



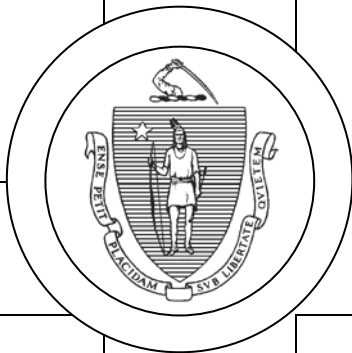
Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

COORDINATED PROGRAM REVIEW PROCEDURES

School District Information Package

Civil Rights and Other General Education Requirements

*Title VI of the Civil Rights Act of 1964
The Equal Educational Opportunities Act of 1974
Title IX of the Education Amendments of 1972
Section 504 of the Rehabilitation Act of 1973
Title II of the Americans with Disabilities Act of 1990
The No Child Left Behind Act of 2001
M.G.L. c. 71A and c. 76, s. 5
and other federal and state laws*



School Year 2009-2010

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Coordinated Program Review

CIVIL RIGHTS AND OTHER GENERAL EDUCATION REQUIREMENTS

School District Information Package

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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
COORDINATED PROGRAM REVIEW SYSTEM
School Year 2009 – 2010**

CIVIL RIGHTS AND OTHER GENERAL EDUCATION REQUIREMENTS

Introduction

The Office for Civil Rights (OCR) within the U.S. Department of Elementary and Secondary Education requires the Massachusetts Department of Elementary and Secondary Education to conduct regular reviews of recipients of federal education funds. These reviews are intended to ensure against discrimination in education programs on the basis of race, color, sex, national origin, or disability, and also, as mandated by state law, on the basis of religion or sexual orientation. The process by which the Department carries out this responsibility is known as the Civil Rights and Other General Education Requirements Program Review: certain general education requirements such as requirements for structured learning time, for the implementation of instructional supports, and for training on the confidentiality of student records are also monitored during this review.

The information and related numbered documents that follow provide guidance to districts in preparing for the civil rights/general education portion of the Department's Coordinated Program Review. The Civil Rights Coordinator's Checklist (Document #1) provides a general overview of tasks to be completed. Please coordinate these tasks with the district's Program Review coordinator and other district staff preparing for the Department's visit.

Civil Rights/General Education Program Review Criteria

Civil rights criteria are taken from specific federal and state law prohibiting discrimination and promoting equal educational opportunity in educational institutions. General education criteria are taken from a variety of other laws and regulations. The specific compliance criteria to be addressed are identified in Selected Civil Rights and Other General Education Program Review Criteria (Document #2). The federal and state law on which the civil rights and other criteria are based is detailed at the beginning of Document #2.

Before the 2007-2008 school year, the Department's Program Quality Assurance Services unit (PQA) was monitoring patterns of placement of racial and ethnic groups in

1. special education and related services,
2. particular disability categories, and
3. particular special education educational environments

for disproportionality under IDEA 2004, Section 618(d), and 34 CFR 300.646. This monitoring was done as part of PQA's monitoring under CR 4 (formerly MOA 4), on placement of students. The examination of disproportionality under IDEA 2004 is now being coordinated by a new unit of the Department, the Office of Strategic Planning, Research, and Evaluation.

School District Documentation

The onsite team relies heavily on school district documentation regarding the local implementation of civil rights/general education requirements by the district or charter school. The documentation that the district must submit is listed in Appendix II to this Information Package. It must be provided **at least 8 weeks before the onsite visit**. After this documentation has been reviewed in the Department, team members will corroborate it through onsite interviews with selected local staff members.

A district may choose to provide additional or alternative documentation to that described if it believes that such documentation better demonstrates its efforts. If used, the additional or alternative documentation should be brought to the attention of the Department's onsite chairperson. *NOTE: All required documentation, including copies of policies and procedures, must be clearly annotated by compliance criterion number. The district should submit only one copy of a document, even if that document is relevant to multiple criteria. In this case, the district should mark each section of the document with the number of the criterion to which it pertains.*

It is not unusual for Department staff to request follow-up information in order to clarify the submitted documentation. In many cases, this follow-up information is the missing piece that is necessary in order for the Department to rate a particular criterion as Implemented.

Self-Assessment and Profile Of Effective Programs and Practices

Before the onsite visit, it is highly recommended that the district or charter school complete a preliminary self-assessment of compliance with the CR Program Review criteria, along with a written statement describing the strengths in the existing programs and practices reviewed under those criteria.

School districts that assess their own compliance before the Department's formal review are many times able to demonstrate significantly higher levels of compliance with the program review criteria than would have been possible otherwise. Also, completing a self-assessment allows districts to request that the Department target certain of its findings for further inquiry by the onsite team.

The profile of effective programs and practices should explain why the district believes that the programs and practices described exceed federal and state civil rights requirements or the general education requirements monitored in this review. The provision of specific examples of effective programs and practices is most helpful. This information will provide the onsite team with an understanding of the district's accomplishments and will provide an opportunity for the district to be formally commended in the Department's Final Report if the onsite team determines it appropriate.

It is advisable to prepare the profile and self-assessment in conjunction with preparing the required documentation, as listed in Appendix II, and to provide them to the onsite chairperson with that documentation.

KEY PREPARATION ACTIVITY:

*It is essential that the required compliance documentation be given to the onsite chairperson **AT LEAST 8 WEEKS BEFORE THE ONSITE VISIT**, as this information is used in planning the scope of the Department's program review activities, in preparing for the onsite phase of the Coordinated Program Review and in making critical determinations regarding district compliance with most monitoring*

standards.

Districts should take immediate steps to begin the preparation of the required Coordinated Program Review documentation well in advance of the due date set by the Department's onsite chairperson.

Interviews and Observations

The onsite team will use interviews and observations in addition to documentation to gather information regarding the district's implementation of the requirements included in Document #2 (Civil Rights Program Review Criteria). In consultation with the district's civil rights coordinator, the local Program Review coordinator is responsible for scheduling interviews and--in connection with CR 22 and CR 23—observations. The Onsite Team Member Interview and Observation Schedule is included as Document #3.

The List of Interviewees for SE, CR, and ELE (Document # 4) contains the titles of possible persons to be interviewed in the CR portion of the review. Interviews should be scheduled for those persons in the district most knowledgeable about requirements contained in the documentation the district has provided. The district—or the Department--may add others to this list who would be able to describe efforts undertaken to implement program requirements. Such persons might include the district's Title IX and Section 504 coordinator(s), homeless education liaison, diversity coordinator, curriculum coordinator, athletic director, nurse, students, student activities director, or METCO director.

The district's local Program Review coordinator should take into consideration the number of Department onsite team members in order to avoid over-scheduling. During the pre-onsite visit, the onsite chairperson will assist the district with any needed clarifications in this regard, including guidance on the estimated amount of time needed for specific interviews, the assignment of onsite team members to interviewees, and the number and type of observations to be conducted.

KEY PREPARATION ACTIVITY:

The Onsite Team Member Interview and Observation Schedules (Document #3) must be returned to the onsite chairperson for approval by the Department
AT LEAST TWO WEEKS
BEFORE THE ONSITE VISIT.

The Department will confirm all interviews to be conducted so that the district can notify all persons selected for interviews. The onsite chairperson will also provide the local coordinator with a standard letter and description of the review procedures to copy and distribute to all persons selected for interview. In notifying local staff of the interview schedule, the district should emphasize that interviews are not to evaluate a staff member's individual performance, but are to understand each staff member's experiences in the implementation of civil rights and other general education requirements. Every effort will be made to conduct the interviews in an efficient manner, recognizing that time is valuable to the district.

**Document #1:
Civil Rights
Program Coordinator's Checklist**

The following checklist will assist the district's civil rights coordinator in working with the local Program Review coordinator to plan and implement the civil rights/general education portion of the Coordinated Program Review.

