



ABINGTON PUBLIC SCHOOL

**COORDINATED PROGRAM REVIEW
REPORT OF FINDINGS**

Dates of Onsite Visit: October 25-29, 1999

Date of Draft Report: November 29, 1999

Due Date for Comments: December 13, 1999

Date of Final Report: December 13, 1999

Action Plan Due: February 3, 2000

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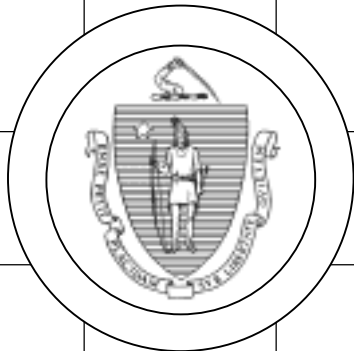
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**MASSACHUSETTS DEPARTMENT OF EDUCATION
COORDINATED PROGRAM REVIEW**

**ABINGTON PUBLIC SCHOOLS
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MASSACHUSETTS DEPARTMENT OF EDUCATION

COORDINATED PROGRAM REVIEW REPORT

ABINGTON PUBLIC SCHOOL OVERVIEW OF REVIEW PROCEDURES

As one part of its School and School District Accountability System, the Department of Education oversees local compliance with education requirements through the Coordinated Program Review System. For the 1999-2000 school year, the Department is incorporating for the first time targeted requirements of the Education Reform Act of 1993 in all District and charter school reviews. Additionally, all reviews will include selected requirements in Special Education (the federal Individuals with Disabilities Education Act (IDEA-97), state Chapter 71B (Chapter 766), and certain federal civil rights requirements under Title VI and Title IX, Section 504 of the Rehabilitation Act of 1973, together with related state requirements under M.G.L., Chapter 76, Section 5 (Chapter 622). Other monitoring activities in the areas of the state's Transitional Bilingual Education law (Chapter 71A), Title I, Safe and Drug-Free Schools and Community Act, the Perkins Vocational and Technical Act, and Nutrition Programs and Services are conducted in some Districts during these Coordinated Program Review procedures. The selected school Districts for 1999-2000 were notified in April 1999 of scheduled visits and were encouraged to implement self assessment activities prior to the arrival of the Department's visiting team.

Coordinated Program Review Elements

Team: Depending upon the size of a school district and the number of program areas to be reviewed, a team of approximately 2-8 Department staff members conducts a Coordinated Program Review over two to five days in a school district or charter school.

Scope: Seventy (70) school districts and charter schools are scheduled to receive visits in school year 1999-2000. All school districts and charter schools in the Commonwealth are monitored through the Department's Coordinated Program Review system on a five-year cycle with an additional mid-cycle followup visit. This five-year cycle is coordinated with the Department's District Performance Evaluation Process.

Content: The Program Review criteria encompass the required elements for the specific program areas. In the case of Special Education, the elements selected for the 1999-2000 reviews contain, at a minimum, those required by the federal Office for Special Education Programs (OSEP) and revised requirements included under IDEA-97 as described in the Department's Special Education Advisories issued during the 1997-99 school years. The Program Review compliance criteria selected in all of the regulated program areas are those that are most closely aligned with the goals of the Massachusetts Education Reform Act of 1993 which are intended to promote high standards and achievement for all students.

Report: The Department's report is based on a review of written documentation and data regarding the operation of the District's programs, together with information gathered through the following Department program review methods:

- Interviews of administrative, instructional and support staff across all grade levels;
- School Committee representatives, Parent Advisory Council (PAC) representatives, School Council representatives and other interviews as requested by persons from the

general public;

- Student record reviews in the program areas of Special Education, Transitional Bilingual Education, and Perkins Vocational Programs. A sample of student records is selected by the Department. Student records are examined first by local staff and then verified by the Onsite Team using standard Department student record review procedures in order to make determinations regarding the implementation of procedural and programmatic requirements. Parents of students who are selected for the record review are provided an opportunity to be interviewed or, if desired, to complete a written questionnaire;
- Classroom and Facilities Observation: A sample of instructional classrooms and school facilities used in the delivery of programs and services are visited to determine general levels of compliance with program requirements; and
- Collaborative Programs and Services: Where the District is a member of a collaborative approved by the Department of Education and the District serves as a site for any programs or services operated by the collaborative, a sample of interviews, student record reviews and classroom and facility observations are conducted.

Response: An Executive Summary and detailed findings for each program area describe determinations about the implementation status of each requirement (Criterion) reviewed. The findings also note those criteria the implementation of which the Team found to be commendable. For those criteria not found to be fully implemented, the local District or charter school must propose corrective actions to bring those areas into compliance with respective statutes or regulations. Districts are encouraged to incorporate the corrective action activities into their District and School Improvement Plans, including the District Professional Development Plan.

The Department of Education believes that the Coordinated Program Review process is a positive experience and that the Final Report should be seen by the general public as a helpful planning document for continuing development of programs and services in the school district or charter school.

REPORT INTRODUCTION

A five member Massachusetts Department of Education team visited the Abington School District during the week of October 25, 1999 to evaluate the implementation of selected criteria in the program areas of the Massachusetts Education Reform Act of 1993, Special Education, Civil Rights Methods of Administration (MOA), Title I and Safe and Drug Free Schools, The Team appreciated the opportunity to interview staff and parents, observe classroom facilities and to review the program efforts underway in the District. The Review Team would like to commend the following program areas that were brought to the attention of the Department and that the Team believes have a significant and positive impact on the delivery of educational services for students enrolled in the Abington School District. These areas are as follows:

- *The Abington Title I Program, an effective collaborative effort to provide meaningful enrichment, quality programs and services*
- *The Comprehensive Health Advisory Committee, an alliance forged between the community and the District to promote positive alternatives to community youth*
- *The Healthy Youth Initiative, a valuable partnership between school and the community designed to engage students in positive lifestyle changes*
- *The commitment of the Abington School District to provide a continuum of services designed to meet the needs of Special Education students in district-based programs*
- *The Abington Education Foundation, a coalition formed between the community and the District offering grants to individual teachers for innovative programs*

Some of the areas of commendation noted above are additionally stated within the body of the Department's report under the respective compliance criterion.

The Department is submitting the following Coordinated Program Review Report containing findings pursuant to this onsite visit study. This report was prepared as a result of the review of extensive written documentation and data regarding the operation of the District's programs, together with information gathered from the following Department program review methods:

- Interviews of six administrative staff;
- Interviews of twenty-five teaching and support services staff across all levels;
- Fifteen interviews of School Committee representatives, Parent Advisory Council (PAC) representatives, School Council representatives and other interviews as requested by persons from the general public;
- Student Record Reviews: A sample of twenty-two student records was selected by the Department. Student records were examined first by local staff and then verified by the onsite team using standard Department of Education student record review procedures in order to make determinations regarding the implementation of procedural and Programmatic requirements; and
- Classroom and Facilities Observation: A sample of eight instructional classrooms and school facilities used in the delivery of programs and services was visited to determine general levels of compliance with program requirements.

