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| **MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**  **Program Quality Assurance Services** |

##### COORDINATED PROGRAM REVIEW

## CORRECTIVE ACTION PLAN

Charter School or District: Whately

CPR Onsite Year: 2014-2015

Program Area: Special Education

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 Coordinated Program Review Final Report dated 03/17/2015.

**Mandatory One-Year Compliance Date:** **03/17/2016**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 3 | Special requirements for determination of specific learning disability | Partially Implemented |
| SE 13 | Progress Reports and content | Partially Implemented |
| SE 18B | Determination of placement; provision of IEP to parent | Not Implemented |
| SE 20 | Least restrictive program selected | Partially Implemented |
| SE 32 | Parent advisory council for special education | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | Partially Implemented |
| CR 12A | Annual and continuous notification concerning nondiscrimination and coordinators | Partially Implemented |

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| COORDINATED PROGRAM REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  SE 3 Special requirements for determination of specific learning disability | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Record review and interviews indicate that when a student suspected of having a specific learning disability is evaluated, the Team's written determination as to whether or not he or she has a specific learning disability is not consistently signed by all members of the Team, or if there is disagreement as to the determination, one or more Team members do not document their disagreement. | | |
| **Description of Corrective Action:**  Root Cause Analysis determined that IEP Team members were not aware of the need to have each TEAM member sign in agreement or disagreement on the SLD Eligibility form. TEAM Members were completing the form and typing in participants names.  SLD Eligibility Forms completion procedures will be updated, placed in the special education handbook, and a training will occur for all faculty to review their role in TEAM process, eligibility determination, and the need to document agreement or disagreement on SLD eligibility forms. | | |
| **Title/Role(s) of Responsible Persons:**  Karen Ferrandino - Special Education Director  Peter Crisafulli - Principal | | **Expected Date of Completion:**  10/30/2015 |
| **Evidence of Completion of the Corrective Action:**  Copy of updated procedures  Sign in from training | | |
| **Description of Internal Monitoring Procedures:**  Quarterly the Special Education Director will review IEP records that have had initial eligibility or re-evaluation meetings for student with SLD to ensure that all TEAM members sign the SLD eligibility form and document their agreement or disagreement with the determination of SLD. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 3 Special requirements for determination of specific learning disability | **Corrective Action Plan Status:** Approved  **Status Date:** 04/28/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  The district will submit a copy of the set of procedures developed to ensure that when a student is suspected of having a specific learning disability the Team's written determination is signed by all members of the Team or if there is a disagreement, members document their disagreement by May 28, 2015.  The district will submit copies of the agenda, dated attendance sheets with staff role and signature as evidence that responsible staff have been trained on the new procedures by May 28, 2015.  The district must conduct a review of records for students with SLD that have initial eligibility or re-evaluation meetings after all corrective actions are implemented, for evidence that when a student is suspected of having a specific learning disability, the Team's written determination is signed by all members of the Team or if there is a disagreement, members document their disagreement by December 2, 2015.  \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  05/28/2015  12/02/2015 | | |

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| COORDINATED PROGRAM REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  SE 13 Progress Reports and content | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Documents and record review indicate that written information on the student's progress toward each annual goal in the Individualized Education Program (IEP) is not consistently found in the record. | | |
| **Description of Corrective Action:**  root cause- There is no formal procedure within the school to ensure that all progress reports for all goals in the IEP are completed as often as report cards are sent to the entire school's student population.  1) School wide procedures will be developed to ensure that all progress reports are sent to parents and central office.  2) All Special Education Liaisons will attend a training on progress report completion procedures. | | |
| **Title/Role(s) of Responsible Persons:**  Karen Ferrandino - Special Education Director  Peter Crisafulli - Principal | | **Expected Date of Completion:**  10/30/2015 |
| **Evidence of Completion of the Corrective Action:**  1) Copy of school procedures to complete progress reports.  2) Sign in for training on the progress report procedure. | | |
| **Description of Internal Monitoring Procedures:**  1. 3xs a year files will be reviewed for the completion of progress reports.  2. School will submit a sign off sheet for each student on an IEP attesting to the completion of progress report with progress report attached. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 13 Progress Reports and content | **Corrective Action Plan Status:** Approved  **Status Date:** 04/28/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  The district will submit a copy of the set of procedures developed to ensure that progress report information includes written information on the student's progress toward each annual goal in the IEP and is documented in the record by May 28, 2015.  The district will submit copies of the agenda, dated attendance sheets with staff role and signature as evidence that special education liaisons have been trained on the new procedures by May 28, 2015.  The district must conduct a review of records for students with IEPs after all corrective actions are implemented, for evidence that progress report information includes written information on the student's progress toward each annual goal in the IEP and is documented in the record by December 2, 2015.  \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  05/28/2015  12/02/2015 | | |