- [] 1. Participate in the local Program Review coordinator's and onsite chairperson's orientation meeting and inform administrative and teaching staff about the civil rights portion of the Program Review, its purpose, procedures, and the manner in which regular and special education staff will be expected to participate.
- [] 2. Prepare all necessary documentation for the Department's onsite chairperson as follows:
 - [] a. Review the district's civil rights policies and procedures to ensure that they reflect all state and federal requirements. Provide copies of documents to the Department's onsite chairperson as indicated in Appendix II.
 - [] b. Organize and clearly label all requested compliance documentation (see Appendix II), which is to be available to the Department's onsite chairperson at least 8 weeks before the visit.
- [] 3. Work with the local Program Review coordinator to prepare the civil rights portion of the district profile of effective programs and practices and the preliminary self-assessment using the Program Review criteria before the Department's onsite visit. It is highly recommended that the profile and self-assessment also be given to the onsite chairperson at least 8 weeks before the Department's onsite visit.
- [] 4. In coordination with the Department's onsite chairperson and local Program Review coordinator, decide on who is to be interviewed for the CR portion of the review and prepare interview and observation schedules (Document #3). At least five days before scheduled interviews, work with the local Program Review coordinator to issue to all persons scheduled for interview and/or classroom observation the Department's standard notification letter prepared by the Department's onsite chairperson.
- [] 5. Be available throughout the program review to answer questions, clarify data, and provide needed assistance.
- [] 6. With other district administrators, respond to factual accuracy of the Draft Report.
- [] 7. Meet with staff and the local Program Review coordinator to discuss the Final Report and involve them in planning any required corrective action.
- [] 8. Contact the Department's chairperson to arrange for a Corrective Action Plan technical assistance meeting.
- [] 9. With other district administrators, draft the Corrective Action Plan for submission to the Department within 20 business days of receipt of the Final Report.
- [] 10. Work with district staff in implementing recommendations and correcting any noncompliance noted in the Final Report, in accordance with the corrective action approved or ordered by the Department.
- [] 11. Submit any required progress reports and documentation requested by the Department, demonstrating the ongoing efforts of the district to implement the corrective action approved or ordered by the Department fully, effectively, and in a timely manner.

- [] 12 . Work with other district administrators to incorporate corrective action plan requirements into local School Improvement Plans.
- [] 13. Carefully monitor and document the full implementation and the effectiveness of the corrective action approved or ordered by the Department.

Document #2:

CIVIL RIGHTS/GENERAL EDUCATION PROGRAM REVIEW CRITERIA -- 2009 – 2010

Citations in the Civil Rights/General Education Program Review Criteria

The Civil Rights and Other General Education Program Review Criteria include abbreviated references to the laws and regulations on which specific criteria are based. These abbreviations denote the following laws and regulations:

Federal:
(Note: “U.S.C.” refers to the United States Code, available at <http://www4.law.cornell.edu/uscode/>. “CFR” refers to the Code of Federal Regulations. “*Et seq.*” means “and following.”)

Title VI: *Title VI of the Civil Rights Act of 1964*

Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color or national origin in programs or activities receiving federal financial assistance. Title VI is codified at 42 U.S.C. 2000d *et seq.*; regulations have been promulgated under it in the Code of Federal Regulations at 34 CFR Part 100 (available at <http://www.ed.gov/policy/rights/reg/ocr/edlite-34cfr100.html>).

EEOA: *the Equal Educational Opportunities Act of 1974*

Prohibits the denial of equal educational opportunity in public schools on account of race, color, sex, or national origin. The EEOA is codified at 20 U.S.C. 1701 *et seq.*

Title IX: *Title IX of the Education Amendments of 1972*

Prohibits discrimination, exclusion from participation, and denial of benefits based on sex in educational programs and activities receiving federal financial assistance. Title IX is codified at 20 U.S.C. 1681 *et seq.*; regulations have been promulgated under it at 34 CFR Part 106 (available at <http://www.ed.gov/policy/rights/reg/ocr/edlite-34cfr106.html>).

Section 504: *Section 504 of the Rehabilitation Act of 1973*

Prohibits discrimination, exclusion from participation, and denial of benefits based on disability in programs or activities receiving federal financial assistance. Section 504 is codified at 29 U.S.C. 794; regulations have been promulgated under it at 34 CFR Part 104 (available at <http://www.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html>).

Title II: Title II of the Americans with Disabilities Act of 1990

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in public entities. Title II is codified at 42 U.S.C. 12131 *et seq.*; regulations have been promulgated under it at 28 CFR Part 35 (available at <http://www.ed.gov/policy/rights/reg/ocr/edlite-28cfr35.html>).

IDEA 2004: the Individuals with Disabilities Education Act of 2004 (available at <http://thomas.loc.gov/cgi-bin/query/z?c108:h.1350.enr>.)

Governs special education. Most of IDEA 2004 is codified at 20 U.S.C. 1400 *et seq.*; regulations have been promulgated under it at 34 CFR 300 (available at <http://www.ed.gov/legislation/FedRegister/finrule/2006-3/081406a.html>), effective October 13, 2006.

NCLB: the No Child Left Behind Act of 2001

Governs elementary and secondary education. NCLB is available at <http://www.ed.gov/legislation/ESEA02/>.

Title X, Part C is the McKinney-Vento Homeless Education Assistance Improvements Act of 2001: information on this act is available in the Massachusetts Department of Elementary and Secondary Education's Homeless Education Advisories at <http://www.doe.mass.edu/mv/haa>

FERPA: the Family Educational Rights and Privacy Act of 1974

Protects the privacy of student education records and gives parents certain rights with respect to those records. FERPA is codified at 20 U.S.C. § 1232g; regulations have been promulgated under it at 34 CFR Part 99 (available at http://www.access.gpo.gov/nara/cfr/waisidx_04/34cfr99_04.html)

Massachusetts:

(Note: Massachusetts education laws are available at <http://www.doe.mass.edu/lawsregs/statelaws.html>; Massachusetts education regulations are available at <http://www.doe.mass.edu/lawsregs/stateregs.html>.)

Mass. Const. amend. art. 114: Article CXIV of the Amendments to the Massachusetts Constitution

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in any program or activity in the Commonwealth.

M.G.L. c. 69: Massachusetts General Laws, Chapter 69

Establishes the powers and duties of the Department of Elementary and Secondary Education. Section 1G requires the Board of Elementary and Secondary Education to set the minimum length for a school day and the minimum number of days in the school year for Massachusetts public schools. Regulations have been promulgated under Section 1G at 603 CMR 27.00.

M.G.L. c. 71: *Massachusetts General Laws, Chapter 71*

Governs public schools. Section 34D requires promulgation by the Board of Elementary and Secondary Education of student record regulations. Such regulations have been promulgated at 603 CMR 23.00. Section 34H concerns the provision of information by schools to noncustodial parents. Section 37G provides for the use of reasonable force to protect pupils, school personnel, and other persons from assault by a pupil and requires the promulgation by the Board of regulations regarding the use of physical restraint on students. Such regulations have been promulgated at 603 CMR 46.00. Section 37H relates to codes of conduct and handbooks. Section 38Q ½ requires every school district to adopt and implement a curriculum accommodation plan.

M.G.L. c. 71A: *Massachusetts General Laws, Chapter 71A*

Governs the education of English learners. Regulations have been promulgated under it at 603 CMR 14.00.

M.G.L. c. 71B: *Massachusetts General Laws, Chapter 71B*

Governs the education of children with special needs. Section 6 relates to the assignment of children to special education classes. Regulations have been promulgated under c. 71B at 603 CMR 28.00.

M.G.L. c. 76: *Massachusetts General Laws, Chapter 76*

Governs school attendance. Section 5 prohibits discrimination in all public schools on the basis of race, color, sex, religion, national origin, or sexual orientation. Regulations have been promulgated under section 5 at 603 CMR 26.00. Section 18 requires notice to students permanently leaving school.

St. 1965, c. 741: *Chapter 741 of the Massachusetts Acts of 1965*

Established the maximum age for compulsory school attendance as sixteen.

TABLE OF CIVIL RIGHTS AND OTHER GENERAL EDUCATION REVIEW CRITERIA 2009-2010

Note: Multiple criteria dealing with the rights of homeless students and their families under the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 have been removed from the Coordinated Program Review beginning with the 2006-2007 school year. Standards under McKinney-Vento will be reviewed by the Department separately from the Coordinated Program Review.

