



# The Commonwealth of Massachusetts Department of Education

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May 21, 2007

Pia Durkin  
Superintendent of Schools  
Attleboro Public Schools  
100 Rathbun Willard Drive  
Attleboro, MA 02703

Re: Mid-cycle Coordinated Program Review Report

Dear Superintendent Durkin:

Enclosed is the Department of Education's 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 Attleboro Public Schools Coordinated Program Review Report issued on October 12, 2004. The 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 Review 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/>.

The onsite team would like to commend the following programs and practices that were brought to its attention and that the team believes have a significant positive impact on the education of students enrolled in the Attleboro Public Schools. These programs and practices are as follows:

- Record review, documentation review, and interviews indicated that the district's Extended School Year services for special education students are exceptional, extensive, and represent a great improvement on the part of the district since the previous CPR.
- Record review, documentation review, and interviews indicated that the district provides high school students with a vast and high-quality array of transition services.

The Department will notify you of your district's next regularly scheduled Coordinated Program Review several months before it is to occur. At this time we anticipate that this CPR will occur sometime during the 2009-2010 school year unless the Department determines that there is some reason to schedule this visit earlier.

While the Department of Education found your district to have resolved certain noncompliance issues, others were partially corrected or not addressed at all, or the Department's onsite team identified new issues of noncompliance, either noncompliance with special education criteria added or substantially changed in response to IDEA 2004, noncompliance with ELE criteria, or other new noncompliance. Where the district has failed to implement its approved Corrective Action Plan, the Department views these findings to be serious.

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 by June 8, 2007.**

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 781-338-3704.

Sincerely,

Matthew Deninger, Mid-cycle Review Chairperson  
Program Quality Assurance Services

Darlene A. Lynch, Director  
Program Quality Assurance Services

c: David P. Driscoll, Commissioner of Education  
Roberta Wuilleumier, School Committee Chairperson; 87 Sentinel Hill Road; Attleboro  
Sylvia Day, District Program Review Follow-up Coordinator

Encl.: Mid-cycle Coordinated Program Review Report

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

**ATTLEBORO PUBLIC SCHOOLS**

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

**Date of Coordinated Program Review (CPR): May 13-21, 2004**

**Date of Coordinated Program Review Corrective Action Plan Approval: March 22, 2005**

**Dates of Corrective Action Plan Progress Reports: July 5, 2005; October 4, 2005; January 15, 2006; and July 7, 2006**

**Dates of this Mid-cycle Review Onsite Visit: April 9-11, 2007**

**Date of this Report: May 21, 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 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 6 Transition Services</b>	✓	Documentation Review, Interviews, Record Review	<p>Based on the documentation review, interviews, and record review, transition services are given to all students beginning at age 15. Records showed student participation in Team meetings, transition goals on IEPs, planning charts in the records, and referrals to other state agencies if needed. Life skills and school-to-work programs are available for students who require such services.</p> <p>* Please note that consistent with the recently enacted IDEA-2004 regulations, the transition planning chart will become a mandated form, which should be maintained with the student's IEP. Refer to Administrative Advisory SPED 2007-1 for guidance. The Department has revised this form; please check the Department's Special Education website at <a href="http://www.doe.mass.edu/news/news.asp?id=3295..">http://www.doe.mass.edu/news/news.asp?id=3295..</a></p> <p>Please review the new requirements for transition planning and services with appropriate staff. No additional progress report is required.</p>			