The report addresses findings for ten components listed in the Executive Summary on the following pages in each program area reviewed that are most directly related to the teaching and learning of students. The findings for each program area describe determinations by the Team about the implementation status or "Rating" for each criterion reviewed. The findings note those criteria which were found by the Team to be substantially "Implemented" or Implemented in a "Commendable" manner. (Refer to the "Definition of Terms For Ratings" section of the report.) For those criteria found to be either "Partially Implemented" or "Not Implemented," the District or charter school must propose to the Department corrective actions to bring those areas into compliance with the related statute or regulation. In some instances the Team may have found certain requirements to be fully "Implemented" and has made specific "Comment" on the District's implementation methods which also may require response from the District or charter school.

Districts are expected to incorporate the corrective action activities into their District and School Improvement Plans, including the District Professional Development Plan.

COORDINATED PROGRAM REVIEW REPORT

ABINGTON PUBLIC SCHOOL EXECUTIVE SUMMARY

The following information synthesizes the findings for specific program criteria included in the Coordinated Program Review as they respond to essential questions which the Department has formulated for each of the major component areas of the report. Note that a more detailed discussion of the Onsite Team's findings which are represented in this Executive Summary, together with the specific legal standards for each program area included in this review, follows this summary.

Component I: Assessment of Student Progress

The District has implemented an assessment system to ensure that students with disabilities are appropriately identified and serviced. State and local assessments are conducted, and students with disabilities participate in MCAS. Possible accommodations should be made clearer on the IEP Addendum, including a definitive correlation between testing accommodations and the learner profile. Building principals attend IEP TEAM Meetings and have the authority to commit the resources of the district.

Progress reports, sent to parents at least as often as regular education students receive grade cards, were specifically tied to the learner goals stated on the IEP.

Component II: Student Identification and Program Placement

Interviews and documentation support that the District has met procedural requirements regarding the screening of community three and four year olds, the development of student IEPs, and, with the exception of two specific students, a timely delivery of assistive technology to students whose IEPs require it.

At the time of the Coordinated Program Review, the District had a markedly low incidence of limited-English proficient students; although students are informally screened for English proficiency at the time of enrollment, a more formal process with an appropriate instrument is required.

The District makes liberal use of the community cable channel, building-level and district-wide newsletters, and community nights to disseminate program information.

Component III: Parental Involvement

Through the use of its World Language Department, community resources, and several multi-lingual staff persons, the District has ensured that parents are notified in their native language. Frequent contacts between the school and parents, multiple notifications through newsletter,

cable, and parent-teacher groups publicize school and community events assuring that parents have the opportunity to be active participants in the lives of their students.

Component IV: Curriculum and Instruction

The District’s alignment with the State Curriculum Frameworks ensures high learner expectations and standards. Special Education services begin, if necessary, with early intervention in pre-kindergarten and continue through graduation with appropriate community transition services. Class sizes and student-to-teacher ratios are within required limits.

The District is implementing an effective pre-referral process that has the support of administrators, staff, and parents. Many of the District personnel and a large majority of parents indicate that the pre-referral process prevents inappropriate referrals to special education. The full extent of the District’s curriculum and extra curricular activities are available to all students, including students with disabilities.

Component V: Student Support Services

The District has clear and appropriate procedures and policies in place to ensure that due process are provided to students who have violated the school’s code of conduct. A log of suspensions of special education students is maintained in the building principal’s office.

Students with disabilities have equal access to all aspects of school life, the district provides related services, where they are specified on IEPs. Abington’s procedure for notifying staff and students regarding civil rights grievance procedure is clearly identified in the teachers’ bargaining agreement, District publications, and student handbooks. The District staff is in-serviced yearly regarding sexual harassment, gender-bias, and race and religion equity. The District policy regarding discrimination of any kind is clearly published in District materials and displayed throughout the buildings.

Component VI: Faculty, Staff and Administration

The Abington Public School District staff hold current and appropriate certifications for areas relating to job performance. The policy of the District is to hire, whenever possible, persons who are professionally certified to perform paraprofessional responsibilities. Personnel policies and District procedures are free of discriminatory language and practices.

Component VII: School Facilities

Facilities servicing Special Education students are comparable to facilities servicing non-Special Education students. The location of building cafeterias, libraries, gymnasiums, and other common areas maximized the opportunity for the integration and socialization of Special

Education Students.

Component VIII: Program Plan and Evaluation

The District evaluates its Special Education policies and procedures on a regular basis to ensure compliance with state and federal requirements. Parents, through a variety of committees at both building and district levels, have several avenues for input regarding programmatic needs, implementation, and evaluation in the areas of Special Education, Title I, and Safe and Drug Free Schools.

The District regularly provides in-service to District staff and personnel with regard to Special Education law and regulations and federal civil rights law.

Component IX: Record Keeping

The District has appropriate procedures in place to maintain current records for all District students receiving Special Education, Title I, and Safe and Drug Free School Programs and/or services. The December 1 Report, which forms the basis for receipt of federal Special Education entitlement monies, ensures that an accurate and verifiable child count is taken yearly.

Component X: School Governance

The District has implemented a rigorous evaluation system for all teachers based on the principles of Research for Better Teaching. All evaluators are trained and updated yearly in the Saphier Evaluation Model. Clearly linked to the improvement goals identified by the District in its District Improvement Plan, the Abington School Committee has established performance standards for the evaluation of all administrators based on the Principles of Effective Administrative Leadership.

The District, with significant input from the community, has developed and is implementing a Vision 2000 Plan. School councils, present in all buildings, co-chaired by building principals, and representative of the student populations in specific buildings, are an integral part of school governance. Parents, administration, staff, and community representatives interviewed expressed that they felt very much a part of the decision making process of the District.

DEFINITION OF TERMS
FOR THE RATING OF EACH COMPLIANCE CRITERION

Commendable	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements.
Implemented	The requirement or criterion is substantially met.
Partially Implemented	The requirement, in one or several important aspects, is not entirely met.
Not Implemented	The requirement is totally or substantially not met.
Not Applicable	The requirement does not apply to the school district or charter school.
Not Rated	During the 1999-2000 monitoring cycle, Education Reform requirements have not been rated by the Department of Education.