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| COORDINATED PROGRAM REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  SE 18B Determination of placement; provision of IEP to parent | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Student record review and interviews indicate that the district is not providing two (2) copies of the proposed IEP and proposed placement immediately following the development of the IEP. When the district provides the parent with a summary at the conclusion of the Team meeting, the summary does not include a service delivery grid, a statement of the major goals areas or key decisions made at the Team meeting. When a summary is not provided at the conclusion of the Team meeting, two (2) copies of the proposed IEP and proposed placement along with the required notice are not provided within 3-5 days. | | |
| **Description of Corrective Action:**  The District sends two copies of IEP to parents, but does not always document that it did so. The school provides notes of meeting that do not always include service delivery grid, a statement of major goal areas, or key decisions made at TEAM meeting. | | |
| **Title/Role(s) of Responsible Persons:**  Karen Ferrandino - Special Education Director  Peter Crisafulli - Principal | | **Expected Date of Completion:**  10/30/2015 |
| **Evidence of Completion of the Corrective Action:**  1) Develop clear procedures on providing the parents with a meeting summary form that includes service delivery grid, statement of major goal areas and/or key decisions made at the meeting.  2) Provide statement in N1 reflecting that 2 copies of IEP have been sent to parent/s.  3) Complete a staff/faculty training that reviews procedure of providing parent/s with meeting summary and including statement referencing that 2 copies of IEP have been sent to parent. | | |
| **Description of Internal Monitoring Procedures:**  When liaisons send IEP to SPED Director for review each IEP will be checked to ensure that a copy of meeting summary is included with parents signature that they received it at the end of the meeting. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 18B Determination of placement; provision of IEP to parent | **Corrective Action Plan Status:** Approved  **Status Date:** 04/28/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  The district will submit a copy of the set of procedures developed to ensure that a parent is provided two copies of the proposed IEP and proposed placement immediately following the development of the IEP. The procedures must include when providing a parent a summary at the conclusion of the IEP Team meeting, the summary includes a service delivery grid, a statement of major goals and any key decisions made at the meeting. These procedures will be submitted to the Department by May 28, 2015.  The district will submit copies of the agenda, dated attendance sheets with staff role and signature as evidence that special education liaisons have been trained on the new procedures by May 28, 2015.  The district must conduct a review of records for students whose IEP Team meetings are conducted after all corrective actions are implemented, for evidence that 2 copies of the proposed IEP and proposed placement are provided to the parent and the summary includes a service delivery grid, a statement of major goals and any key decisions made at the meeting by December 2, 2015.  \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  05/28/2015  12/02/2015 | | |

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| COORDINATED PROGRAM REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  SE 20 Least restrictive program selected | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Student record review and interviews indicate that the Nonparticipation Justification statement on a student's IEP is not individualized to the student and does not consistently state how the nature or severity of the student's disability limits his or her participation in the regular education setting, or how the student's education could not be achieved with the use of supplementary aids and services. | | |
| **Description of Corrective Action:**  Procedures for completing the Nonparticipation justification of the IEP will be reviewed with all faculty members.  The drop down menu in special education data base will be removed as an option to completing the nonparticipation justification. This action will require that each non participation justification will be individualized and include how the nature or severity of the student's disability limits his or her participation in the regular education setting, or how the student's disability limits his or her participation in the regular education setting , or how the student's education could not be achieved with the use of supplemental aides and services.. | | |
| **Title/Role(s) of Responsible Persons:**  Karen Ferrandino-Special Education Director  Peter Crisafulli - Principal | | **Expected Date of Completion:**  11/15/2015 |
| **Evidence of Completion of the Corrective Action:**  Copy of procedure for completing nonparticipation justification section of IEP  Staff sign in and agenda at training to completing the nonparticipation section of IEP | | |
| **Description of Internal Monitoring Procedures:**  Each IEP will be reviewed by Principal and special education office to ensure that the nonparticipation justification includes how the nature or severity of the students’ disability limits his or her participation in the regular education setting, or how the student's education could not be achieved with the use of supplemental aides and services. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 20 Least restrictive program selected | **Corrective Action Plan Status:** Approved  **Status Date:** 04/28/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  The district will submit a copy of the set of procedures developed to ensure that the nonparticipation justification statement on a student's IEP is individualized to the student and states how the nature or severity of the student's disability limits his or her participation in the regular education setting, or how the student's education could not be achieved with the use of supplementary aids and services by May 28, 2015.  The district will submit copies of the agenda, dated attendance sheets with staff role and signature as evidence that responsible staff have been trained on the new procedures by May 28, 2015.  The district must conduct a review of records for students whose IEP Team meetings are conducted after all corrective actions are implemented, for evidence that the nonparticipation justification statement is individualized and states how the nature or severity of the student's disability limits his or her participation in the regular education setting, or how the student's education can not be achieved with the use of supplementary aids and services by December 2, 2015.  \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  05/28/2015  12/02/2015 | | |