<p>Criterion Number/Topic (Refer to full text of 2006-2007 CPR requirements)</p>	<p>Approved Corrective Action <u>Implemented and Effective</u></p> <p>✓</p>	<p>Method(s) of Verification</p>	<p>Basis of Determination that Corrective Action was Implemented and has been Effective</p>	<p>Corrective Action <u>Not Implemented</u> or <u>Not Effective</u> or <u>New Issues Identified</u></p> <p>✓</p>	<p>Basis of Determination that Implementation of Corrective Action was Incomplete or Ineffective or Basis of Finding of New Noncompliance</p>	<p>Required Corrective Action, Timelines for Implementation, and Progress Reporting</p>
<p>SE 7 Transfer of Rights</p>	<p>✓</p>	<p>Documentation Review, Interviews, Record Review</p>	<p>Based on the documentation review, interviews, and record review, the district ensures that a student's rights are transferred upon his or her reaching the age of majority. The transfer of rights is noted on the IEP.</p>			
<p>SE 8 Evaluation Team</p>	<p>Partial</p>	<p>Documentation Review, Interviews, Record Review</p>	<p>Based on the documentation review, interviews, and record review, a student services coordinator from the district chairs the meeting and is permitted to commit resources for all initial and reevaluation meetings.</p>	<p>Partial</p>	<p>For most annual review meetings, special education liaisons typically serve as the chairpersons. Interviews indicated that they do not always feel capable or knowledgeable enough to commit resources.</p>	<p>Please conduct training for special education liaisons on the responsibilities and authority of Team chairpersons, and on the resources available to students with special needs. <b>Please provide the Department with evidence of this training no later than Oct. 5, 2007.</b></p>
<p>SE 9 Eligibility Determination</p>	<p>✓</p>	<p>Documentation Review, Interviews, Record Review</p>	<p>Based on the documentation review, interviews, and record review, the 45-day timeline for the determination of eligibility is adhered to.</p>			
<p>SE 12 Frequency of re-evaluation</p>	<p>Partial</p>	<p>Documentation Review, Interviews, Record Review</p>	<p>Based on the documentation review, interviews, and record review, the majority of re-evaluations occur within the specified 3-year timeline.</p>	<p>Partial</p>	<p>The record review indicated that in 7 out of the 25 records, the 3-year re-evaluations were late.</p>	<p><b>Please provide the Department with a description of specific actions the district will take to address non-compliance in this area no later than Oct. 5, 2007.</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>
<b>SE 13 Progress Reports</b>	✓	Documentation Review, Interviews, Record Review	<p>Based on the documentation review, interviews, and record review, the progress reports contained all required elements, and were given out to students with the same frequency as regular education students.</p> <p>*Please note that recently enacted IDEA-2004 regulations have now changed the content requirements for IEP progress reports. Refer to Administrative Advisory SPED 2007-1 for guidance. The Department has changed the progress report form and it is now available on the Department's Special Education website at <a href="http://www.doe.mass.edu/sped/iep/eng_toc.html">http://www.doe.mass.edu/sped/iep/eng_toc.html</a>.</p> <p>Please review the new requirements with all appropriate staff. No additional progress report required.</p>			
<b>SE 14 Annual Review</b>	<b>Partial</b>	Documentation Review, Interviews, Record Review	Based on the documentation review, interviews, and record review, the majority of annual reviews occur within the specified 1-year timeline.	<b>Partial</b>	The record review indicated that in 10 out of the 25 records, the annual reviews were late.	<b>Please provide the Department with a description of specific actions the district will take to address non-compliance in this area no later than Oct. 5, 2007.</b>
<b>SE 18 A IEP Development</b>	✓	Documentation Review, Interviews, Record Review	Based on the documentation review, interviews, and record review, the IEPs were no longer missing any of the required content as noted in the Coordinated Program Review.			

<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 18 B Determination of placement; immediate provision of the IEP</b>	✓	Documentation Review, Interviews, Record Review	<p>*Please note that the Department has recently changed the implementation requirements for providing an IEP “immediately” following its development in a Team meeting. Refer to the “best practice guidance” memo on the Department’s Special Education website at <a href="http://www.doe.mass.edu/news/news.asp?id=3182">http://www.doe.mass.edu/news/news.asp?id=3182</a></p> <p>Please review the new guidance for the “immediately” standard with appropriate staff. No additional progress report required.</p>			
<b>SE 21 School Day School Year</b>	✓	Documentation Review, Interviews, Record Review	Based on the documentation review, interviews, and record review, the district now has a procedure in place to document regression. Furthermore, the district provides extensive ESY programming for students who require those services.			
<b>SE 24 Notice to Parent</b>	✓	Documentation Review, Interviews, Record Review	Based on the documentation review, interviews, and record review, notice forms contain all required elements, and are sent to parents/guardians appropriately. Staff have received training on filling out notices.			
<b>SE 40 Instructional grouping requirements</b>	✓	Documentation Review, Interviews, Observation	Based on the documentation review, interviews, and observations, instructional grouping requirements are adhered to throughout the district.			