Student Identification and Placement

- CR 1 Reserved
- CR 2 Reserved
- CR 3 Access to a full range of education programs
- CR 4 Reserved
- CR 5 Reserved
- CR 6 Availability of in-school programs for pregnant students

Parent and Community Involvement

- CR 7 Information to be translated into languages other than English

Curriculum and Instruction

- CR 7A School year schedules
- CR 7B Structured learning time
- CR 7C Early release of high school seniors
- CR 8 Accessibility of extracurricular activities
- CR 9 Hiring and employment practices of prospective employers of students

Student Support Services

- CR 10 Reserved
- CR 10A Student handbooks and codes of conduct

- CR 11 Reserved
- CR 11A Designation of coordinator(s); grievance procedures
- CR 12 Reserved
- CR 12A Annual and continuous notification concerning nondiscrimination and coordinators
- CR 13 Availability of information and academic counseling on general curricular and occupational/vocational opportunities
- CR 14 Counseling and counseling materials free from bias and stereotypes
- CR 15 Non-discriminatory administration of scholarships, prizes and awards
- CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion
- CR 17 Reserved
- CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program

Faculty, Staff, and Administration

- CR 18 Responsibilities of the school principal
- CR 18A School district employment practices
- CR 19 Reserved
- CR 20 Staff training on confidentiality of student records
- CR 21 Staff training regarding civil rights responsibilities

School Facilities

- CR 22 Accessibility of district programs and services for students with disabilities
- CR 23 Comparability of facilities

Program Plan and Evaluation

CR 24 Curriculum review

CR 25 Institutional self-evaluation

Record Keeping and Fund Use

CR 26A Confidentiality and student records

CRITERION NUMBER	II. STUDENT IDENTIFICATION AND PLACEMENT	Source of Information	
		Data	Interview
CR 1 Reserved			
CR 2 Reserved			
CR 3	<p>Access to a full range of education programs All students, regardless of race, color, sex, religion, national origin, sexual orientation, disability, or homelessness, have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a),(b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.34, 106.35; Section 504: 29 U.S.C. 794; 34 CFR 104.4; Title II: 42 U.S.C. 12132; 28 CFR 35.130; IDEA 2004: 20 U.S.C. 1400; 34 CFR 300.110; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Secs. 721, 722(g)(4); Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.03</p>	<p>Description of the district’s methods for providing full access to all programs and services in the general education program for all students. (<i>Documentation submitted under CR 25 will also be relevant.</i>)</p> <p>Curriculum accommodation plan, which may be part of a multi-year strategic plan (<i>Required under CR 18 and ELE 8 and 11, also—submit only one copy.</i>)</p> <p>Sample of student Section 504 Accommodation Plans, including at least one from each level</p>	<p>CR Coordinator</p> <p>Principals</p> <p>Guidance Staff</p> <p>ELE and Special Education Administrators</p> <p>Vocational Education Teachers</p>
CR 4 Reserved			
CR 5			

CRITERION NUMBER	II. STUDENT IDENTIFICATION AND PLACEMENT	Source of Information	
		Data	Interview
Reserved			
CR 6	<p>Availability of in-school programs for pregnant students</p> <ol style="list-style-type: none"> 1. Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave. 2. The district does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school unless it requires such certification for all students for other physical or emotional conditions requiring the attention of a physician. <p>Title IX: 20 U.S.C. 1681; 34 CFR 106.40(b)</p>	<p>Policy statement regarding pregnancy</p> <p>Description of services provided which allow pregnant students to participate in all programs and services available to all other students</p>	<p>CR Coordinator</p> <p>Principals</p> <p>Guidance Staff</p> <p>School Nurses</p>

CRITERION NUMBER	III. PARENT AND COMMUNITY INVOLVEMENT	Source of Information	
		Data	Interview
CR 7	<p>Information to be translated into languages other than English</p> <ol style="list-style-type: none"> 1. Important information and documents, e.g. handbooks and codes of conduct, being distributed to parents are translated into the major languages spoken by parents or guardians with limited English skills; the district has established a system of oral interpretation to assist parents/guardians with limited English skills, including those who speak low-incidence languages. 2. School or program recruitment and promotional materials being disseminated to residents in the area served by the school or program are translated into the major languages spoken by residents with limited English skills. <p>Title VI; EEOA: 20 U.S.C. 1703(f); M.G.L. c. 76, s. 5; 603 CMR 26.02(2)</p>	<p>Copies of information and documents, including handbooks and codes of conduct, distributed in English and in translation</p> <p>Description of system of oral interpretation; related documents</p> <p>Copies of school or program recruitment and</p>	<p>CR Coordinator</p>

CRITERION NUMBER	III. PARENT AND COMMUNITY INVOLVEMENT	Source of Information	
		Data	Interview
	<p>Implementation Guidance: In order to be able to fulfill the requirements of part 1, the district must have (and use) a system for determining which parents/guardians have limited English skills and so need translations or interpreters.</p>	<p>promotional materials in English and in translation Description of distribution, dissemination methods</p>	

CRITERION NUMBER	IV. CURRICULUM AND INSTRUCTION	Source of Information	
		Data	Interview
	<p><i>Note: Unless state or federal law provides otherwise,</i></p> <ol style="list-style-type: none"> <i>1. the requirements of CR 7A, 7B, and 7C apply to all public school districts, including charter schools and vocational-technical schools, and to collaboratives.</i> <i>2. school districts must fulfill the requirements for setting a school year schedule for each of their schools and programs, and</i> <i>3. school districts must ensure the scheduling of the required structured learning time for each student in a publicly funded school or program, with structured learning time for students in grades 1-12 being distributed over a minimum of 180 school days per year.</i> 		
CR 7A	<p>School year schedules</p> <ol style="list-style-type: none"> 1. Before the beginning of each school year, the school district sets a school year schedule for each school. The school year includes at least 185 school days for students in grades 1-12 at each elementary, middle, and secondary school in the district, and these schools are in operation for at least 180 days a year for these students. 2. The school district ensures that unless his or her IEP or Section 504 Accommodation Plan provides otherwise, each elementary school student is scheduled for at least 900 hours of structured learning time a year and each secondary school student is scheduled for at least 990 hours of structured learning time a year, within the required school year schedule. Where the school district operates separate middle schools, it designates each one as either elementary or secondary. 3. Where the school district sets a separate school year and school day schedule for kindergarten programs, it provides at least 425 hours of structured learning time a year. If the district schedules two sessions of kindergarten a day, it ensures equal instructional time for all kindergarten students. <p>M.G.L. c. 69, s. 1G; 603 CMR 27.03, 27.04</p>	<p><i>(See Appendix I for an explanation of the Student Learning Time Worksheets to be completed pursuant to this criterion.)</i></p>	<p>Principals Teachers</p>

CRITERION NUMBER	IV. CURRICULUM AND INSTRUCTION	Source of Information	
		Data	Interview
CR 7B	<p>Structured learning time</p> <ol style="list-style-type: none"> The school district ensures that its structured learning time is time during which students are engaged in regularly scheduled instruction, learning, or assessments within the curriculum of core subjects and other subjects as defined in 603 CMR 27.02 (including physical education, required by M.G.L. c. 71, s. 3). The district's structured learning time may include directed study (activities directly related to a program of studies, with a teacher available to assist students), independent study (a rigorous, individually designed program under the direction of a teacher, assigned a grade and credit), technology-assisted learning, presentations by persons other than teachers, school-to-work programs, and statewide student performance assessments. The district ensures that its structured learning time does not include time at breakfast or lunch, passing between classes, in homeroom, at recess, in non-directed study periods (study halls), participating in optional school programs, or receiving school services such as health screening, speech, or physical and occupational therapy, except where those services are prescribed by a student's IEP or Section 504 Accommodation Plan. The hours spent in any type of structured learning time are verified by the school district. Where the school district counts independent study or a school-to-work program as structured learning time, it has guidelines that explain clearly how hours spent by students are verified. <p>M.G.L. c. 69, s. 1G; 603 CMR 27.02, 27.04</p>	<p>Description of the district's policies and practices related to directed study, independent study, technology-assisted learning, presentations by persons other than teachers, and school-to-work programs</p> <p>Description of any other policies related to structured learning time</p> <p>Procedures for verification of hours spent by students in independent study or school-to-work programs.</p> <p><i>(See Appendix I for an explanation of the Student Learning Time Worksheets to be completed pursuant to this criterion.)</i></p>	<p>Principals</p> <p>Teachers</p>
CR 7C	<p>Early release of high school seniors</p> <p>When the school district schedules the early release at the end of the year of the senior class of a high school, it does so in a way that conforms with Board of Elementary and Secondary Education requirements under 603 CMR 27.05, ensuring that neither the conclusion of the seniors' school year nor graduation is more than 12 school days before the regular scheduled closing date of that school.</p>	<p><i>(See Appendix I for an explanation of the Student Learning Time Worksheets to be completed pursuant to this criterion.)</i></p>	<p>Secondary Principals</p>

