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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: Acton-Boxborough

CPR Onsite Year: 2016-2017

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 09/08/2017.

**Mandatory One-Year Compliance Date:** **09/08/2018**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 11 | School district response to parental request for independent educational evaluation | Partially Implemented |
| SE 46 | Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10C | Student Discipline | Partially Implemented |
| CR 16 | Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | Partially Implemented |
| ELE 6 | Program Exit and Readiness | Partially Implemented |
| ELE 17 | Program Evaluation | Not Implemented |
| ELE 18 | Records of ELL students | Partially Implemented |

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| **Criterion & Topic:** SE 11 School district response to parental request for independent educational evaluation | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review and interviews indicated that the district's procedures for responding to a parental request for an independent educational evaluation (IEE) when the parent disagrees with an evaluation do not include the right to a publicly-funded IEE for 16 months from the date of the evaluation for students cost-shared or funded for state wards, or for students receiving free or reduced cost lunch. |
| **Description of Corrective Action:** Revise the language in the Special Education Procedures Manual to reflect our response to a parental request for an independent educational evaluation (IEE) when the parent disagrees with an evaluation. Said revision will reflect that parents have the right to a publicly-funded IEE for 16 months from the date of the evaluation for students cost-shared or funded for state wards, or for students receiving free or reduced cost lunch. |
| **Title/Role(s) of Responsible Persons:**Director of Special Education, Pam Smith | **Expected Date of Completion:**06/30/2018 |
| **Evidence of Completion of the Corrective Action:**Revised Procedures Manual documenting correct language about parent right to a publicly-funded IEE.Email to special education staff documenting/calling their attention to this change. |
| **Description of Internal Monitoring Procedures:** The special education department will receive an email to notify of the change. The language will also be reviewed at the annual special education training conducted on the first day of school. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 11 School district response to parental request for independent educational evaluation | **Corrective Action Plan Status:** Approved **Status Date:** 10/30/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By February 16, 2018, provide the district's revised procedures for responding to a parental request for an independent educational evaluation (IEE) that include the right to a publicly-funded IEE for 16 months from the date of the evaluation for students cost-shared or funded for state wards, or for students receiving free or reduced cost lunch, and evidence (agenda, attendance sheet with signature/role, training materials) that staff has been trained on the procedures. |
| **Progress Report Due Date(s):** 02/16/2018 |

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| **Criterion & Topic:** SE 46 Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review and interviews indicated that the district's procedures for the suspension of students with disabilities do not define a change in placement as a series of suspensions that are shorter than 10 consecutive days that constitute a pattern. Also, the procedures do not include the requirement that the school district must notify the parents of the decision of a manifestation determination and provide them with written notice and procedural safeguards. |
| **Description of Corrective Action:** The District has determined that the corrective action for this area of noncompliance is a revision to the ABRSD Special Education Procedures Manual for instances when suspensions are <10 school days but may constitute a pattern of removal, as well as language about notifying the parent/guardian of the MDR decision and provision of written notice of the procedural safeguards. |
| **Title/Role(s) of Responsible Persons:**Director of Special Education, Pam Smith | **Expected Date of Completion:**06/30/2018 |
| **Evidence of Completion of the Corrective Action:**-Revised Procedures for Suspension of SWDs when Suspensions Exceed 10 Consecutive or Cumulative School Days (reflecting that a series of suspensions <10 days may constitute a pattern that does constitute a change in placement, as well as parental notification of MDR decision, written notice, and procedural safeguards)-Online training module for key personnel responsible for implementing the procedure-Log of training completions by key personnel |
| **Description of Internal Monitoring Procedures:** The District will annually review all Special Education Procedures to ensure continued compliance with this criterion |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 46 Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district | **Corrective Action Plan Status:** Approved **Status Date:** 10/30/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By February 16, 2018, provide revised procedures for the suspension of students with disabilities, that include: 1) a change in placement defined as a series of suspensions that are shorter than 10 consecutive days that constitute a pattern, and 2) the requirement that the school district must notify the parents of the decision of a manifestation determination and provide them with written notice and procedural safeguards and evidence (agenda, attendance sheet with signature/role, training materials) that appropriate staff have been trained on the procedures.By May 18, 2018, submit the results of a review of discipline records across all grade levels after training has been provided for evidence that the district's procedures of the suspension of students with disabilities are consistently implemented. Please include: 1. The number of records reviewed; 2. The number of records in compliance; 3. For any records not in compliance, determine the root cause; and 4. The specific corrective actions taken to remedy the non-compliance. \* 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 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):** 02/16/201805/18/2018 |