<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 42 Programs for young children</b>	✓	Documentation Review, Interviews, Observation	Based on the documentation review, interviews, and observations, the teacher/student ratio in the Early Education Center adheres to the legal requirements, although it should be noted that the Center is at full capacity.			
<b>SE 45 Suspensions</b>	✓	Documentation Review, Interviews	Based on the documentation review and interviews, the district's codes of conduct contain all required elements for the discipline of special education students.			
<b>SE 46 Suspensions exceeding 10 cumulative days</b>	✓	Documentation Review, Interviews	Based on the documentation review and interviews, the district's codes of conduct contain all required elements for the discipline of special education students.			
<b>SE 47 Discipline of Student not yet eligible</b>	✓	Documentation Review, Interviews	Based on the documentation review and interviews, the district's codes of conduct contain all required elements for the discipline of special education students.			
<b>SE 48 Equal Access</b>	✓	Documentation Review, Interviews	Based on the documentation review and interviews, all students are given the opportunity to be included in all possible activities. The district makes special accommodations to include as many students as possible in any given activity.			

<p>Criterion Number/Topic (Refer to full text of 2006-2007 CPR requirements)</p>	<p>Approved Corrective Action <u>Implemented and Effective</u> ✓</p>	<p>Method(s) of Verification</p>	<p>Basis of Determination that Corrective Action was Implemented and has been Effective</p>	<p>Corrective Action <u>Not Implemented or Not Effective</u> or <u>New Issues Identified</u> ✓</p>	<p>Basis of Determination that Implementation of Corrective Action was Incomplete or Ineffective or Basis of Finding of New Noncompliance</p>	<p>Required Corrective Action, Timelines for Implementation, and Progress Reporting</p>
<p><b>SE 50 Responsibilities of Principal and SPED Administrator</b></p>	<p>✓</p>	<p>Documentation Review, Interviews, Record Review</p>	<p>Based on the documentation review, interviews, and record review, the special education administrator effectively oversees the consistent implementation of policies and procedures that are compliant with state and federal regulations.</p>			
<p><b>SE 54 Professional Development</b></p>	<p><b>Partial</b></p>	<p>Documentation Review, Interviews</p>	<p>Based on the documentation review and interviews, the district has started a PD committee to address the needs of staff. Many of the schools conduct the required annual training on topics such as confidentiality, civil rights, special education regulations, etc.</p>	<p><b>Partial</b></p>	<p>Interviews indicated that special education training for regular educators is lacking in many schools, as is training on differentiated instruction and parent involvement.</p>	<p><b>Please provide the Department with a professional development plan to address professional development areas that are necessary on an annual basis, no later than Oct. 5, 2007.</b></p>
<p><b>SE 55 SPED Facilities</b></p>	<p><b>Partial</b></p>	<p>Documentation Review, Interviews, Observation</p>	<p>Based on the documentation review, interviews, and observations, the issues cited in the Coordinated Program Review have been rectified at the High School and at Brennan Middle School.</p>	<p><b>Partial</b></p>	<p>During an observation, it was noted that the substantially separate classes at the Coelho School had no windows, while all of the regular education classrooms were bright with sunlight.</p>	<p><b>Please provide the Department with a plan to address the inequities in classroom quality at the Coelho School no later than Oct. 5, 2007.</b></p>
<p><b>SE 56 Special Education Program Evaluation</b></p>	<p>✓</p>	<p>Documentation Review, Interviews</p>	<p>Based on the documentation review and interviews, the district has a procedure for evaluating the effectiveness of the special education program.</p>			

<b>Criterion Number and Topic</b>	<b>Criterion Implemented ✓</b>	<b>Method(s) of Verification</b>	<b>Basis of Determination that Criterion was Implemented</b>	<b>Criterion Partially Implemented or Not Implemented ✓</b>	<b>Basis of Determination that Criterion was Partially Implemented or Not Implemented</b>	<b>Required Corrective Action, Timelines for Implementation, and Progress Reporting</b>
<b>Special Education Criteria created or revised in response to IDEA-2004</b>						
<b>SE 6 ##1 - 3 Determination of Transition Services</b>		Documentation Review, Interviews, Record Review	See above			
<b>SE 8 IEP Team composition and attendance</b>		Documentation Review, Interviews, Record Review	See above.			
<b>SE 12 Frequency of re-evaluation</b>		Documentation Review, Interviews, Record Review	See above.			
<b>SE 13 Progress Reports and content</b>		Documentation Review, Interviews, Record Review	See above.			