CRITERION NUMBER	IV. CURRICULUM AND INSTRUCTION	Source of Information	
		Data	Interview
	M.G.L. c. 69, s. 1G; 603 CMR 27.05		
CR 8	<p>Accessibility of extracurricular activities Extracurricular activities sponsored by the district are nondiscriminatory in that:</p> <ol style="list-style-type: none"> 1. the school provides equal opportunity for all students to participate in intramural and interscholastic sports; 2. extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, sex, color, religion, national origin, sexual orientation, disability, or homelessness. <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.41; Section 504: 29 U.S.C. 794; 34 CFR 104.4, 104.37(a), (c); Title II: 42 U.S.C. 12132; 28 CFR 35.130; NCLB: Title X, Part C, Sec. 721; Mass. Const. amend. art 114; M.G.L. c. 76, s. 5; 603 CMR 26.06</p>	<p>List of intramural and interscholastic sports offerings with criteria for participation</p> <p>Extracurricular activities and clubs sponsored by the school with any criteria for participation</p>	<p>CR Coordinator</p> <p>Teachers</p>
CR 9	<p>Hiring and employment practices of prospective employers of students</p> <ol style="list-style-type: none"> 1. The district requires employers recruiting at the school to sign a statement that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices. 2. Prospective employers to whom this criterion applies include those participating in career days and work-study and apprenticeship training programs, as well as those offering cooperative work experiences. <p>M.G.L. c. 76, s. 5; 603 CMR 26.07(5)</p> <p>Implementation Guidance: The statements signed by employers should not list specific laws complied with or specific prohibited bases upon which the employer does not discriminate, but should say that the employer complies with all applicable federal and state laws prohibiting discrimination in hiring or employment practices.</p>	<p>Statements of assurance from prospective employers</p>	<p>CR Coordinator</p> <p>Personnel Director</p>

CRITERION NUMBER	V. STUDENT SUPPORT SERVICES	Source of Information	
		Data	Interview
CR 10 Reserved			
CR 10A	<p>Student handbooks and codes of conduct</p> <ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a) The district has a code of conduct for students and one for teachers. b) The principal of every school containing grades 9-12 prepares, in consultation with the school council, a student handbook containing the student code of conduct and distributes it to each student annually, as well as to parents and school personnel; the school council reviews and revises the student code of conduct every year. c) The principal of every school containing other grades distributes the district's student code of conduct to students, parents, and personnel annually. d) At the request of a parent or student whose primary language is not English, a student handbook or student code of conduct is translated into that language. 2. Student codes of conduct contain: <ol style="list-style-type: none"> a) procedures assuring due process in disciplinary proceedings and b) appropriate procedures for the discipline of students with special needs and students with Section 504 Accommodation Plans. 3. Student handbooks and codes of conduct reference M.G.L. c. 76, s. 5 and contain: <ol style="list-style-type: none"> a) nondiscrimination policy that is consistent with M.G.L. c. 76, s. 5, and affirms the school's non-tolerance for harassment based on race, color, national origin, sex, religion, or sexual orientation, or discrimination on those same bases; b) the school's procedure for accepting, investigating and resolving complaints alleging discrimination or harassment; and c) the disciplinary measures that the school may impose if it determines that harassment or discrimination has occurred. <p>Section 504; M.G.L. c. 71, s. 37H; 603 CMR 26.08</p>	<p>The district code of conduct for teachers</p> <p>All school or district handbooks and codes of conduct for students</p> <p>(including student handbooks and codes of conduct that have been translated on request into languages other than English)</p>	<p>CR Coordinator</p> <p>Principals</p>
CR 11 Reserved			

CRITERION NUMBER	V. STUDENT SUPPORT SERVICES	Source of Information	
		Data	Interview
CR 11A	<p>Designation of coordinator(s); grievance procedures</p> <ol style="list-style-type: none"> 1. The district has designated one or more staff persons to serve as coordinator(s) for compliance with its responsibilities under Title IX, Section 504, and (if it employs 50 or more persons) Title II. 2. The district has adopted and published grievance procedures for students and for employees providing for prompt and equitable resolution of complaints alleging discrimination based on sex or disability. <p>Title IX: 20 U.S.C. 1681; 34 CFR 106.8; Section 504: 29 U.S.C. 794; 34 CFR 104.7; Title II: 42 U.S.C. 12132; 28 CFR 35.107</p>	<p>Name(s) and position(s) of staff person(s) designated to serve as coordinators</p> <p>Copy of grievance procedures and evidence of publication (a grievance procedure may cover more than one law)</p> <p>Copies of grievances and resolutions with evidence of prompt resolution</p>	<p>CR Coordinator</p> <p>Superintendent</p>
CR 12 Reserved			
CR 12A	<p>Annual and continuous notification concerning nondiscrimination and coordinators</p> <ol style="list-style-type: none"> 1. If the district offers vocational education programs, it advises students, parents, employees and the general public before the beginning of each school year that all vocational opportunities will be offered regardless of race, color, national origin, sex or disability. The notice includes a brief summary of program offerings and admission criteria and the name(s), office address(es), and phone number(s) of the person(s) designated under CR 11A to coordinate compliance under Title IX and Section 504. 2. In all cases, the district takes continuing steps to notify applicants, students, parents, and employees (including those with impaired vision or hearing), as well as unions or professional organizations holding collective bargaining or professional agreements with the district, that it does not discriminate on the basis of race, color, national origin, sex, or disability. This notice, also, includes the name(s), office address(es), and phone number(s) of the person(s) designated under CR 11A to coordinate compliance under Title IX and Section 504. 	<p>Copies of yearly notices about vocational opportunities</p> <p>List of notification methods (e.g. letters to employees, students, and parents, publication in local and institution newspapers)</p> <p><u>Copies of such possible means of notification as:</u> Employment applications Job announcements Student applications</p>	<p>CR Coordinator</p>

CRITERION NUMBER	V. STUDENT SUPPORT SERVICES	Source of Information	
		Data	Interview
	<p>3. Written materials and other media used to publicize a school include a notice that the school does not discriminate on the basis of race, color, national origin, sex, disability, religion, or sexual orientation.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.6(d); Title IX: 20 U.S.C. 1681; 34 CFR 106.8(a), 106.9; Section 504: 29 U.S.C. 794; 34 CFR 104.8; M.G.L. c. 76, s. 5; 603 CMR 26.02(2)</p>	<p>School and district recruitment and promotional materials Student and staff handbooks Catalogues School newspapers Website announcements Annual reports (for charter schools)</p>	
CR 13	<p>Availability of information and academic counseling on general curricular and occupational/vocational opportunities Students, in grades 7-12, from linguistic, racial, and ethnic minorities; males; females; homeless students; and students with disabilities all receive the same information and academic counseling as other students on the full range of general curricular and any occupational/vocational opportunities available to them.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.36; Section 504: 29 U.S.C. 794; 34 CFR 104.4, 104.37(b); Title II: 42 U.S.C. 12132; 28 CFR 35.130; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 721; Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.03</p>	<p>Description of information dissemination process and methods used to ensure that information, including academic counseling, is provided to all these groups</p>	<p>CR Coordinator Guidance Staff Vocational Staff</p>
CR 14	<p>Counseling and counseling materials free from bias and stereotypes To ensure that counseling and counseling materials are free from bias and stereotypes on the basis of race, color, sex, religion, national origin, sexual orientation, disability, and homelessness, all counselors:</p> <ol style="list-style-type: none"> 1. encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills; 2. examine testing materials for bias and counteract any found bias when administering tests and interpreting test results; 	<p>Description of steps taken to determine and rectify testing bias</p> <p>Sample(s) or description of steps taken to:</p> <ul style="list-style-type: none"> • communicate effectively with limited-English-proficient and disabled 	<p>CR Coordinator Guidance Staff</p>