CRITERION NUMBER	SPECIAL EDUCATION I. ASSESSMENT OF STUDENT PROGRESS
	Legal Standard
<p style="text-align: center;">SE 1</p>	<p>Assessments are appropriately selected and interpreted</p> <ol style="list-style-type: none"> 1. Tests and other evaluation materials are: <ol style="list-style-type: none"> a. validated b. administered and interpreted by trained individuals c. tailored to assess specific areas of educational need d. selected and administered to reflect aptitude and achievement levels e. as free as possible from cultural and linguistic bias f. provided in the student's native language or other mode of communication where feasible g. not the sole criterion for determining an appropriate educational program h. not only those designed to provide a single general intelligence quotient i. are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or the other factors the test purports to measure j. technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors. 2. In interpreting evaluation data and making decisions, the District: <ol style="list-style-type: none"> a. uses information from a variety of sources to gather relevant functional and developmental information, including information provided by the parent. b. ensures that information obtained from these sources is considered. c. ensures that the placement decision conforms with placement in the least restrictive environment. d. includes information related to enabling the student to be involved in and progress in the general curriculum or, for preschool children, to participate in appropriate activities. <p>State Regulations 320.1(a-i)</p> <p style="text-align: right;">Federal Requirements 20 U.S.C. Chapter 33, Section 1414(b)(2)</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
<p style="text-align: center;">SE 3</p>	<p>Transition</p> <p>a. For a student who is 14 years of age, the TEAM must consider the student’s course of study in relation to the student’s future goals and document this in the IEP.</p> <p>b. For a student who is 16 years of age, or younger if appropriate, the TEAM develops a Statement of Needed Transition Services that promotes movement of the student from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.</p> <p>c. The Statement of Needed Transition Services is based upon the student's needs, taking into account the student's preferences and interests and includes specially designed instruction, community experiences, the development of employment or other post-school adult living objectives, and, if appropriate, the acquisition of daily living skills and functional vocational evaluation.</p> <p>d. Beginning at least one year before the student reaches 18, the age of majority under Massachusetts state law, the student is informed of transfer of rights on reaching the age of majority.</p> <p>e. Where a student is graduating or turning age twenty-two and in need of continuing services, the appropriate transitional agency is notified and invited to participate in TEAM meetings at least two years before the anticipated date of exit.</p> <p>f. In cases where the IEP included needed transition services and a participating agency other than the school district fails to provide these services, the TEAM reconvenes to identify alternative strategies to meet the transition objectives.</p> <p>State Regulations 314.,335.4, 132.0 Chapter 688</p> <p style="text-align: right;">Federal Requirements IDEA-97</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
<p style="text-align: center;">SE 4</p>	<p>TEAM composition The following persons are members of the evaluation TEAM:</p> <p>a. A representative of the school district who acts as Chairperson and who is (1) qualified to supervise or provide special education; (2) is</p>

CRITERION NUMBER	
	<p style="text-align: center;">Legal Standard</p> <p>b. knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources of the District. A representative of the school district who has the authority to commit the resources of the District (and who may act as the Chairperson)</p> <p>c. A teacher who has recently had or currently has the student in a classroom or other teaching situation. If the student is involved or may be involved in a regular education program, a regular education teacher should be included as a TEAM member.</p> <p>d. The student, age fourteen and older, if he/she chooses</p> <p>e. The parent</p> <p>f. Other individuals at the request of the student's parents</p> <p>g. At least one teacher or specialist trained in the area of the student's suspected special needs</p> <p>h. The individuals who have conducted assessments as part of the evaluation (A registered nurse may represent a physician for the comprehensive health assessment)</p> <p>i. Other individuals who may be necessary to write an IEP for the child, as determined by the Administrator of Special Education</p> <p>j. When one purpose of the TEAM meeting is to discuss transition services, the student age sixteen, or younger, is a part of TEAM process. If the student does not attend the TEAM meeting, the school district ensures that the TEAM is informed of the student's interests and preferences</p> <p>k. When one purpose of the TEAM meeting is to discuss transition services, a representative of any public agency who may be responsible for providing or paying for transition services is invited to the TEAM meeting. If the representative(s) does not attend the meeting, the school district takes other steps to obtain the participation of these agencies.</p> <p>State Regulations 314.1-314.7</p> <p>Federal Requirements IDEA-97</p>
	<p>Rating: Implemented District Response Required: No</p>

Department of Education Findings: *Interviews and documentation indicate extensive communication with all parties regarding resources; building principals, in the absence of the Special Education Director, attend all Special Education meetings and have the authority to commit the resources of the District. Many of those interviewed and surveyed commented that the District is highly supportive of whatever it takes to engage the student in meaningful learning.*

CRITERION NUMBER	
	Legal Standard
	<p>information on the student’s progress toward the annual goals in the IEP, including information on the extent to which such progress is sufficient to enable the child to achieve the goals by the end of the year.</p> <p>State Regulations 335.1, 502.13</p> <p>Federal Requirements 20 U.S.C. Chapter 33, Section 1414(d)(1)(A)(viii)</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
SE 11	Legal Standard
	<p>Annual Review of student progress</p> <p>a. At least annually, on or before the anniversary date of the implementation of the IEP, a TEAM meeting (including the major service providers and the parent) is held to consider the student’s progress and to review, revise, or develop a new IEP or refer the student for a reevaluation, as appropriate.</p> <p>b. Within ten days of the meeting, the school district provides the required notice and seeks the consent of the parent for a reevaluation or a new or amended IEP.</p> <p>State Regulations 333.0, 333.1, 333.5, 333.6</p> <p>Federal Requirements IDEA-97</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	TITLE 1 I. ASSESSMENT OF STUDENT PROGRESS
	Legal Standard
TI 1	<p>MCAS testing has been used to measure the proficiency of students in the academic subjects which Massachusetts has adopted which includes challenging content and student performance standards.</p> <p>1111(b)(3)(D)</p>

CRITERION NUMBER	TITLE 1 I. ASSESSMENT OF STUDENT PROGRESS
	Legal Standard
	Rating: Commendable District Response Required: No

Department of Education Findings: *The Abington School District has both building-level and district-wide standing committees that report monthly to the School Committee; the School Committee uses MCAS and other state and local assessment results for planning, staffing, professional development offerings, and budgeting for the needs of all students, staff and district personnel.*

CRITERION NUMBER	
	Legal Standard
TI 2	In a Schoolwide Program all students are assessed in the selected grades during grade spans 3-5, 6-9, 10-12. 1114 (c)(1)(B)(I) ESEA,IASA
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 3	In Targeted Assistance Schools (schools with less than 50% poverty) either: 1. all Title I identified students who are being served, or 2. all students are assessed in at least one grade of each of the spans (3-5, 6-9, and 10-12.) 1115 (c)(1)(A) ESEA,IASA
	Rating: Not Applicable District Response Required: No

Department of Education Findings: *There are no schools within the Abington School District that qualify for the Targeted Assistance School threshold.*

CRITERION NUMBER	
	Legal Standard
TI 4	MCAS and other local assessment results are analyzed in FY'99 in at least mathematics and reading/language arts and are used to determine program needs of students most at risk.