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		Documentation Review, Interviews, Record Review	See above.			
SE 25B Resolution of disputes	✓	Documentation Review, Interviews	Based on the documentation review and interviews, this dispute resolution procedure has been used twice—both times successfully. Administrative staff are aware of these regulations, and will continue to use the procedure as appropriate.			
SE 33 Involvement in the General Curriculum	✓	Documentation Review, Interviews, Record Review	Based on the documentation review, interviews, and record review, a student's involvement and progress in the general curriculum is measured, discussed among the IEP Team members, and noted on each IEP.			
SE 39A Procedures for services to eligible private school students whose parents reside in the district	✓	Documentation Review, Interviews, Record Review	<p>Based on the documentation review, interviews, and record review, students in private schools whose parents reside in district are given evaluations and, if found eligible, they may access a full range of related services. The district has documented the proportionate share, and has budgeted that amount of money for the private school students.</p> <p>* Please note that consistent with recently enacted IDEA-2004 regulations, the public school district's procedures for consultation with private schools requires the public school to obtain written affirmation of the private school representative's participation.</p>			

			Refer to Administrative Advisory SPED 2007-1 for guidance.			
			No additional progress report required.			
<b>SE 39B Procedures for services to eligible students in private schools in the district whose parents reside out of state</b>	✓	Documentation Review, Interviews	Based on the documentation review and interviews, students in private schools whose parents reside out of state have the opportunity to access special education services. However, despite extensive outreach efforts by the district, no out-of-state students have contacted the district for any evaluations or services. The district will continue its outreach efforts, as required by law.			
<b>SE 46 Procedures for suspension of students with disabilities more than 10 days</b>	✓	Documentation Review, Interviews	See above.			

<b>Criterion Number/Topic</b>  <b>(Refer to full text of 2006-2007 CPR requirements)</b>	<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 Requirements</b>
<b>Civil Rights (MOA) and Other General Education Requirements</b>						
<b>MOA 7 Information to be translated into languages other than English</b>	✓	Documentation Review, Interviews, Record Review	Based on the documentation review, interviews, and record review, the district translates many documents and notices into the dominant language, Spanish. These documents and notices are then archived electronically for ease of use throughout the district.			
<b>MOA 10 A Handbooks and Codes of Conduct</b>	✓	Documentation Review, Interviews	Based on the documentation review and interviews, the district's handbooks and codes of conduct now contain all information regarding discipline procedures for students in special education and on 504 plans.			
<b>MOA 11 A Designation of coordinators and grievance procedures</b>	✓	Documentation Review, Interviews	Based on the documentation review and interviews, the district's handbooks contain a procedure for filing grievances due to discrimination on all protected classes.			

<b>MOA 12A Non-discrimination Notification</b>	✓	Documentation Review, Interviews	Based on the documentation review and interviews, the district's written materials contain a proper non-discrimination statement.			
<b>MOA 14 Counseling and counseling materials free from bias and stereotypes</b>	✓	Documentation Review, Interviews	Based on the documentation review and interviews, all students are given the opportunity to receive counseling in their primary language.			
<b>MOA 17A Use of physical restraint</b>	<b>Partial</b>	Documentation Review, Interviews	Based on the documentation review and interviews, new staff members are given awareness-level training.	<b>Partial</b>	Interviews indicated that staff members were not always provided with awareness-level training on an annual basis, and therefore don't know what to do or who to contact if an impending restraint is necessary.	<b>Please provide the Department with a professional development plan to address restraint training on an annual basis, no later than Oct. 5, 2007.</b>
<b>MOA 24 Curriculum Review</b>	✓	Documentation Review, Interviews	Based on documentation review and interviews, the district has just recently developed and implemented a system whereby the curriculum is reviewed for things such as bias and stereotype.			
<b>MOA 25 Institutional self-evaluation</b>	✓	Documentation Review, Interviews	Based on documentation review and interviews, the district has just recently developed and implemented a system whereby access to programs, discipline statistics, etc. are evaluated.		The system has not yet been fully implemented—only preliminary data is available.	<b>Please provide the Department with the final, formalize equal access evaluation report no later than Oct. 5, 2007.</b>

