b>						
<b>MOA 10A Handbooks and Codes of Conduct</b>	✓	Document Review	The district submitted a copy of all student and staff handbooks for the 2006-07 SY. The handbooks included the above revised Section 504 statement and School Committee policies regarding the grievance and the disciplining of students with disabilities procedures.			
<b>MOA 11A Designation of liaison/ Coordinator; Grievance procedures</b>	✓	Document Review	The district submitted copies of the handbooks that include the grievance policy and procedures approved by the School Committee.			

<p><b>MOA 12A Annual and continuous notification concerning nondiscriminat ion and coordinators</b></p>	<p>√</p>	<p>Document Review</p>	<p>The district submitted a copy of 2006-07 SY handbooks containing the required nondiscrimination notice with the Section 504 and Title IX coordinator designated.</p>			
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**Amesbury Public Schools  
English Learner Education (ELE) Requirements**

**Mid-Cycle Review Findings and Corrective Action Based on the Department's Review Of Local Self-Assessments**  
(Please refer to full text of 2006-2007 CPR requirements for ELE and related implementation guidance at <http://www.doe.mass.edu/pqa/review/cpr/instrument/chapter71A.doc> )

<b>ELE Criterion Number and Topic</b>	<b>Criterion Determined to be Implemented Based on Review of Local ELE Self-Assessment ✓</b>	<b>Findings of Noncompliance Based on Department's Review of Local ELE Self-Assessment (Criterion Determined to be Partially Implemented or Not Implemented)</b>	<b>Required Corrective Action, Timelines for Implementation, and Progress Reporting</b>
<b>ELE 1 Annual Assessment</b>	✓		
<b>ELE 2 MCAS Participation</b>	✓		
<b>ELE 3 Initial Identification</b>	Partially Implemented	Home language surveys are given to families in English or in one of the major languages of the district upon enrollment. However, for students whose language is other than English, the district has not been using assessments to initially identify the students' level of English proficiency upon enrollment. The district has used the LAS but not to initially assess students upon enrollment. The district uses qualified staff to administer the assessments to determine the students' level of English proficiency. The district is planning to purchase the IPT assessment K-12 for use in the 2007-08 SY.	Submit a list of newly enrolled students whose first language is other than English; the primary language of the home; the results of their home language survey, their level of language proficiency, the assessments conducted and the person(s) administering the assessments by <b>December 14, 2007</b> .  Please report on status of purchase of appropriate assessment tools.  (Please refer to Department's guidance at <a href="http://www.doe.mass.edu/ell/identify_lep.html">http://www.doe.mass.edu/ell/identify_lep.html</a> .)

ELE Criterion Number and Topic	Criterion Determined to be Implemented Based on Review of Local ELE Self-Assessment ✓	Findings of Noncompliance Based on Department's Review of Local ELE Self-Assessment (Criterion Determined to be Partially Implemented or Not Implemented)	Required Corrective Action, Timelines for Implementation, and Progress Reporting
ELE 4 Waiver Procedures	✓		
ELE 5 Program Placement and Structure	Partially Implemented	LEP students are receiving instruction based upon the Massachusetts Curriculum Frameworks and the delivery of ESL/ELD instruction with an appropriately certified educator. The district has a multi-year action plan in place to provide the required SEI training to teaching personnel. The district has focused on the provision of the required SEI training to teachers at the elementary level where the majority of the identified LEP students are based. SEI training has also been provided to few teachers at the middle and high school levels. However, not all the LEP students were placed in classrooms with teachers who had received SEI training.	Submit the list of ELL students for the 07-08 SY. Indicate the grade level and the classroom placement of each student, the type and amount of English language support that the student needs and the SEI training that the classroom teacher has received. Name of teachers participating in sheltered English instruction training for the 07-08 SY.  <b>Submit the above documentation by December 14, 2007</b>
ELE 6 Program Exit and Readiness	Partially Implemented	The district conducts ELL Teacher Student Informational Meetings to track and monitor ELL students' progress throughout the school year. However, the district did not submit the criteria and multiple measures to be used when evaluating a student's readiness to exit from the ELL program, the procedures in place to re-designate a LEP student to FLEP status and the personnel responsible for determining whether the student has met the exit criteria.	Submit the agendas and signed attendance sheets from system-wide professional development for the procedures for the re-designation of LEP student to FLEP status, including the implementation of the exit criteria by <b>December 14, 2007</b> . (Please refer to the Department's guidance on designation of LEP Students at <a href="http://www.doe.mass.edu/ell/sei/MEPA_guidelines.doc">http://www.doe.mass.edu/ell/sei/MEPA_guidelines.doc</a> )
ELE 7 Parent Involvement	✓		
ELE 8	✓		