CRITERION NUMBER	
	Legal Standard
	1111 (b)(3) ESEA, IASA
	Rating: Implemented District Response Required: No

COMPONENT II: STUDENT IDENTIFICATION AND PLACEMENT

The criteria in this component examine whether the district has followed procedures for student identification and placement into the program according to the criteria in regulations for the program areas listed below:

- Special Education (Report Issues # SE 13A-22)
- Civil Rights Methods of Administration (MOA)
 - (Report Issues # MOA 4, 5, 10-13)
 - Title I (Report Issues # TI 5-9)

CRITERION NUMBER	SPECIAL EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT	
	Legal Standard	
SE 13A	<p>Outreach by the School District The district has annual or more frequent outreach and continuous liaison with those groups below from which promotion or transfer of students in need of special education may be expected, or which would include students in need of special education:</p> <ul style="list-style-type: none"> a. professionals in community b. private nursery schools c. day care facilities d. group homes e. parent organizations f. clinical /health care agencies g. early intervention programs h. other public/private/parochial schools i. other agencies/organizations <p>State Regulations 304.7 304.8</p> <p>Federal Requirements 20 U.S.C. Chapter 33, Section 1412(a)(3)(A)</p>	
	Rating: Commendable	District Response Required: No

Department of Education Findings: *Interviews and documentation indicate that the District's Healthy Youth Initiative is a successful program that not only addresses the needs for Special Education students but also for all Abington School District students as well.*

Ensuring that the students of Abington Public School have the best possible support systems to achieve the goals of the Healthy Youth Initiative, among them increasing feelings of self-worth and value, staying drug and alcohol free, and making good choices, the District has created a team approach that includes substantial participation from local businesses, parent groups, law enforcement and clergy.

CRITERION NUMBER		
	Legal Standard	
SE 13B	<p>Screening</p> <p>a. The school district makes provision for annual registration, optional on the part of the parent, of all children of ages 3 and 4, including the following:</p> <ul style="list-style-type: none"> 1. parents are notified of the registration 2. parents are given information on purpose and availability of orientation sessions and screening for their children 	

CRITERION NUMBER	
	Legal Standard
	<p>3. parents are requested (not required) to submit a copy of the most recent physical and other relevant information</p> <p>4. information for parents is in their primary language</p> <p>5. interpreters are available at the time of registration;</p> <p>b. Screening instrument for three and four year olds is comparable in content to the kindergarten entry screening, is adapted as necessary to be appropriate, and is optional on the part of parents of such children;</p> <p>c. Screening instrument for kindergarten includes all required areas:</p> <ol style="list-style-type: none"> 1. developmental history 2. medical history (by physician) 3. vision 4. hearing 5. visual, auditory, and motor functioning 6. language functioning in English and in student's primary language when other than English; <p>d. Screening instrument is as free as possible from cultural and linguistic bias, and is provided in the student's native language or other mode of communication where feasible.</p> <p>e. Kindergarten screening is held no later than October 31 of each year;</p> <p>f. Provision is made for ongoing and periodic screening of all students;</p> <p>g. Parents are informed of the results of the screening and of the opportunity upon request of the parents to discuss those results with the appropriate personnel.</p> <p>State Regulations 306.0, 306.1(a-f), 320.1(e, f), 306.2, 307.0 308.0, 304.1, 304.1(a), (b), 203.0</p> <p style="text-align: right;">Federal Requirements IDEA-97</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
SE 14	<p>Services start by child's third birthday</p> <p>a. The school district accepts in a timely manner referrals from such persons and agencies, as stated in Criterion 11.3, in order to ensure that if a child is determined to need special education, the IEP is implemented by the date of the child's third birthday.</p> <p>b. The district implements procedures to ensure the effective transition of young children with disabilities from Early Intervention Programs through participation in transition planning conferences arranged by such programs.</p> <p>State Regulations Federal Requirements</p>

CRITERION NUMBER	
	Legal Standard
	304.7 304.8
	20 U.S.C. Chapter 33, Section 1412(a)(9)
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 15	<p>Students 16-21 informed of their program options The School district advises (in writing with a copy to parents) students age 16-21 who have left or are about to leave school without obtaining a high school diploma or its equivalent the following:</p> <ul style="list-style-type: none"> a. their attendance is voluntary b. their rights under these regulations c. all program options available to them. <p>State Regulations Federal Requirements 207.0-207.2</p>
	Rating: Implemented District Response Required: No

Department of Education Findings: *Interviews, student records, and policies indicate that the Abington School District informs students who have left or are about to leave school of their various program options, including an alternate high school program developed for students who are at-risk.*

CRITERION NUMBER	
	Legal Standard
SE 17	<p>TEAM develops the IEP containing required elements. The IEP may not be changed at a higher administrative level within the school district</p> <ul style="list-style-type: none"> a. If the TEAM determines that the student has a disability and requires special education and/or related services, based upon the evaluative data, the TEAM then develops at that meeting an IEP that includes the elements in the Massachusetts Mandated IEP Forms (IEP, IEP Amendment, Recommendation for Diagnostic Evaluation, Statement of Needed Transition Services--1994 versions and 1998 Addendum to the IEP). b. The school district ensures that each IEP TEAM has at least one person with authority to commit the resources of the district and that whatever services

CRITERION NUMBER			
	Legal Standard		
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Rating: Implemented	District Response Required: No		

CRITERION NUMBER			
	Legal Standard		
SE 22	<p>Specialized materials and assistive technology</p> <p>a. Specialized materials and equipment specified in IEPs are provided, are of good quality and are suitable for the role they play in the IEP.</p> <p>b. School district provides evidence that assistive technology is considered for each eligible student and, if necessary, described in the IEP and provided by the district.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 507.0</td> <td style="width: 50%;">Federal Requirements IDEA-97</td> </tr> </table>	State Regulations 507.0	Federal Requirements IDEA-97
State Regulations 507.0	Federal Requirements IDEA-97		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 50%;">District Response Required: No</td> </tr> </table>	Rating: Implemented	District Response Required: No
Rating: Implemented	District Response Required: No		

Department of Education Findings: *At least one interview with a parent and one interview with a teacher revealed that the District should have more stringent monitoring regarding appropriate levels of training for staff use of assistive technology.*

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION II. STUDENT IDENTIFICATION AND PLACEMENT		
	Legal Standard		
MOA 4	<p>Identification of limited English proficient students</p> <p>The district uses qualified staff and appropriate procedures and assessments to annually classify and evaluate students who are limited English proficient and who need special language assistance.</p> <p>Title VI; MGL, Ch.76, Section 5</p>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 50%;">District Response Required: No</td> </tr> </table>	Rating: Implemented	District Response Required: No
Rating: Implemented	District Response Required: No		