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| COORDINATED PROGRAM REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  SE 32 Parent advisory council for special education | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Documents and interviews indicate that Whately Public Schools has not established its own Parent Advisory Council (PAC), but participates as a member of the larger Frontier School Union 38 PAC. The district has not applied to the Department for a waiver to implement their PAC in this manner. | | |
| **Description of Corrective Action:**  Whately Elementary School is a small rural school and part of school union38. Students feed into Frontier Regional School Districts. Frontier Regional School District and Union #38 school Districts share central office administrators and staff and functions as 1 school district in many ways. Parents of the 5 schools within the District prefer to have 1 PAC. The District provides a PAC coordinator to assist parents in scheduling events, sharing concerns, and coordinating parents request for information and trainings. The District was found out of compliance because there is 1 PAC for the 5 schools/districts. | | |
| **Title/Role(s) of Responsible Persons:**  Special Education Director - Karen Ferrandino | | **Expected Date of Completion:**  11/15/2015 |
| **Evidence of Completion of the Corrective Action:**  District will complete PQA's Alternative Compliance Waiver pursuant to 603 CMR 28.05 to recognize the regional PAC. | | |
| **Description of Internal Monitoring Procedures:**  approved waiver | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Approved  **Status Date:** 04/28/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  The district must submit a copy of the letter from the Department approving a waiver for the 2015-2016 school year specific to the regulation requiring the district to establish a parent advisory council on special education by September 4, 2015.  Please see the Administrative Advisory SPED 2015-1: Special Education Parent Advisory councils, Acceptable Alternatives, and Use of Social Media: www.doe.mass.edu/sped/advisories/2015-1.html | | |
| **Progress Report Due Date(s):**  09/04/2015 | | |

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| COORDINATED PROGRAM REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  CR 10A Student handbooks and codes of conduct | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicate that the district's nondiscrimination policy does not contain the required protected category of gender identity. | | |
| **Description of Corrective Action:**  Districts Non-Discrimination Policy has not been amended to include the protected category of gender identity.  District will update the Non-Discrimination Policy to include gender identity. The updated policy will be reviewed by the School Committee at September meeting and voted on at October 2015 meeting.  Opening day of school non-discrimination training will occur and include update on gender identity as protected category. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent of Schools - Marti Barrett  Principal - Peter Crisafulli | | **Expected Date of Completion:**  10/30/2015 |
| **Evidence of Completion of the Corrective Action:**  Copy of new policy approved by school committee  Sign in sheet for training on non-discrimination policy including gender identity as protected position | | |
| **Description of Internal Monitoring Procedures:**  Updated policy will be included in policy handbook and Principals will review policy annually with all staff and faculty. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved  **Status Date:** 04/28/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  The district will submit to the Department a copy of the proposed nondiscrimination policy that includes the protected category of gender identity by May 28, 2015.  The district will submit to the Department copies of the agenda and dated attendance sheets with staff role and signature as evidence that all staff have been trained on the nondiscrimination policy with the addition of gender identity as a protected category by September 4, 2015.  The district will submit to the Department a copy of the section of the student handbook that includes the nondiscrimination policy with the protected category of gender identity added and evidence that the updated policy has been disseminated to staff, students and parents for the 2015-2016 school year by September 4, 2015. | | |
| **Progress Report Due Date(s):**  05/28/2015  09/04/2015 | | |

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| COORDINATED PROGRAM REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  CR 10B Bullying Intervention and Prevention | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicates the Bullying Prevention and Intervention Plan was updated to include amendments to the anti-bullying law, however documents and interviews indicate professional development has not been offered on this topic. | | |
| **Description of Corrective Action:**  Full faculty training on the amendments to the anti bullying law will be completed. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent of Schools- Marti Barrett  Principal- Peter Crisafulli | | **Expected Date of Completion:**  10/30/2015 |
| **Evidence of Completion of the Corrective Action:**  Agenda for faculty meeting and sign in sheet | | |
| **Description of Internal Monitoring Procedures:**  Principal will review faculty meeting agendas annually to assure that updates to BPIP are discussed at least annually. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved  **Status Date:** 04/28/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  The district will submit to the Department copies of the agenda, dated attendance sheets with staff role and signature as evidence that all personnel have been trained on the amendments to the anti-bullying law by May 28, 2015. | | |
| **Progress Report Due Date(s):**  05/28/2015 | | |