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| **Criterion & Topic:** CR 10A Student handbooks and codes of conduct | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review indicated that the elementary school handbooks do not contain procedures for accepting, investigating and resolving complaints alleging discrimination or harassment and the disciplinary measures that the school may impose if it determines that harassment or discrimination has occurred. Furthermore, the following elementary school handbooks are missing these required elements:Blanchard Elementary School: policies and procedures for student discipline and procedures for the discipline of students with disabilities and students with Section 504 Accommodation Plans.Conant Elementary School: information on bullying prevention and intervention.Gates Elementary School: policies and procedures for student discipline; procedures for the discipline of students with disabilities and students with Section 504 Accommodation Plans; and information on bullying prevention and intervention updated to include staff as a potential "aggressor" or "perpetrator" in a bullying report. Merriam Elementary School: policies and procedures for student discipline and procedures for the discipline of students with disabilities and students with Section 504 Accommodation Plans; and the nondiscrimination policy does not contain the protected categories of gender identity and sex. |
| **Description of Corrective Action:** As evidenced by our 2017 DESE Coordinated Program Review, our elementary handbooks did not contain all of the required components. This was a result of this process being decentralized over many years, with each of our six principals responsible for ensuring that their handbook contained the required components. These documents were not reviewed centrally by someone in the District office for compliance purposes. |
| **Title/Role(s) of Responsible Persons:**Dawn G. Bentley, Ed.D.Assistant Superintendent for Student Services | **Expected Date of Completion:**06/30/2018 |
| **Evidence of Completion of the Corrective Action:**The Student Services Office compiled the elementary handbooks into a single handbook that contains all of the required components. This consolidated elementary handbook is posted online: https://drive.google.com/file/d/0B7u\_gvG5XC8SbkxvNi1IS0diMm8/view. All elementary school parents are required to sign off in the PowerSchool gatesway annually that they have read the elementary handbook. Additionally, each principal shared the updated handbook with staff in August 2017. |
| **Description of Internal Monitoring Procedures:** Annually, Student Services will centrally review any new requirements that have come down from DESE that pertain to handbooks and parent notice and ensure they are incorporated into the compiled elementary handbook. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Partially Approved **Status Date:** 10/30/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:** The district has updated and published a unified elementary school handbook for Blanchard Memorial Elementary School, Luther Conant Elementary School, C.T. Douglas Elementary School, Paul P. Gates Elementary School, McCarthy-Towne Elementary School, and Merriam Elementary School. The unified handbook contains the following elements: 1) procedures for accepting, investigating and resolving complaints alleging discrimination or harassment and the disciplinary measures that the school may impose if it determines that harassment or discrimination has occurred; 2) information on bullying prevention and intervention, which has been updated to reflect the amendments to the Massachusetts anti-bullying law, which became effective July 1, 2013; and, 3) a nondiscrimination policy that does contain the protected categories of gender identity and sex. However, the district's policies and procedures for student discipline and procedures for the discipline of students with disabilities and students with Section 504 Accommodation Plans are not complete. |
| **Department Order of Corrective Action:**The district must update and the policies and procedures for student discipline (see CR 10C) and procedures for the discipline of students with disabilities (See SE 46) and discipline for students with Section 504 Accommodation Plans and train appropriate staff on the revised procedures. |
| **Required Elements of Progress Report(s):** By February 16, 2018, please update the policies and procedures for 1) student discipline, 2) procedures for the discipline of students with disabilities, and 3) discipline of students with Section 504 Accommodation Plans and provide a link to the updated elementary handbook on the school website, and provide evidence (agenda, attendance sheet with signature/role, training materials) that all staff have been trained on the updates. |
| **Progress Report Due Date(s):** 02/16/2018 |