CRITERION NUMBER	V. STUDENT SUPPORT SERVICES	Source of Information	
		Data	Interview
	<p>3. communicate effectively with limited-English-proficient and disabled students and facilitate their access to all programs and services offered by the district;</p> <p>4. provide limited-English-proficient students with the opportunity to receive guidance and counseling in a language they understand;</p> <p>5. support students in educational and occupational pursuits that are nontraditional for their gender.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.36; Section 504: 29 U.S.C. 794; 34 CFR 104.4, 104.37; Title II: 42 U.S.C. 12132; 28 CFR 35.130, 35.160; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 721; Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.04, 26.07(8)</p>	<p>students</p> <ul style="list-style-type: none"> • provide limited-English-proficient students with the opportunity to receive native language counseling • direct students into programs in an unbiased manner, and • support students in pursuits non-traditional for their gender 	
CR 15	<p>Non-discriminatory administration of scholarships, prizes and awards Scholarships, prizes and awards sponsored or administered by the district are free of restrictions based upon race, color, sex, religion, national origin, sexual orientation or disability.</p> <p>Schools may post or print information regarding private restricted scholarships as long as no preferential treatment is given to any particular scholarship offered and as long as the school does not endorse or recommend any such scholarship nor advise or suggest to a particular student that he or she apply for such a scholarship.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3; Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.37; Section 504: 29 U.S.C. 794; 34 CFR 104.4(b)(1)(v); Title II: 42 U.S.C. 12132; 28 CFR 35.130(b)(1)(v); Mass. Const. amend. art. 114; M.G.L. c. 76, s. 5; 603 CMR 26.07(7)</p>	<p>List of available scholarships, prizes and awards</p> <p>Criteria used to determine recipients</p> <p>Description of treatment of private restricted scholarships</p>	<p>CR Coordinator</p> <p>Principals</p>
CR 16	<p>Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion</p> <p>1. Within ten days from a student's fifteenth consecutive unexcused absence, the school</p>	<p>Copy of standard notice to students leaving school and their parents or guardians</p>	<p>CR Coordinator</p> <p>Principals</p>

CRITERION NUMBER	V. STUDENT SUPPORT SERVICES	Source of Information	
		Data	Interview
	<p>provides written notice to students age 16 or over and their parents or guardians. The notice is in English and the family’s native language and states that the student and the parent or guardian may meet with a representative of the district within ten days from the date the notice was sent. At the request of the parent or guardian, the district may consent to an extension of the time for the meeting of not longer than fourteen days.</p> <ol style="list-style-type: none"> 2. At the meeting the participants discuss the reasons that the student is leaving school and alternative educational or other placements. The student and parent or guardian are told that attendance is voluntary after the student turns 16 but are also informed of the student’s right to return to school. 3. Any district serving students in high school grades sends annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school <ol style="list-style-type: none"> a) to inform them of the availability of publicly funded post-high school academic support programs and b) to encourage them to participate in those programs. <p>At a minimum, the district sends annual written notice by first class mail to the last known address of each such student who attended a high school in the district within the past two years.</p> <p>M.G.L. c. 76, ss. 5, 18; St. 1965, c. 741</p>	<p>Samples of notices translated into the family’s native language</p> <p>Copy(ies) of annual standard notice to former students, with mailing date(s)</p>	
CR 17 Reserved			

CRITERION NUMBER	V. STUDENT SUPPORT SERVICES	Source of Information	
		Data	Interview
CR 17A	<p>Use of physical restraint on any student enrolled in a publicly-funded education program</p> <ol style="list-style-type: none"> 1. a) The district has developed and implemented staff training at least annually on the use of physical restraint consistent with regulatory requirements. Such training occurs within the first month of each school year and, for employees hired after the school year begins, within a month of their employment. b) At the beginning of each school year, each school identifies staff authorized to serve as schoolwide resources to help ensure the proper administration of physical restraint. Staff so identified have completed in-depth training in the use of physical restraint consistent with 603 CMR 46.03(3) and (4). 2. The district administers physical restraint on students only when needed to protect a student and/or a member of the school community from imminent, serious, physical harm. The district implements restraint procedures consistent with Department of Elementary and Secondary Education regulations in order to prevent or minimize any harm to the student as a result of the use of physical restraint. 3. The district has developed written procedures regarding appropriate responses to student behavior that may require immediate intervention. Such procedures are annually reviewed and provided to school staff and made available to parents of enrolled students. 4. The district has developed and implemented reporting requirements and procedures for administrators, parents and the Department consistent with the regulations. 5. The district has developed and implemented any applicable individual waiver procedures consistent with the regulations. <p>M.G.L. c. 71, s. 37G; 603 CMR 46.00</p> <p>Implementation Guidance:</p> <ul style="list-style-type: none"> • Only staff who have received training under part 1a) or b) may administer physical restraint on students, except that all staff may use reasonable force to protect themselves or others from assault or imminent, serious physical harm. • Staff who have received training under part 1a) only may not administer floor or prone restraints. 	<p>District policies and procedures (including reporting procedures) for the implementation of 603 CMR 46.00</p> <p>Standard parent notice of district’s restraint policies and procedures</p> <p>Schedule of staff training for all existing staff and provisions for training of newly hired staff</p> <p>Names of staff in each school identified as schoolwide resources; dates of their in-depth training</p> <p>Outline of training topics</p> <p>Log of restraints lasting over five minutes or where injury to the staff or student occurs</p> <p>Copies of any individual waivers issued by the district and parent responses</p>	<p>CR Coordinator</p> <p>Regular and Special Education Administrators</p> <p>Guidance Staff</p> <p>Special Education Staff</p>

CRITERION NUMBER	VI. FACULTY, STAFF AND ADMINISTRATION	Source of Information	
		Data	Interview
CR 18	<p>Responsibilities of the school principal</p> <ol style="list-style-type: none"> 1. <u>Instructional support</u>. The principal in each of the district's schools promotes instructional practices responsive to student needs and ensures that adequate instructional support is available for students and teachers. Instructional support includes remedial instruction for students, consultative services for teachers, availability of reading instruction at the elementary level, appropriate services for linguistic minority students, and other services consistent with effective educational practices and the requirements of M.G.L. c. 71B, §2. The principal consults with the administrator of special education regarding accommodations and interventions for students. Such efforts and their results are documented and placed in the student record. Additionally, when an individual student is referred for an evaluation to determine eligibility for special education, the principal ensures that documentation on the use of instructional support services for the student is provided as part of the evaluation information reviewed by the Team when determining eligibility. 2. <u>Curriculum Accommodation Plan</u>. The principal implements a curriculum accommodation plan <u>developed by the district's general education program</u> to ensure that all efforts have been made to meet the needs of diverse learners in the general education program. The plan assists the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the general education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning. The plan includes provisions encouraging teacher mentoring and collaboration and parental involvement. <i>(The plan may be part of a multi-year strategic plan.)</i> 3. <u>Coordination with special education</u>. The principal with the assistance of the administrator of special education coordinates the delivery and supervision of special education services within each school building. 4. <u>Educational services in home or hospital</u>. Upon receipt of a physician's written order verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, 	<p>Curriculum accommodation plan, which may be part of a multi-year strategic plan. <i>(Required under CR 3 and ELE 8 and 11, also--submit only one copy)</i></p> <p>Description of local implementation practices for the provision of home or hospital programs</p>	Principals

CRITERION NUMBER	VI. FACULTY, STAFF AND ADMINISTRATION	Source of Information	
		Data	Interview
	<p>or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the principal arranges for provision of educational services in the home or hospital. Such services are provided with sufficient frequency to allow the student to continue his or her educational program, as long as such services do not interfere with the medical needs of the student. The principal coordinates such services with the administrator of special education for eligible students. Such educational services are not considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP.</p> <p>M.G.L. c. 71, s. 38Q ½; 603 CMR 28.03(3)</p> <p>Parts 1 and 2 of CR 18 are related to State Performance Plan Indicator 5. (See http://www.doe.mass.edu/sped/spp/.)</p> <p><i>Regarding home/hospital programs, see also the first part of Administrative Advisory SPED 2003-1: Changes to Massachusetts Special Education Law and a Question and Answer Guide on Home/Hospital Programs to be found at http://www.doe.mass.edu/mailings/2002/cm012202.pdf.</i></p>		
CR 18A	<p>School district employment practices District employment practices in general are free from discrimination on the basis of race, color, national origin, sex, or disability. The district's employee recruitment is aimed at reaching all groups, including members of linguistic, ethnic, and racial minorities, females and males, and persons with disabilities.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(c); EEOA: 20 U.S.C. 1703(d); Title IX: 20 U.S.C. 1681; 34 CFR 106.51-106.61; Section 504: 29 U.S.C. 794; 34 CFR 104.11-104.14; Title II: 42 U.S.C. 12132; 28 CFR 35.140; Mass. Const. amend. art 114</p>	<p>Copies of employment policies and procedures</p> <p>Description of recruitment practices</p> <p>Copies of nondiscrimination statements in recruitment letters, vacancy announcements and advertisements</p>	<p>CR Coordinator</p> <p>Personnel Director</p>