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| COORDINATED PROGRAM REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicate that written materials and other media the district uses to publicize the district's school do not include the required protected category of gender identity. | | |
| **Description of Corrective Action:**  All written materials and media that include equal opportunity statements and non-discrimination statements will be amended to include the required protected category of gender identity. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent of Schools - Marti Barrett  Principal - Peter Crisafulli | | **Expected Date of Completion:**  11/15/2015 |
| **Evidence of Completion of the Corrective Action:**  Copies of materials and media that include equal opportunity statements and non- discrimination statements with required protected category of gender category. | | |
| **Description of Internal Monitoring Procedures:**  All material that are sent out to public and media will be reviewed to ensure protected category of gender identity is included in the nondiscrimination statements | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved  **Status Date:** 04/28/2015  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  The district will submit to the Department a list of materials and publications that contain the notice that the district utilizes to publicize the district's school to ensure that written materials and other media include the protected category of gender identity by September 4, 2015. | | |
| **Progress Report Due Date(s):**  09/04/2015 | | |

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| **MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**  **COORDINATED PROGRAM REVIEW** |

District: Whately Public Schools

Corrective Action Plan Review

Program Area: English Learner Education

Prepared by: Director of Elementary Education

CAP Form will expand to as many lines as necessary. Before completing and emailing to pqacap@doe.mass.edu, please see separate *Instructions for Completing Corrective Action Plans.*

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 Coordinated Program Review Final Report to the school or district.

**Mandatory One-Year Compliance Date: May 5, 2016**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic: ELE 10 Parent Notification** | | | **Rating: Partially Implemented** |
| **Department CPR Finding:** *Document review indicates the notice to be mailed to the parents or guardians if a student is identified as an ELL (English language learner)student, and annually thereafter, does not inform the parents of the following: the method of instruction; the specific exit requirements; the parents’ right to apply for a waiver, and if the student has additional educational needs that require special education services how the Title III program, if available, will meet the objectives of the Individualized Education Program (IEP).* | | | |
| **Narrative Description of Corrective Action:**  District forms have been created and/or updated and published in the district ELE program guide completed in December 2014. This guide was co-authored by the district ESL teachers and director, distributed and reviewed with the district administrative team and all school secretaries in the spring of 2015.  Beginning in May, 2015 the district Director of ELE will work collaboratively with district ESL teachers and principals to ensure that updated forms contained in the district English Language Programming Guide are distributed to parents in a timely manner, understood and signed by parents, and stored in student record files. The following forms are now published in the district guide:  Form 8: Parent/Guardian letter evaluation of newly enrolled students  Form 9: Parent Guardian letter: Annual Assessment  Form 10: School District program waiver  Form 11: Parent/Guardian Declines Services  Form 12: Parent Guardian Waiver application for Alternative ELL Program  Form 12: Parent Guardian letter W-APT and ACCESS testing Schedules  Form 13: Parent/Guardian Letter: W-APT and ACCESS Testing Schedules  Form 14: Parent/Guardian Letter W-APT  Form 15: Progress reports and descriptions of Levels for Identifying ELLS  Form 16: Parent/Guardian Letter: When student is proficient in English | | | |
| **Title/Role of Person(s) Responsible for Implementation:**       District Director of ELE | | **Expected Date of Completion for Each Corrective Action Activity:** | |
| **Evidence of Completion of Corrective Action:** Student records will contain appropriate documentation. | | | |
| **Description of Internal Monitoring Procedures:**       The district Director of ELE will review student records on a quarterly basis to ensure that appropriate documentation of parent notification of program related information for ELL students is maintained. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion: ELE 5 Parent Notification** | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval: N/A** | | | |
| **Department Order of Corrective Action: N/A** | | | |
| **Required Elements of Progress Report(s):** Please submit a copy of the new ELL Parent Notification Form (s) that will be utilized by the district to annually notify parents of:   1. The reasons for identification of the student as ELL; 2. The child’s level of English proficiency; 3. Program placement and/or the method of instruction used in the program; 4. How the program will meet the educational strengths and needs of the student; 5. How the program will specifically help the child learn English; 6. The specific exit requirements; 7. The parent’s right to apply for a waiver, or to decline to enroll their child in the program; and 8. If the student has additional educational needs that require special education services how the Title III program will meet the objectives of the Individualized Education Program (IEP).     Please see a template for the Parent Notification Form at [www.doe.mass.edu/ell/resources.html](http://www.doe.mass.edu/ell/resources.html)**.**  Submit the Form(s) by **June 30, 2015.**  Submit the results of an ELL student record review to ensure that the parent notification letter is sent annually and contains all required elements. Report the number of records reviewed and the number of records in compliance. For any records found to be out of compliance, the district must conduct a root cause analysis of the noncompliance and provide a description of the root cause along with a description of the district’s plan to remedy remaining non-compliance by **November 12**, **2015.**  **\*Please note when conducting the internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s).** | | | |
| **Progress Report Due Date(s): June 30, 2015; November 12, 2015** | | | |