CRITERION	
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NUMBER	
	Legal Standard
MOA 5	Placement and program modification for limited English proficient students For students requiring special language assistance, the district makes necessary program modifications to effectively serve limited English proficient students. Title VI; MGL, Ch.76, Section 5
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
MOA 10	Access to a full range of education programs All students in grades 7-12, including linguistic and/or racial and ethnic minorities, males/females and students with disabilities, have access to the general education program and the full range of any occupational/vocational education programs offered by the district. Title II, Title VI, Title IX, S. 504, MGL, Ch.76, Section 5
	Rating: Implemented District Response Required: No

Department of Education Findings: *The Abington School District is fully accessible with the exception of one elementary classroom; at times when enrollment dictates, teachers and students are reassigned to handicapped accessible spaces.*

CRITERION NUMBER	
	Legal Standard
MOA 11	Placement of linguistic, racial minority and female/male students Placement patterns for linguistic and/or racial minority students and for females/males are consistent with placement patterns for majority students in special education and in district ability groupings and tracking; enrollment in honors courses such as math and science are inclusive of females and representatives from diverse ethnic and cultural groups. Title VI; Title IX; S. 504; MGL, Ch.76, Section 5
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
MOA 13	Availability of in-school programs for pregnant students Pregnant students are permitted to remain in regular education 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. Title IX
	Rating: Implemented District Response Required: No

CRITERION NUMBER	TITLE 1 II. STUDENT IDENTIFICATION AND PLACEMENT
	Legal Standard
TI 5	Targeted Assistance Schools: a description is available of the multiple criteria used to identify eligible students in grade 3 and above who are failing or most at-risk of failing to meet the high quality student performance and assessment standards required of all students. 200.63 (c)(3)(I) (Federal Register) CFR. 200.28 (Federal Register) CFR; 1115 (b)(1)(B) ESEA, IASA
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 6	Targeted Assistance Schools: identification of students is conducted in consultation with parents, administrators, and pupil services personnel. 1115 ESEA, IASA; 1112 (b)(6) ESEA, IASA
	Rating: Implemented District Response Required: No

Department of Education Findings: *The Abington School District, working with parents, administrators, and student personnel, has developed a comprehensive checklist system to identify students eligible for Title 1 services.*

	Legal Standard
TI 7	There is evidence that equal opportunity is being provided for participation of limited-English proficient and/or special populations. 200.63 (c)(3)(ii) (Federal Register) CFR
	Rating: Implemented District Response Required: No

Department of Education Findings: *The Abington School District has a very low incidence of limited- English proficient students; however, surveys, interviews, and documentation indicate that the Abington School District is providing equal opportunity for participation to its limited-English proficient and/or special needs population.*

CRITERION NUMBER	
	Legal Standard
TI 8	Targeted Assistance Schools: preschool through grade 2 students are selected based on teacher judgment, parental interviews and developmentally appropriate measures. 1115 (b)(B) ESEA,IASA
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 9	There is evidence that equal opportunity is being provided for participation of students with special education needs. 200.63 (c)(3)(ii) (Federal Register) CFR
	Rating: Implemented District Response Required: No

COMPONENT III: PARENTAL INVOLVEMENT

The criteria in this component examine whether the district has ensured that parents are notified, in the appropriate language, and are involved in decisions regarding their children's programs and services for the program areas listed below:

- Special Education (Report Issues # SE 23-32)
- Civil Rights Methods of Administration (MOA) (Report Issue # MOA 3)
 - Title I (Report Issues # TI 10-11B)
- Safe and Drug Free Schools (Report Issues # SDF 1-3)

CRITERION NUMBER	
	Legal Standard
	meeting at a mutually agreed upon time and place; and documents such efforts. If neither parent can attend, the district shall use other methods to ensure parent participation. State Regulations 321.1
	Federal Requirements IDEA-97
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 26	Content of TEAM meeting notice to parents The notice of any TEAM meeting states the purpose, time and location of the meeting as well as who will be in attendance. State Regulations 321.1
	Federal Requirements IDEA-97
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 27	Parent provided the IEP with notification of procedural safeguards and parents' rights Within 10 days of the TEAM meeting, the school district sends the parents the proposed IEP or a written explanation of the finding of no special needs, including a list of the meeting participants, an explanation of the results of the evaluation and the required parental notice of rights. State Regulations 324.0, 333.6
	Federal Requirements IDEA-97
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
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	Legal Standard
SE 28	<p>Communications are in English and primary language of home Communications are in both English and the primary language of the home if such primary language is other than English. Any interpreter used in fulfilling these requirements is fluent in the primary language of the home. If the parents or the student are unable to read in any language or are blind or deaf, communications required by these regulations are made orally in English with the use of a foreign language interpreter, in Braille, in sign language, via TTY, or in writing, whichever is appropriate, and that all such communications are documented.</p> <p>State Regulations 203.2, 203.3 300.9</p> <p>Federal Requirements IDEA-97</p>
	<p>Rating: Implemented District Response Required: No</p>

Department of Education Findings: *The Abington School District has a low incidence of ESL students; however, on the occasions that translations and/or tutors are necessary, the District utilizes its foreign language department, local resources, and various multi-lingual staff persons to assist in communications other than English. To date there have been several Portuguese and Arabic speaking students and parents who have been serviced in this way.*

CRITERION NUMBER	
	Legal Standard
SE 29	<p>Notice to parents Notice is provided to parents, and to the student if age eighteen or older, on the required occasions, including but not limited to:</p> <ol style="list-style-type: none"> a. proposal to conduct an initial evaluation, re-evaluation or emergency evaluation b. offer of a new or amended IEP c. finding of no special needs d. suspension or exclusion of a student with special needs for more than ten cumulative days in the school year e. any proposed change of placement f. consideration of transition services, including notice that the student will be invited and any agency that will be invited to send a representative g. termination of services, including graduation from high school before age twenty-two <p>State Regulations 317.1(a)</p> <p>Federal Requirements IDEA-97</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER			
	Legal Standard		
SE 30	<p>Elements of notice to parents The notice contains all required elements included the Massachusetts Parent’s Rights Brochure, including the Department’s October 1997 Supplement.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">State Regulations 317.2(a-m)</td> <td style="width: 50%; vertical-align: top;">Federal Requirements 20 U.S.C. Chapter 33, Section 1412(a)(10)(C); Section 1412(a)(17); Section 1412(m); Section 1415(d); Section 1415(b)(3); Section 1415(c)</td> </tr> </table>	State Regulations 317.2(a-m)	Federal Requirements 20 U.S.C. Chapter 33, Section 1412(a)(10)(C); Section 1412(a)(17); Section 1412(m); Section 1415(d); Section 1415(b)(3); Section 1415(c)
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	<p>Rating: Implemented District Response Required: No</p>		