CRITERION NUMBER	VI. FACULTY, STAFF AND ADMINISTRATION	Source of Information	
		Data	Interview
CR 19 Reserved			
CR 20	<p>Staff training on confidentiality of student records The district trains school personnel on the provisions of the Family Educational Rights and Privacy Act, M.G.L. c. 71, s. 34H, and 603 CMR 23.00 and on the importance of information privacy and confidentiality.</p> <p>FERPA: 20 U.S.C. § 1232g; 34 CFR Part 99; M.G.L. c. 71, s. 34H; 603 CMR 23.00, esp. 23.05(3)</p>	<p>School district Professional Development Plans</p> <p>Staff training needs assessments, training agendas and other documentation of training on confidentiality for school personnel</p>	Principals
CR 21	<p>Staff training regarding civil rights responsibilities The district provides in-service training for all school personnel at least annually regarding civil rights responsibilities, including the prevention of discrimination and harassment on the basis of students' race, color, sex, religion, national origin and sexual orientation and the appropriate methods for responding to it in the school setting.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3; EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31-106.42; M.G.L. c. 76, s. 5; 603 CMR 26.00, esp. 26.07(2), (3)</p>	<p>Lists of dates, presenters, personnel attending, and civil rights training topics offered such as:</p> <ul style="list-style-type: none"> • state equal educational opportunity regulations • federal laws/regulations prohibiting discrimination against students • antidiscrimination/diversity awareness training) 	<p>CR Coordinator</p> <p>Principals</p> <p>Staff Development Coordinator</p>

CRITERION NUMBER	VII. SCHOOL FACILITIES	Source of Information	
		Data	Interview
CR 22	<p>Accessibility of district programs and services for students with disabilities In at least one facility within the district, the district makes available and entirely accessible to students with disabilities all educational and vocational programs and services offered at each level (preschool, elementary and secondary).</p> <p>Section 504: 29 U.S.C. 794; 34 CFR 104.21, 104.22; Title II: 42 U.S.C. 12132; 28 CFR 35.149, 35.150; Mass. Const. amend. art. 114; 603 CMR 28.03(1)(b)(1)</p>	<p>Description of any changes in the accessibility of district facilities since the district's last CPR (e.g. due to new construction or renovation, other alteration, or acquisition of facilities)</p> <p>Description of <u>accessibility</u> to students with disabilities of all programs and services offered at each level (preschool, elementary, and secondary), including the name of the accessible facility/ies where each program/service is offered</p> <p>Observation</p>	<p>CR Coordinator</p> <p>Principals</p>
CR 23	<p>Comparability of facilities Where the district provides separate facilities for members of a specific group, those facilities are comparable to those offered other students in the district, including:</p> <ol style="list-style-type: none"> 1. separate facilities for disabled, limited-English-proficient or pregnant students that are comparable to the facilities for other students in the district; 2. Reserved <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(b)(2); Title IX: 20 U.S.C. 1681; 34 CFR 106.33, 106.40(b)(3); Section 504: 29 U.S.C. 794; 34 CFR 104.34(c); Mass. Const. amend. art. 114; 603 CMR 28.03(1)(b)</p>	<p>Observation</p>	<p>CR Coordinator</p> <p>Principals</p> <p>ELE Coordinator</p> <p>Special Education Director</p>

CRITERION NUMBER	VIII. PROGRAM PLAN AND EVALUATION	Source of Information	
		Data	Interview
CR 24	<p>Curriculum review The district ensures that individual teachers in the district review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, religion, national origin and sexual orientation. Appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials.</p> <p>M.G.L. c. 76, s. 5; 603 CMR 26.05(2)</p>	Description of local implementation practices	CR Coordinator
CR 25	<p>Institutional self-evaluation The district evaluates all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. It makes such changes as are indicated by the evaluation.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(b)(2); EEOA: 20 U.S.C. 1703(f); Section 504: 29 U.S.C. 794; 34 CFR 104.4(b)(4); Title II: 42 U.S.C. 12132; 28 CFR 35.130(b)(3); NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 722(g)(1)(J)(i), 722(g)(7); Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.07(1),(4)</p>	Documentation describing most recent evaluation, conclusions reached, and resolution of any identified issues	CR Coordinator Principals

CRITERION NUMBER	IX. RECORD KEEPING AND FUND USE	Source of Information	
		Data	Interview
CR 26A	<p>Confidentiality and student records</p> <ol style="list-style-type: none"> 1. In accordance with federal and state requirements, the district protects the confidentiality of any personally identifiable information that it collects, uses or maintains. 2. The district maintains and provides access to student records in accordance with federal and state requirements. <p>FERPA: 20 U.S.C. § 1232g; 34 CFR Part 99; M.G.L. c. 71, s. 34H; 603 CMR 23.05, 23.07</p>	Student records reviewed for the Special Education, ELE and where applicable CVTE portions of the CPR	School Staff Parents

Coordinated Program Review

SCHOOL DISTRICT/CHARTER SCHOOL: _____

Document #3: ONSITE TEAM MEMBER INTERVIEW AND OBSERVATION SCHEDULE

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION TEAM MEMBER: _____

Date: _____ **Day:** _____

Time	Interviewee (or note "Observation")	Role (or type of facility)	Building Name	Room Location	Comments (including Student Follow-up)

Document # 4: LIST OF INTERVIEWEES FOR SE, CR, AND ELE

Key administrators and other appropriate staff from this list will be interviewed pursuant to civil rights and other general education requirements. The district or charter school—or the Department--may add to this list others who would be helpful in describing efforts undertaken to implement these requirements. The program administrator should consult with the local Program Review coordinator to prepare the interview roster for civil rights/general education.

TITLE	NAMES
Superintendent/Charter School Leader	
Principal(s) (or Asst. Principal(s)) (The Principal from each school in which classroom observations will be conducted)	
Regular Education Teacher(s) <i>See Interviews in Special Education, ELE and CVTE Information Packages for selection criteria</i>	
Teacher Aide(s)/Paraprofessional(s)/ Classroom Assistant(s) <i>See Interviews in Special Education and ELE Information Packages for selection criteria</i>	
Special Education Administrator	
Special Education Team Chairperson(s) (One Chairperson per level: Preschool, Elementary, Middle/Junior High, Senior High)	
Guidance Department Head/Staff	
Special Education Teacher(s) or Related Service Provider(s) <i>See Interviews in Special Education Information Package for selection criteria</i>	
Special Education PAC Member(s) (Chairperson and others selected by the PAC)	
Early Childhood Program Coordinator	
CR Coordinator	
ELE Director	
ELE Teacher(s) <i>See Interviews in ELE Information Package for selection criteria</i>	
ELE Parent(s)	