Other Regulated Programs Monitored During this Mid-cycle Review						
Criterion Number/Topic  (Refer to full text of 2006-2007 CPR requirements)	Approved Corrective Action <u>Implemented and Effective</u> ✓	Method(s) of Verification	Basis of Determination that Corrective Action was Implemented and has been Effective	Corrective Action <u>Not Implemented or Not Effective</u> Or <u>New Issues Identified</u> ✓	Basis of Determination that Implementation of Corrective Action was Incomplete or Ineffective Or Basis of Finding of New Noncompliance	Required Corrective Action, Timelines for Implementation, and Progress Reporting Requirements
<b>MOA 18 Responsibilities of School Principal</b>	<b>Partial</b>	Documentation Review, Interviews	Based on documentation review and interviews, the district's instructional support teams vary widely from school to school—some with effective procedures such as regular meetings and follow-up, representation from regular education teachers, etc.	<b>Partial</b>	Other schools, however, do not have formal or effective procedures in place. They rarely meet, and are made up of special educators rather than regular educators.	<b>Please provide the Department with a district-wide model for instructional support teams, as well as a timeline for its implementation no later than Oct. 5, 2007.</b>

**ATTLEBORO 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>	✓		
<b>ELE 4 Waiver Procedures</b>	✓		

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 5 Program Placement and Structure	Partial	The district is in the process of setting up a robust ELL program. Currently, students receive ESL instruction, some sheltered English immersion, and have access to a number of other supports. However, ELL program quality varies widely across the district, as does the amount of training for teachers and support for students.	Please provide the Department with an analysis of what the program capacity is at each building that has LEP students, the district's plan for providing professional development to increase the number of classroom teachers in those buildings able to provide sheltered content, as well as the assignment of ESL staff (to what buildings) and their licensure no later than Oct. 5, 2007.
ELE 6 Program Exit and Readiness	Partial	The district is in the process of developing a system for exiting students from the ELL program. While an exiting form has been created for district-wide use, the process for designating students as FLEP has not yet been implemented.	See ELE 5.
ELE 7 Parent Involvement	Partial	The district is in the process of developing ways in which to involve parents of LEP students in matters pertaining to their children's education. Translators are provided and notices are translated, but beyond that, parents are rarely involved.	Please provide the Department with a description of a plan or mechanism whereby parents of ELL students are included more readily and easily into their children's education no later than Oct. 5, 2007.
ELE 8 Declining Entry to a Program	✓		
ELE 9 Instructional Grouping	Partial	The district is in the process of ensuring that all LEP students are grouped according to their appropriate academic levels, based on the ELPBO.	See ELE 5.

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 10 Parental Notification	Partial	The district is in the process of updating the parental notification form for parents of LEP students.	Please provide the Department with an updated parent notification form, along with policies indicating that the form will be submitted annually to parents of LEP students no later than Oct. 5, 2007.
ELE 11 Equal Access to Academic Programs and Services	Partial	The district has just recently developed and implemented a system whereby access to programs, discipline statistics, etc. are evaluated. This system stems from a policy created by the school committee that provides equal access to a full range of academic and extracurricular opportunities for all students.	See MOA 25.
ELE 12 Equal Access to Nonacademic and Extracurricular Programs	Partial	The district has just recently developed and implemented a system whereby access to programs, discipline statistics, etc. are evaluated. This system stems from a policy created by the school committee that provides equal access to a full range of academic and extracurricular opportunities for all students.	See MOA 25.
ELE 13 Follow-up Support	Partial	While the district has determined exit criteria, the district has not yet implemented a system whereby Formerly Limited English Proficient students are monitored for a minimum of 2 years.	See ELE 5.
ELE 14 Licensure Requirements	Partial	The district has assured the Department that all teachers speak and understand English. However, some of the teachers who are providing ESL instruction do not yet have appropriate licensure.	See ELE 5.

<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>	<b>Partial</b>	The district is in the process of creating a professional development plan that will address the needs of all regular education teachers who will be teaching in a sheltered English immersion setting. While many teachers have had SEI training, they have not been fully trained in all four categories.	<b>See ELE 5.</b>
<b>ELE 16 Equitable Facilities</b>	✓		
<b>ELE 17 Program Evaluation</b>	<b>Partial</b>	The district reviews the state standardized test data on ESL students and makes appropriate adjustments if problem areas are noted. While the district reviews the data, the district does not have a formalized review process, and thus is still working toward compliance in this area.	<b>Please provide the Department with a formalized procedure for evaluating the district's ELL program no later than Oct. 5, 2007.</b>
<b>ELE 18 Records of LEP Students- (To be reviewed during next CPR visit.)</b>			