CRITERION NUMBER			
	Legal Standard		
SE 32	<p>Written consent obtained before re-evaluation/subsequent placement Written parental consent is obtained before conducting a re-evaluation and before placing a student in a special education placement subsequent to the initial placement.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">State Regulations 208.1, ,334.1,</td> <td style="width: 50%; vertical-align: top;">Federal Requirements 333.5, 335.2, 320.4</td> </tr> </table>	State Regulations 208.1, ,334.1,	Federal Requirements 333.5, 335.2, 320.4
State Regulations 208.1, ,334.1,	Federal Requirements 333.5, 335.2, 320.4		
	<p>Rating: Implemented District Response Required: No</p>		

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION III. PARENTAL INVOLVEMENT
	Legal Standard
MOA 3	<p>General information and materials in languages other than English When persons with limited English language skills reside in the community, the following are published in language(s) other than English and disseminated to all relevant recipients: general announcements, counseling materials, notices of extracurricular activities, and information regarding school recruitment and promotional activities. Title VI; MGL, Ch.76, Section 5</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION III. PARENTAL INVOLVEMENT
	Legal Standard

CRITERION NUMBER	TITLE 1 III. PARENTAL INVOLVEMENT
	Legal Standard
TI 10	The program demonstrates evidence of having met the following Title I requirements: <ul style="list-style-type: none"> • plans/policies are developed to ensure parents are involved in program planning, implementation and review; • goals, objectives and time lines have been established for parent training sessions which reflect the need of parents to be trained in methods of program planning and building capacity for the effective involvement of parents; • parents are involved in School-Parent Compacts and annual assessment of the effectiveness of parent involvement; and • holding an annual Title I informational meeting for parents. 1118 (a)(2) ESEA,IASA
	Rating: Commendable District Response Required: No

Department of Education Findings: *The Abington School District, as evidenced by parent surveys, student records, documentation, and on-site observation, manages a successful Title 1 Program. Assessments reveal significant reading gains for Title 1 students; most entered the second-grade program with reading levels eighteen months behind their peers, and ended either at level with or closely behind their peers.*

CRITERION NUMBER	
	Legal Standard
TI 11	All policies and procedures regarding parental involvement are in writing and available and/or distributed to Title I parents in a language and form that is understandable. 1118 (a)(2) ESEA,IASA
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard

CRITERION NUMBER	
	Legal Standard
TI 11A	The district provides materials and training to Title I parents to enable them to improve their children’s achievement. 1113(e)(2)(A)(B) ESEA, IASA
	Rating: Commendable District Response Required: No

Department of Education Findings: *Title I parents surveyed commented on the dedication of the Abington School District to support Title I students and provide them with ample time and opportunity for learning. Throughout the year Title I parents are presented with numerous opportunities to interact with their students in a climate that is conducive to learning and self worth. Onsite observations noticed daily interaction with Title I parents and staff, mostly in the Early Childhood Center Library, a hub of activity.*

Among others, the District offers a “Make It and Take It” program that supplies various activities and learning projects for student to take home several times throughout the year. Parents surveyed and interviewed were particularly impressed with the District’s efforts to extend beyond the financial aspects of Title I monies and provide a warm, nurturing atmosphere that is conducive to personal growth and feelings of self worth.

It is evident through on-site observations, interviews, and documentation that the Title I program is assisting the district in providing an atmosphere rich in academic support.

CRITERION NUMBER	
	Legal Standard
TI 11B	Parents of Title I students have equal opportunity to be represented on local School Councils. Education Reform Act of 1993
	Rating: Commendable District Response Required: No

Department of Education Findings: *Parents of Title I students, as evidenced by surveys,*

documentation, and on-site observation, indicate a wealth of opportunity for participation in all aspects of school life. Parents of Title I students report that they are amply represented on school councils and provided with numerous opportunities for participation.

CRITERION NUMBER	SAFE AND DRUG FREE SCHOOLS III. PARENTAL INVOLVEMENT
	Legal Standard
SDF 1	The local education agency coordinates such agency’s programs and projects with community-wide efforts to achieve such agency’s goals for drug and violence prevention. [Title IV Sec. 4115 (b) (2) (D)]
	Rating: Commendable District Response Required: No

Department of Education Findings: *Surveys, interviews, and documentation indicate a firm commitment by the Abington School District to address both the district and community’s need for a drug free and safe environment.*

The Abington Education Foundation, a community based group, makes mini-grants available to District teachers. These mini –grants have served to heighten student awareness regarding issues that effect them: “The Yellow Dress,” a program that addresses dating violence, “Self Defense and Empowerment,” “Peer Leaders,” “Conflict Resolution,” and others.

The District’s Comprehensive School Health program interfaces with the South Shore Tobacco Control Program, The American Cancer Society, the Massachusetts Prevention Center, local law enforcement agencies, and clergy, attesting to the District’s efforts to educate students, staff, and district patrons in drug and alcohol awareness and violence prevention.

CRITERION NUMBER	SAFE AND DRUG FREE SCHOOLS III. PARENTAL INVOLVEMENT
	Legal Standard
SDF 2	The local education agency coordinates such agency’s programs and projects with other federal, state, and local programs for drug-abuse and violence prevention, including health programs. [Title IV Sec. 4115 (b) (2) (E)]
	Rating: Commendable District Response Required: No

Department of Education Findings: *The Abington School District participates in a locally funded DARE program; the District exhibits strong working ties with the South Shore Tobacco Control Program, a representative of which works with the district’s health teachers to supplement sections of the curriculum. The South Shore Tobacco Control Program also serves to train the District’s high school*

teachers in positive alternatives to out-of-school suspensions resulting from tobacco use. Students may also opt to attend smoking cessation support groups during detention time. The District has hosted a Gay and Lesbian Alliance program, and, as evidenced by surveys, interviews, documentation, and on-site observation presents a working model of tolerance for and appreciation of people of all creeds and beliefs.

District policies systematically promote problem solving and the peer mediation process.

CRITERION NUMBER	
	Legal Standard
SDF 2A	The local education agency coordinates such agency’s programs and projects with other federal, state, and local programs for drug-abuse and violence prevention, including health programs. [Title IV Sec. 4115 (b) (2) (E)]
	Rating: Commendable District Response Required: No

Department of Education Findings: *The extensive commitment and full measure of involvement between the District and the community is evidenced by the Comprehensive Health Advisory Committee and the Healthy Youth Initiative program.*

The diverse representation of community agencies, businesses, patrons, school personnel, local law enforcement and community clergy form an impressive unit of support for the District’s youth.