COORDINATED PROGRAM REVIEW

Room #: _____
 PS EL MID HS MULTI
 Time of Observation: _____

Document #5: FACILITIES/CLASSROOM OBSERVATION FORM

TEACHER (S)	CLASSROOM USE	CLASSROOM MATERIALS / EQUIPMENT	FOR ROOM WITH HEARING-IMPAIRED STUDENTS:
FLOOR	<input type="checkbox"/> Resource Room <input type="checkbox"/> Tutorial	OK <input type="checkbox"/>	a. Classroom Has: YES NO
LOCATION	<input type="checkbox"/> Substantially Separate Class <input type="checkbox"/> Classroom for limited English proficient students	Instructional Support Materials Comparable Instructional Materials available in native language where required Equal access to computers, etc.	b. Carpets <input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> Title 1 Services / Model	Assistive technology devices	c. Ceiling treated for good acoustics <input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> Other: _____	TEACHER / STUDENT RATIO	d. Shades or drapes on windows <input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> BSMT <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> Other	OK	e. Adequate overhead lighting <input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> Among other classrooms	# Students _____ <input type="checkbox"/>	f. Visually cued fire alarm <input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> End of corridor	# Teachers _____ <input type="checkbox"/>	g. Good maintenance of audio feedback equip. <input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> Other: _____	# Aides _____ <input type="checkbox"/>	
PHYSICAL CONDITION			FOR FACILITY WITH MOBILITY IMPAIRED STUDENTS:
	Space <input type="checkbox"/> OK <u>PROBLEM (DESCRIBE)</u>		Accessible: YES NO
	Ventilation <input type="checkbox"/>		a. Building Entrance <input type="checkbox"/> <input type="checkbox"/>
	Lighting <input type="checkbox"/>		b. lavatories <input type="checkbox"/> <input type="checkbox"/>
	Acoustics <input type="checkbox"/>		c. classrooms <input type="checkbox"/> <input type="checkbox"/>
	Attractiveness <input type="checkbox"/>		d. corridors <input type="checkbox"/> <input type="checkbox"/>
	Maintenance <input type="checkbox"/>		e. cafeteria <input type="checkbox"/> <input type="checkbox"/>
	Distractions:		f. auditorium <input type="checkbox"/> <input type="checkbox"/>
	Visuals <input type="checkbox"/>		g. playground <input type="checkbox"/> <input type="checkbox"/>
	Auditory <input type="checkbox"/>		h. gymnasium <input type="checkbox"/> <input type="checkbox"/>
SUMMARY			i. pool <input type="checkbox"/> <input type="checkbox"/>
			j. all programs required by IEP <input type="checkbox"/> <input type="checkbox"/>
CLASSROOM/FACILITY IS:	YES NO COMMENTS		If no mobility-impaired student is presently enrolled and building is the only one at the level, e.g., one high school and it is not accessible, there is a plan as required by s.504 for modifications to make building accessible.
a. At least equal to average standard for rest of system	<input type="checkbox"/> <input type="checkbox"/>	_____	COMMENTS:
b. Adequate for type of instruction/activity	<input type="checkbox"/> <input type="checkbox"/>	_____	
c. Adequate for number of students	<input type="checkbox"/> <input type="checkbox"/>	_____	
d. Placed in an area to facilitate integration with regular education	<input type="checkbox"/> <input type="checkbox"/>	_____	
e. Identified with positive or neutral sounding name, if any	<input type="checkbox"/> <input type="checkbox"/>	_____	
f. Free of physical problems	<input type="checkbox"/> <input type="checkbox"/>	_____	
g. Provided with 2 means of egress where locally required	<input type="checkbox"/> <input type="checkbox"/>	_____	
LUNCHROOM:	<input type="checkbox"/> <input type="checkbox"/>	_____	
Students sit with regular education students			

COORDINATED
PROGRAM REVIEW
PROCEDURES

School District
Information Package

*Civil Rights
and
Other General Education Requirements*

2009-2010

*APPENDIX I:
Structured Learning Time Worksheets
Pursuant to Criteria
CR 7A – School Year Schedules
CR 7B – Structured Learning Time
CR 7C – Early Release of High School Seniors*

CR 7A, 7B, 7C
Student Learning Time Worksheets
Purpose and Directions

KEY PREPARATION ACTIVITY:

*It is essential that a completed worksheet for the district and at least one for each school in the district be given to the onsite chairperson **AT LEAST 8 WEEKS BEFORE THE ONSITE VISIT.** If any school in the district is not in full compliance with CR 7A, 7B, 7C, and M.G.L. c.71, sec.3 (requirements for student learning time and physical education), the district's plan to bring all schools in the district into full compliance must be attached to the superintendent's worksheet.*

Districts should begin preparation of this required Coordinated Program Review data well in advance of the due date set by the Department's onsite chairperson.

PURPOSE:

The purpose of the Student Learning Time Regulations (603 CMR 27.00) is to ensure that every publicly-funded school in Massachusetts provides sufficient structured learning time equitably for all students. During a Coordinated Program Review, as part of the Department's efforts to ensure compliance with these regulations, the superintendent or charter school leader and the principal of each school are required to review the structured learning time that all students are scheduled to receive and to make any changes necessary to conform with the Board of Elementary and Secondary Education's regulations.

DIRECTIONS:

("District" should be read as including charter schools, and "superintendent" as including charter school leaders. Charter school leaders should complete at least one copy (see below) of the *Principals' Student Learning Time Worksheet* as well as a copy of the *Superintendent's Student Learning Time Worksheet* (with compliance plan if necessary).)

Superintendents should complete a copy of the *Superintendent's Student Learning Time Worksheet* with respect to the annual schedule for the schools in the district.

Superintendents should also distribute a copy of the *Principals' Student Learning Time Worksheet* to each principal in the district, including the principal of any alternative school, so that he/she can complete the form for his/her school and return it to the superintendent. Where a school has an instructional group whose schedule does not conform to the school's standard instructional schedule, the principal should complete a separate copy of the worksheet for that instructional group, noting the name of the instructional group at the top after the name of the school.

Please supply a completed worksheet for the district and at least one for each school in the district to the onsite chairperson at least 8 weeks before the onsite visit. If any school in the district is not in full compliance with standards described under the program review criteria CR 7A, 7B, 7C and M.G.L. c.71, sec.3 (requirements for student learning time and physical education), attach to the Superintendent's Student Learning Time Worksheet the district's plan to bring all schools in the district into full compliance.

**SUPERINTENDENT'S
STUDENT LEARNING TIME WORKSHEET
2009-2010 School Year
(Page 1 of 2)**

School District: _____

1. How many total days are scheduled for the district's school year including days set aside for professional development and weather-related days?
_____ days

2. How many days in the school year are ALL students scheduled to attend?
 - Do not include kindergarten.
 - Do not include orientation days unless all grades are in attendance.
 - Do not subtract senior early release days._____ days

3. The middle schools in the district are designated as:
(Check one) _____ Elementary (900 hours) OR _____ Secondary (990 hours)

4. How many annual hours does the district schedule for kindergarten students? (Please give the figures for all types of kindergarten programs in the district; label "NA" any type of program that the district does not have.)
_____ Morning half-day programs
_____ Afternoon half-day programs
_____ Full-day programs

5. Are there any schools in the district that are not in full compliance with
 - program review criteria CR 7A, 7B, and 7C
(<http://www.doe.mass.edu/pqa/review/cpr/instrument/civilrights.pdf>)

and

- M.G.L. c. 71, s. 3 (regarding physical education)
(<http://www.mass.gov/legis/laws/mgl/71-3.htm>)?

Yes No

(See Next Page)

**SUPERINTENDENT'S
STUDENT LEARNING TIME WORKSHEET
2009-2010 School Year
(Page 2 of 2)**

School District: _____

If "yes," identify the school(s) and, for each school, the area(s) of noncompliance

and attach the district's plan to bring all schools into full compliance. At a minimum, this plan must include:

- A complete description of the corrective action activities the district will implement
- Target completion dates
- Anticipated results
- Evidence of completion
- Person(s) responsible for implementation of activities
- The district's process for evaluating corrective action and ensuring ongoing compliance

(Signature of superintendent completing this worksheet)

(Date)

PRINCIPALS'
STUDENT LEARNING TIME WORKSHEET
2009-2010 School Year
(Page 1 of 2)

Name of School: _____

Level (Elementary, Middle, Secondary): _____ **Grades in School:** _____

Check One:

- This worksheet applies to all students within the building.
- There is a separate copy of this worksheet attached for each instructional group whose schedule does not conform to the school's standard instructional schedule.
(On the separate copy, write the name of the group after the name of the school.)

1. Of the number of student days scheduled in the student year (minimum 180), how many are scheduled early release days or scheduled delayed opening days (e.g., day before holiday, professional development, parent conferences)?
_____ days

2. How many annual structured learning hours are students missing due to scheduled early release or scheduled delayed opening?
_____ hrs. _____ mins.

3. The student day begins at _____ A.M. and ends at _____ P.M.; therefore the student day contains:
_____ hrs. _____ mins.

4. How much time is spent per day in homeroom, at breakfast and lunch, passing between classes, at recess, and in non-directed study?
_____ hrs. _____ mins.

5. Subtract the amount of daily non-instructional time in number 4 from the total time indicated in number 3. This gives the daily structured learning time per student.
_____ hrs. _____ mins.

6. How many days in your school year are **ALL STUDENTS** scheduled to attend?
 - Do not include kindergarten.
 - Do not include orientation days unless all students are required to attend.
 - Do not subtract senior early release days._____ days

7. Multiply the daily structured learning time indicated in number 5 by the number of student days in number 6.
This equals:
_____ hrs. _____ mins.

8. From the total in number 7, subtract the time not scheduled because of early release or delayed opening indicated in number 2. This gives the amount of annual structured learning time.
_____ hrs. _____ mins.

(See Next Page)

PRINCIPALS'
STUDENT LEARNING TIME WORKSHEET
2009-2010 School Year
(Page 2 of 2)

Name of School: _____

9. List all grades (including kindergarten) in which physical education is taught as a required subject for all students in the grade:

Grades: _____

10. (Only for principals of schools that have grade 12)

What was the last day of attendance for seniors last year? _____

What was the date of graduation last year? _____

What was the regular scheduled closing date for your school last year? _____

(NOTE: No other group of students (grades 1-11) is eligible for release before the end of the school year.)