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| **Criterion & Topic:** CR 10C Student Discipline | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review indicated that the district's student discipline policy does not include the principal's responsibility to send written determination to the superintendent, explaining reasons for an out-of-school suspension for a student in pre-school through grade 3, before the suspension takes effect. Additionally, there is no School-wide Education Service Plan in place at each school for students who are expelled or suspended for more than 10 consecutive days. |
| **Description of Corrective Action:** Update elementary handbook to include language about the principal's responsibility to send written determination to the superintendent, explaining reasons for an out-of-school suspension for a student in pre-school through grade 3, before the suspension takes effect. Ensure that there is language in the handbooks to reflect the School-wide Education Service Plan in place at each school for students who are expelled or suspended for more than 10 consecutive days. |
| **Title/Role(s) of Responsible Persons:**Director of Special Education, Pam Smith & Asst. Supt. for Student Services Dawn Bentley | **Expected Date of Completion:**06/30/2018 |
| **Evidence of Completion of the Corrective Action:**The district will provide links to the handbooks to show inclusion of School-wide Education Service plan (found in the "Educational Opportunity" section). |
| **Description of Internal Monitoring Procedures:** Annual review of handbooks to ensure School-wide Education Service plan is updated and annual presentation of data regarding suspensions and removals and the impact on selected student populations. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10C Student Discipline | **Corrective Action Plan Status:** Partially Approved **Status Date:** 10/30/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:** Please note: The 2017-2018 elementary handbook currently published on the district's website does not contain information on the principal's responsibility to send written determination to the superintendent, explaining reasons for an out-of-school suspension for a student in pre-school through grade 3. Additionally, the "Educational Opportunity" section of all three 2017-2018 student handbooks currently published on the district's website does not contain a School-wide Education Service Plan, they simply refer to one. |
| **Department Order of Corrective Action:**The district must review the student discipline procedures in the elementary school handbook to include the principals responsibility to send written determination to the superintendent, explaining reasons for an out-of-school suspension for a student in pre-school through grade 3, before a short-term or long-term suspension takes effect. Also, the district must develop a School-Wide Education Service Plan (SWESP) at each school for students who are expelled or suspended for more than 10 consecutive days and train appropriate staff on revised student discipline procedures and SWESPs. |
| **Required Elements of Progress Report(s):** By February 16, 2018, provide a link to the student discipline procedures in the elementary school handbook that includes the principals responsibility to send written determination to the superintendent, explaining reasons for an out-of-school suspension for a student in pre-school through grade 3, before a short-term or long-term suspension takes effect, and 2) a copy of the School-Wide Education Service Plan (SWESP) in place at each district school for students who are expelled or suspended for more than 10 consecutive days. Also provide evidence (agenda, attendance sheet with signature/role, training materials) that appropriate staff have been trained on the procedure change at the elementary schools, and the content of the SWESP at all district schools. |
| **Progress Report Due Date(s):** 02/16/2018 |