<b>ELE Criterion Number and Topic</b>	<b>Criterion Determined to be Implemented Based on Review of Local ELE Self-Assessment ✓</b>	<b>Findings of Noncompliance Based on Department's Review of Local ELE Self-Assessment (Criterion Determined to be Partially Implemented or Not Implemented)</b>	<b>Required Corrective Action, Timelines for Implementation, and Progress Reporting</b>
<b>Declining Entry to a Program</b>			
<b>ELE 9 Instructional Grouping</b>	√		
<b>ELE 10 Parental Notification</b>	√		
<b>ELE 11 Equal Access to Academic Programs and Services</b>	√		
<b>ELE 12 Equal Access to Nonacademic and Extracur- ricular Programs</b>	√		

<b>ELE Criterion Number and Topic</b>	<b>Criterion Determined to be Implemented Based on Review of Local ELE Self-Assessment ✓</b>	<b>Findings of Noncompliance Based on Department's Review of Local ELE Self-Assessment (Criterion Determined to be Partially Implemented or Not Implemented)</b>	<b>Required Corrective Action, Timelines for Implementation, and Progress Reporting</b>
<b>ELE 13 Follow-up Support</b>	Not Implemented	The district does not currently have a formal process and procedures in place to monitor students who have exited an ELE program for two years.	Submit the following documentation by <b>December 14, 2007:</b> 1. Follow-up monitoring procedures and evidence that principals and staff have reviewed monitoring procedures. 2. Monitoring form to include documentation regarding the tracking and monitoring of the individual student's progress and the provision of any recommended program interventions throughout the school year for a two year period. Indicate the key personnel responsible for the building-based monitoring.
<b>ELE 14 Licensure Requirements</b>	✓		

<b>ELE Criterion Number and Topic</b>	<b>Criterion Determined to be Implemented Based on Review of Local ELE Self-Assessment ✓</b>	<b>Findings of Noncompliance Based on Department's Review of Local ELE Self-Assessment (Criterion Determined to be Partially Implemented or Not Implemented)</b>	<b>Required Corrective Action, Timelines for Implementation, and Progress Reporting</b>
<b>ELE 15 Professional Development Requirements</b>	Partially Implemented	Refer to the finding under ELE 5 regarding the SEI training for the teaching personnel.	Refer to corrective action and progress reporting ordered under ELE 5.
<b>ELE 16 Equitable Facilities</b>	✓		
<b>ELE 17 Program Evaluation</b>	Not Implemented	The district does not have a formal process in place to evaluate the effectiveness of its ELE program and to document program changes made as a result of the program evaluation.	Submit a description of the plan to be implemented in the 2007-08 SY to evaluate the effectiveness of the ELE program model. Include the use of data collected from the English language proficiency tests of individual students and in the aggregate. Indicate the key personnel responsible for the program evaluation. Above due by <b>December 14, 2007.</b>
<b>ELE 18 Records of LEP Students- (To be reviewed during next CPR visit.)</b>	Partially Implemented	The student records currently did not contain the required information regarding the results of the identification and proficiency tests and evidence of the re-designation of a student from LEP to FLEP status and follow-up monitoring, if applicable. Refer to findings under ELE 3, ELE 6 and ELE 13 regarding the areas of noncompliance.	Submit written procedures for monitoring the documentation of the required information in the student's record and the key personnel responsible for the monitoring by <b>December 14, 2007.</b>