(Signature of principal completing this worksheet)

(Date)

Note: Where this school does not comply with CR 7A, 7B, 7C or M.G.L. c. 71, s. 3 (regarding physical education), an action plan to bring it into full compliance is to be attached to the Superintendent's Student Learning Time Worksheet.

(For CR 7A, 7B, and 7C, see <http://www.doe.mass.edu/pqa/review/cpr/instrument/civilrights.pdf>;
for M.G.L. c. 71, s. 3 see <http://www.mass.gov/legis/laws/mgl/71-3.htm>.)

COORDINATED PROGRAM REVIEW PROCEDURES

School District
Information Package

*Civil Rights
and
Other General Education Requirements
2009-2010*

Appendix II

*Table of Documentation Requirements for
Civil Rights/General Education*

School District Civil Rights/General Education Documentation

In monitoring the implementation of civil rights and other general education requirements, the onsite team relies heavily on school district documentation. The documentation that the district must submit for this portion of the Coordinated Program Review is listed in the table below according to criterion number. For criteria not listed in this table (where no specific document is required), the district is encouraged to submit information that it believes provides evidence that the criterion is being implemented. Local Program Review coordinators are encouraged to notify the onsite chairperson in cases where the district is providing documentation to the Onsite Team other than that described below.

This compliance documentation must be given to the onsite chairperson at least 8 weeks before the onsite visit, as this information is used in preparing for the onsite phase of the Coordinated Program Review. Districts that most effectively document their efforts to comply with each criterion typically identify each document by criterion number and place the documents in order in a three-ring binder. **The district should submit only one copy of each document, even though a document may apply to multiple criteria.** In these cases, the district should clearly mark the sections of the document with the numbers of the criteria to which they pertain.

**TABLE OF DOCUMENTATION REQUIREMENTS
FOR CIVIL RIGHTS/GENERAL EDUCATION**

CR Criterion Number	Required Documentation
CR 3 Access to a full range of education programs	<p>Description of the district’s methods for providing full access to all programs and services in the general education program for all students.</p> <p>Curriculum accommodation plan, which may be part of a multi-year strategic plan <i>(Required under CR 18 and ELE 8 and 11, also—submit only one copy.)</i></p> <p>Sample of student Section 504 Accommodation Plans, including at least one from each level</p>
CR 6 Availability of in-school programs for pregnant students	<p>Policy statement regarding pregnancy</p> <p>Description of services provided which allow pregnant students to participate in all programs and services available to all other students</p>
CR 7 Information to be translated into languages other than English	<p>Copies of information and documents published in English and in translation</p> <p>Description of system of oral interpretation; related documents</p> <p>Copies of school or program recruitment and promotional materials in English and in translation</p> <p>Description of distribution, dissemination methods</p>

<p>CR 7A School year schedules</p>	<p><i>(See Appendix I for an explanation of the Student Learning Time Worksheets to be completed pursuant to this criterion.)</i></p>
<p>CR 7B Structured learning time</p>	<p>Description of the district’s policies and practices related to directed study, independent study, technology-assisted learning, presentations by persons other than teachers, and school-to-work programs</p> <p>Description of any other policies related to structured learning time</p> <p>Procedures for verification of hours spent by students in independent study or school-to-work programs.</p> <p><i>(See Appendix I for an explanation of the Student Learning Time Worksheets to be completed pursuant to this criterion.)</i></p>
<p>CR 7C Early release of high school seniors</p>	<p><i>(See Appendix I for an explanation of the Student Learning Time Worksheets to be completed pursuant to this criterion.)</i></p>
<p>CR 8 Accessibility of extracurricular activities</p>	<p>List of intramural and interscholastic sports offerings with criteria for participation</p> <p>Extracurricular activities and clubs sponsored by the school with any criteria for participation</p>
<p>CR 9 Hiring and employment practices of prospective employers of students</p>	<p>Statements of assurance from prospective employers</p>
<p>CR 10A Student handbooks and codes of conduct</p>	<p>The district code of conduct for teachers</p> <p>All school or district handbooks and codes of conduct for students</p> <p><i>(including student handbooks and codes of conduct that have been translated into languages other than English)</i></p>
<p>CR 11A Designation of coordinators; grievance procedures</p>	<p>Name(s) and position(s) of staff person(s) designated to serve as coordinators</p> <p>Copy of grievance procedures and evidence of publication (a grievance procedure may cover more than one law)</p> <p>Copies of grievances and resolutions with evidence of prompt resolution</p>

<p>CR 12A Annual and continuous notification concerning nondiscrimination and coordinators</p>	<p>Copies of yearly notices about vocational opportunities</p> <p>List of notification methods (e.g. letters to employees, students, and parents, publication in local and institution newspapers)</p> <p><u>Copies of such possible means of notification as:</u> Employment applications Job announcements Student applications School and district recruitment and promotional materials Student and staff handbooks Catalogues School newspapers Website announcements Annual reports (for charter schools)</p>
<p>CR 13 Availability of information and counseling on general curricular and occupational/vocational opportunities</p>	<p>Description of information dissemination process and methods used to ensure that information is provided to all these groups</p>
<p>CR 14 Counseling and counseling materials free from bias and stereotypes</p>	<p>Description of steps taken to determine and rectify testing bias</p> <p>Sample(s) or description of steps taken to:</p> <ul style="list-style-type: none"> • communicate effectively with limited-English-proficient and disabled students • provide limited-English-proficient students with the opportunity to receive native language counseling • direct students into programs in an unbiased manner, and • support students in pursuits non-traditional for their gender
<p>CR 15 Non-discriminatory administration of scholarships, prizes and awards</p>	<p>List of available scholarships, prizes and awards</p> <p>Criteria used to determine recipients</p> <p>Description of treatment of private restricted scholarships</p>
<p>CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion</p>	<p>Copy of standard notice to students leaving school and their parents or guardians</p> <p>Samples of notices translated into the family's native language</p> <p>Copy(ies) of annual standard notice to former students, with mailing date(s)</p>

<p>CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program</p>	<p>District policies and procedures (including reporting procedures) for the implementation of 603 CMR 46.00</p> <p>Standard parent notice of district’s restraint policies and procedures</p> <p>Schedule of staff training for all existing staff and provisions for training of newly hired staff</p> <p>Names of staff in each school identified as schoolwide resources; dates of their in-depth training</p> <p>Outline of training topics (both for staff who are schoolwide resources and for all staff)</p> <p>Log of restraints lasting over five minutes or where injury to the staff or student occurs</p> <p>Copies of any individual waivers issued by the district and parent responses</p>
<p>CR 18 Responsibilities of the school principal</p>	<p>Curriculum accommodation plan, which may be part of a multi-year strategic plan. <i>(Required under CR 3 and ELE 8 and 11, also--submit only one copy)</i></p> <p>Description of local implementation practices for the provision of home or hospital programs</p>
<p>CR 18A School district employment practices</p>	<p>Copies of employment policies and procedures</p> <p>Description of recruitment practices</p> <p>Copies of nondiscrimination statements in recruitment letters, vacancy announcements and advertisements</p>
<p>CR 20 Staff training on confidentiality of student records</p>	<p>School district professional development plans</p> <p>Staff training needs assessments, training agendas and other documentation of training on confidentiality for school personnel</p>
<p>CR 21 Staff training regarding civil rights responsibilities</p>	<p>Lists of dates, presenters, personnel attending, and civil rights training topics offered (such as state equal educational opportunity regulations, federal laws/regulations prohibiting discrimination against students, and/or antidiscrimination/diversity awareness training)</p>

<p>CR 22 Accessibility of district programs and services for students with disabilities</p>	<p>Description of any changes in the accessibility of district facilities since the district's last Coordinated Program Review (e.g. due to new construction or renovation, other alteration, or acquisition of facilities)</p> <p>Description of <u>accessibility</u> to students with disabilities of all programs and services offered at each level (preschool, elementary, and secondary), including the name of the accessible facility or facilities where each of these programs and services is offered</p>
<p>CR 24 Curriculum review</p>	<p>Description of local implementation practices</p>
<p>CR 25 Institutional self-evaluation</p>	<p>Documentation describing most recent evaluation, conclusions reached, and resolution of any identified issues</p>