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| **Criterion & Topic:** CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review and interviews indicated that the district does not send notice to high school students within 5 days from the student's tenth consecutive absence, in English and the primary language of the home if the primary language of the home is other than English, offering at least two dates and times for an exit interview prior to the student permanently leaving school. |
| **Description of Corrective Action:** The district will develop a process to send an annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school. |
| **Title/Role(s) of Responsible Persons:**Director of Special Education- Pam Smith & HS Education Team Leader Susan Ervais-Bohmiller | **Expected Date of Completion:**06/30/2018 |
| **Evidence of Completion of the Corrective Action:**The district has in place a process to send an annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school.The district will submit revised procedures to ensure full compliance with all regulatory requirements for students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion, including notices.The district will submit evidence of training to appropriate high school staff, including principals, counselors, and special educators, including signed attendance sheets, agenda with date and name of presenter, and examples of materials. |
| **Description of Internal Monitoring Procedures:** The Special Education Director, in concert with the high school Educational Team Leader, will ensure that policy and a written notice is developed for High School staff to send annually to former students who have not yet earned their competency determination who have not transferred to another school. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | **Corrective Action Plan Status:** Partially Approved **Status Date:** 10/30/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:** The district's description of corrective action states a process will be developed to send annual written notice to former students who have not earned their competency determination and who have not transferred to another school. The Coordinated Program Review finding specifically states that the district does not send notice to high school students within 5 days from the student's tenth consecutive absence, in English and the primary language of the home if the primary language of the home is other than English, offering at least two dates and times for an exit interview prior to the student permanently leaving school. |
| **Department Order of Corrective Action:**The district must develop a notice to be sent within 5 days from the student's tenth consecutive absence to the student age 16 and over, and the parent/guardian of the student, in English and the primary language of the parent or guardian that includes at least two dates and times for an exit interview between the superintendent, or designee, and the student and the parent/guardian to occur prior to the student permanently leaving school. The district must also show evidence of staff training concerning the revised notice. |
| **Required Elements of Progress Report(s):** Please review "The High School Exit Intervention Model Protocol" found at http://www.doe.mass.edu/dropout/lawsregs.html.By February 16, 2018, provide a copy of the notice sent to students age 16 and over and their parents within five days of a student's tenth consecutive unexcused absence that includes at least two dates and times for an exit interview prior to the student permanently leaving school, and evidence (agenda, attendance sheet with signature/role, training materials) that appropriate high school staff, including principals and guidance counselors have been trained on the district's process and revised notice. By May 18, 2018, provide a list of all students with ten consecutive absences during 2017-2018 school year and a copy of notice sent to the student and parent within 5 days of the student's tenth consecutive absence. |
| **Progress Report Due Date(s):** 02/16/201805/18/2018 |

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| **Criterion & Topic:** ELE 6 Program Exit and Readiness | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review and staff interviews indicated that some students have been reclassified as Former English Learners (FELs) at a WIDA English proficiency level as low as 2.8. English learners at this proficiency level require significant support to participate meaningfully in all aspects of the district's general education program, and therefore should not be considered for reclassification. The district's current reclassification procedures are not in compliance with 603 CMR 14.02 that requires districts to establish exit criteria in accordance with the Department's guidelines. Please see HYPERLINK "http://www.doe.mass.edu/ell/guidance/default.html" http://www.doe.mass.edu/ell/guidance/default.html . |
| **Description of Corrective Action:** An internal review of the waiver and application process indicated that there was a misinterpretation of the ability for families to waive services, and further that this was communicated to families both verbally and in writing. In some cases, students with disabilities were exited before they would have been eligible to exit under DESE EL criteria because they were receiving support in specialized programs.The Assistant Superintendent for Student Services and ELE Program Department Chair will review and revise the EL student placement process to identify and establish procedures for placement based on student need and to include waiver and exit criteria based on established cut scores. Review and revised procedures to be completed by May 15, 2018.The EL student placement and waiver process to be completed by June 30, 2018.All staff to be trained on process by June 30, 2018. |
| **Title/Role(s) of Responsible Persons:**Asst. Supt. for Student Services- Dawn G. Bentley, Ed.D. & ELE Department Chair- Maryann Young, JD | **Expected Date of Completion:**06/30/2018 |
| **Evidence of Completion of the Corrective Action:**Revised exit and waiver procedures that are aligned with DESE Guidelines and criteria.Department training agendas and attendance sheets. |
| **Description of Internal Monitoring Procedures:** The ELE Department, led by the ELE Department Chair, will review exit data annually to ensure compliance. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 6 Program Exit and Readiness | **Corrective Action Plan Status:** Approved **Status Date:** 10/30/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By February 16, 2018, submit the district's revised reclassification policies and procedures and provide training to all staff members involved in the reclassification process to ensure that they are all knowledgeable about the changes. As evidence of training, submit the training materials, sign-in sheets and agendas. |
| **Progress Report Due Date(s):** 02/16/2018 |