The South Shore Hospital has interfaced with the district’s elementary and junior high students to provide programs dealing with nutrition, exercise, and tobacco. The Abington Police and Fire Departments offers CPR to students enrolled in grades 10-12 as part of a Wellness I course..

CRITERION NUMBER	
	Legal Standard
SDF 2B	There is evidence of an ongoing role for the Advisory Council in program planning and implementation through a comprehensive set of activities.
	Rating: Commendable District Response Required: No

Department of Education Findings: *Surveys, interviews, and documentation corroborate the District’s employ of Advisory Councils across all levels. Advisory Councils, co-chaired by building principals and present in all buildings, both meet and report monthly to the Abington School Committee with updates and progress reports pertinent to their goals and objectives. Their role, in*

part, is to collect data, establish local goals and objectives, and design programs and strategies to make decisions that impact upon the district. Their presence, implicit in the District's Vision 2000 plan, is an integral part of both community and school life.

Designed to be works in perpetual motion interfacing and responding to the District's needs, the Advisory Councils are tasked with using data from state and local assessments to evaluate programmatic effectiveness and plan for future direction.

CRITERION NUMBER	
	Legal Standard
SDF 3	There are program activities implemented to promote the involvement of parents. [Title IV Sec. 4116 (a)(1)]
	Rating: Commendable District Response Required: No

COMPONENT IV: CURRICULUM AND INSTRUCTION

The criteria in this component examine whether the district holds all students to high expectations and standards and ensures that the program areas reviewed are designed to maximize student performance within regular education and are implemented according to specific regulatory requirements with respect to learning time, class size, staffing ratio, and age spans. The criteria also examine if the district has provided for coordination across the following program areas:

- Education Reform Act of 1993 (Report Issue # ER 14)
 - Special Education (Report Issues # SE 33A-43)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 15-16)
 - Title I (Report Issues # TI 12-14A)
- Safe and Drug Free Schools (Report Issue # SDF 4)



CRITERION NUMBER	EDUCATION REFORM IV. CURRICULUM AND INSTRUCTION
	Legal Standard
ER 14	Prior to the beginning of each year, every school committee shall establish school year schedules for each of the public schools under its supervision and control, based on the particular learning needs of students within each school. In determining the school year schedule for each school, the school committee shall be guided by the student learning time plan recommended by the school council for each school, and shall attempt to maximize high quality teaching, learning and professional development opportunities. (Chapter 69, section 1G and 603 CMR 27.03)
	Rating: Not Rated District Response Required: No

Department of Education Finding: *The Abington School District schedules a yearly calendar of at least 185 days at present with plans to increase teacher work days by at least one day in the 2000-2001 school year..*

Each year various committees, both at the building and district level, collect assessment data and use it, in part, to plan for the upcoming school year; in addition, the District makes excellent use of reported MCAS data for staffing, budget, and professional development opportunities.

	Legal Standard
ER 15	No later than the 1997-1998 school year, school districts shall ensure that every elementary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time and every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time. (Chapter 69, section 1G and 603 CMR 27.04)
	Rating: Not Rated District Response Required: No

Department of Education Finding: *The Abington District Committee plans for 900 hours of instruction time for elementary students and 990 hours of instruction for its middle and high school student; all students participate fully in 900 or 990 hours.*

CRITERION NUMBER	SPECIAL EDUCATION IV. CURRICULUM AND INSTRUCTION
SE 33A	Involvement in the general curriculum a. The district ensures that all students with disabilities have access to the general curriculum which is available to all other students and

CRITERION NUMBER	
	Legal Standard
	<p>b. Annually, the district develops a Plan for Services to eligible private school students which includes</p> <ul style="list-style-type: none"> - consultation with private school representatives - a determination of who will be served, what services will be provided, the location of the services and an evaluation plan for such services - services which provide individualized benefit to eligible private school students - services which are funded at least at a level where eligible private schools students receive a proportionate share of federal funds. <p>c. The district provides services as planned or at least to requirements of "proportionate share."</p> <p>d. Services are provided by qualified (i.e., appropriately certified) personnel in appropriate settings.</p> <p>State Regulations 205.0</p> <p style="text-align: right;">Federal Requirements 34 CFR 300.450-300.462</p>
	<p>Rating: Implemented</p> <p style="text-align: right;">District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
SE 36	<p>Responsibilities of the Principal: Pre-referral and referral</p> <p>a. Prior to referral of a student for an evaluation, the principal of the student's school ensures that all efforts have been made to meet such student's needs within the regular education program.</p> <p>b. The principal or designee determines whether pre-referral efforts or a referral for an evaluation should be made if:</p> <ol style="list-style-type: none"> 1. student is failing in 2 or more non-elective subjects 2. student fails to be promoted at the end of the year 3. student is suspended for more than 5 days in any quarter or excluded from school 4. student is absent without medical excuse for more than 15 days in any quarter 5. student, age 16-21, is planning to leave school without a high school diploma <p>State Regulations 309.0, 310.0, 310.1(a-e)</p> <p style="text-align: right;">Federal Requirements IDEA-97</p>
	<p>Rating: Implemented</p> <p style="text-align: right;">District Response Required: No</p>

CRITERION NUMBER			
	Legal Standard		
SE 37	<p>Components of the pre-referral Pre-referral efforts may include, but are not limited to, modification of the curriculum, teaching strategies, teaching environments, or materials; and use of support services, and building-based Teams.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">State Regulations 309.0</td> <td style="width: 50%;">Federal Requirements IDEA-97</td> </tr> </table>	State Regulations 309.0	Federal Requirements IDEA-97
State Regulations 309.0	Federal Requirements IDEA-97		
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Rating: Commendable</td> <td style="width: 50%;">District Response Required: No</td> </tr> </table>	Rating: Commendable	District Response Required: No
Rating: Commendable	District Response Required: No		

Department of Education Findings: *Student records, interviews, and documentation corroborate that pre-referral efforts are consistent from teacher to teacher and building to building; encompassing a myriad of strategies for specific learning modes, they are clearly documented and firmly adhered to.*

Parents report that they are supported through the pre-referral process with specific suggestions for at-home interventions and strategies to best affect their students' needs.

CRITERION NUMBER			
	Legal Standard		
SE 38	<p>Documentation of regular education pre-referral efforts All pre-referral efforts are documented in student records.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">State Regulations 309.0</td> <td style="width: 50%;">Federal Requirements</td> </tr> </table>	State Regulations 309.0	Federal Requirements
State Regulations 309.0	Federal Requirements		
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Rating: Commendable</td> <td style="width: 50%;">District Response Required: No</td> </tr> </table>	Rating: Commendable	District Response Required: No
Rating: Commendable	District Response Required: No		

Department of Education Findings: *Interviews and documentation support the District's commitment to the pre-referral process. The Coordinated Program Review Team found evidence that it is clearly understood and supported by staff, administration, and parents.*

Providing checklists, suggestions, and specific examples, the pre-referral process is articulated in writing and is well documented.