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| **Criterion & Topic:** ELE 17 Program Evaluation | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** Document review and staff interviews indicated that the district does not have a comprehensive process to evaluate the effectiveness of its ELE programming in developing students' English language skills and increasing their ability to participate meaningfully in the district's educational program. Please see HYPERLINK "http://www.doe.mass.edu/ell/resources/ProgramEvaluation.pdf" http://www.doe.mass.edu/ell/resources/ProgramEvaluation.pdf . |
| **Description of Corrective Action:** The district will follow the document ELE Program Evaluation. By January 1, 2018, the district will establish a district team, consisting of the Assistant Superintendent, ELE Department Chair, and ELE teachers. This team will follow the Program Evaluation protocol as outlined by the DESE with an action plan developed by March 1, 2018. Strengths and areas for improvement will be noted, with adjustments/changes identified in the action plan. |
| **Title/Role(s) of Responsible Persons:**Asst. Supt. for Student Services- Dawn G. Bentley, Ed.D. & ELE Department Chair- Maryann Young, JD | **Expected Date of Completion:**06/30/2018 |
| **Evidence of Completion of the Corrective Action:**-Meeting Sign-in sheets for participants-Completed (and uploaded) ELE Program Evaluation, using DESE paperwork and process |
| **Description of Internal Monitoring Procedures:** School year 2017-2018: Assistant Superintendent and ELE Department Chair will work with the department and each school to implement the action plan/next steps for continuous program improvement. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 17 Program Evaluation | **Corrective Action Plan Status:** Approved **Status Date:** 10/30/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By March 15, 2018, Please provide the following:1. The program evaluation2. Information regarding the strengths and areas of improvement the district identified as a result of its ELE program evaluation. 3. A plan of action to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation to improve the effectiveness of the program. |
| **Progress Report Due Date(s):** 03/15/2018 |

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| **Criterion & Topic:** ELE 18 Records of ELL students | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Student record review indicated that English learner student records do not consistently include the results of state mandated assessments and information regarding students' previous school experiences. |
| **Description of Corrective Action:** The ELE Department Chair will provide EL Record-Keeping training with each of our ELE teachers. Training shall include:-Documents that outline required records for ELs that include: 1) ACCESS for ELs report; 2) MCAS report; and 3) Copies of initial/continuing/exiting parent notification letters-Instruction on how teachers are to use a checklist to monitor the content of each of their EL student's folders, located within the cumulative record folder. |
| **Title/Role(s) of Responsible Persons:**Asst. Supt. for Student Services- Dawn G. Bentley, Ed.D. & ELE Department Chair- Maryann Young, JD | **Expected Date of Completion:**06/30/2018 |
| **Evidence of Completion of the Corrective Action:**The district will submit and upload:-Agenda and Attendance for EL Record Training-Checklist for EL student folders |
| **Description of Internal Monitoring Procedures:** The ELE Department Chair will conduct a random record review of 2 EL students and 1 FEL student per building on an annual basis to ensure that all records consistently document in EL records: 1) the ACCESS for ELLs report; 2) MCAS report; and 3) copies of initial parent notification letters. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 18 Records of ELL students | **Corrective Action Plan Status:** Approved **Status Date:** 10/30/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By February 16, 2018, submit evidence (agenda, sign in sheet, training materials) of staff training on English learner (EL) record-keeping, that includes; 1) the results of state mandated assessments; and, 2) information regarding students' previous school experiences.By May 18, 2018, submit the results of a review of EL records across all grade levels after training has been provided, for evidence that EL records contain all required information, including; 1) the results of state mandated assessment, and; 2) information regarding students' previous school experiences. Please report: 1. The number of records reviewed; 2. The number of records in compliance; 3. For any records not in compliance, determine the root cause; and 4. The specific corrective actions taken to remedy the non-compliance. \* 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 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):** 02/16/201805/18/2018 |