CRITERION NUMBER																	
	Legal Standard																
SE 39	<p>Student/teacher ratios for 502.2 and 502.3 prototype programs 502.2 and 502.3 prototype programs meet the following group size requirements:</p> <table border="1"> <thead> <tr> <th>Staffing Pattern</th> <th>Number of Students</th> <th>SPED Administrator approval</th> <th>DOE Approved waiver</th> </tr> </thead> <tbody> <tr> <td>1 Teacher</td> <td>8</td> <td>10</td> <td>12</td> </tr> <tr> <td>1 Teacher 1 Aide</td> <td>12</td> <td>14</td> <td>16</td> </tr> <tr> <td>1 Teacher 2 Aides</td> <td>16</td> <td>18</td> <td>20</td> </tr> </tbody> </table> <p>State Regulations 502.2(b), 502.3 Federal Requirements</p>	Staffing Pattern	Number of Students	SPED Administrator approval	DOE Approved waiver	1 Teacher	8	10	12	1 Teacher 1 Aide	12	14	16	1 Teacher 2 Aides	16	18	20
Staffing Pattern	Number of Students	SPED Administrator approval	DOE Approved waiver														
1 Teacher	8	10	12														
1 Teacher 1 Aide	12	14	16														
1 Teacher 2 Aides	16	18	20														
	<p>Rating: Implemented District Response Required: No</p>																

CRITERION NUMBER													
	Legal Standard												
SE 40	<p>Student/teacher ratios for 502.4 prototype programs 502.4 prototype programs meet the following class size requirements, which also apply when one or more students in this prototype are receiving special education with students from other prototypes:</p> <table border="1"> <thead> <tr> <th>Staffing Pattern</th> <th>Number of Students</th> <th>SPED Administrator approval</th> <th>DOE Approved waiver</th> </tr> </thead> <tbody> <tr> <td>1 Teacher</td> <td>8</td> <td>Not Allowed</td> <td>10</td> </tr> <tr> <td>1 Teacher 1 Aide</td> <td>12</td> <td>Not Allowed</td> <td>14</td> </tr> </tbody> </table> <p>State Regulations 502.4(b) Federal Requirements</p>	Staffing Pattern	Number of Students	SPED Administrator approval	DOE Approved waiver	1 Teacher	8	Not Allowed	10	1 Teacher 1 Aide	12	Not Allowed	14
Staffing Pattern	Number of Students	SPED Administrator approval	DOE Approved waiver										
1 Teacher	8	Not Allowed	10										
1 Teacher 1 Aide	12	Not Allowed	14										
	<p>Rating: Implemented District Response Required: No</p>												

CRITERION NUMBER	
	Legal Standard

CRITERION NUMBER	Legal Standard			
	1 Aide	15	Not Allowed	17
	c. <u>502.8(c) Separate center-based programs</u> Include more than 50% children with special needs			
	Staffing Pattern	Number of Students	SPED Administrator approval	DOE Approved waiver
	1 Teacher	6	Not Allowed	8
	1 Teacher 1 Aide	9	Not Allowed	11
	State Regulations 502.8(b), 502.8(c)		Federal Requirements	
	Rating: Implemented		District Response Required: No	

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION IV. CURRICULUM AND INSTRUCTION			
	Legal Standard			
MOA 15	Accessibility of extra curricular activities Extra curricular activities sponsored by the district are non-discriminatory in that:			
	a. the school provides equal opportunity for male and female students to participate in intramural and interscholastic sports			
	b. extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, color, religion, national origin, sexual orientation and disability.			
	Title II; Title IX ; S. 504; MGL, Ch.76, Section 5			
	Rating: Implemented		District Response Required: No	

Department of Education Findings: *Interviews, surveys, documentation, and on-site observations indicate that all students, regardless of race, color, religion, national origin, gender, and physical ability have equal access to all District programs and participation in athletic, extracurricular clubs, activities, and events.*

CRITERION NUMBER	Legal Standard			

CRITERION NUMBER	
	Legal Standard
MOA 16	<p>Promotional, recruitment, and employment practices of prospective employers of students The district ensures that promotional efforts and recruitment and employment practices and materials aimed at students, including career days, work study, cooperative work experience and apprenticeship training programs, are free of bias and discrimination by:</p> <ul style="list-style-type: none"> a. depicting students from both sexes and under represented groups in all b. pictorial representations c. making clear in written materials that all options are open to students regardless of race, color, sex, religion, national origin, sexual orientation or disability d. requiring employers recruiting at the school to sign a statement that they do not discriminate in hiring or employment practices <p>Title I, Title VI, Title IX, S. 504, MGL, Ch.76, Section 5</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	TITLE 1 IV. CURRICULUM AND INSTRUCTION
	Legal Standard
TI 12	<p>Title I services provided to students are designed to assist the students to meet the expectations and standards of the regular education curriculum and of the state curriculum frameworks. 1115 (c)(1)(D) (ii) ESEA,IASA; 1001 (a)(1); 1001 (d)(1) ESEA,IASA</p>
	<p>Rating: Commendable District Response Required: No</p>

Department of Education Findings: *Interviews and documentation provide strong evidence that Title I services are being used to assist students to meet the expectations and standards of both local and state Curriculum Frameworks.*

Interviews, documentation, and surveys indicate that the District plans and implements student learning time around the Curriculum Frameworks. Interviews revealed that the staff has a solid understanding of and a firm commitment to addressing the Frameworks in their classes everyday. While not mandated by district policy, most teachers reported aligning daily lesson plans to the state Frameworks.

CRITERION NUMBER	
	Legal Standard

CRITERION NUMBER	
	Legal Standard
TI 13	There is an established process for coordination and collaboration of Title I services with the instructional and assessment programs provided in regular education, special education, TBE/ESL, vocational education, early childhood (including Even Start and Head Start), and for the Homeless. 1112 (b)(4)(A-B); 1115 (c)(1)(E);1120(b)(a)ESEA,IASA
	Rating: Implemented District Response Required: No

Department of Education Findings: *The District uses assessment data compiled from the Gates McGinitie Reading Test, the Iowa, and local assessments to plan for services for Title I students serviced in special education, early childhood, and regular education.*

CRITERION NUMBER	
	Legal Standard
TI 14	Efforts are being made to minimize removing students from the regular classroom during school hours. Title I inclusion services are provided in a manner to accelerate learning and do not result in in-class pull-out models. 1115(c)(1)(D)(iii) ESEA,IASA
	Rating: Commendable District Response Required: No

Department of Education Findings: *Documentation, surveys, interviews, and observations all attest to the District's solid commitment to a full inclusion model; the tone of district-wide acceptance of the philosophy implicit in full inclusion is evidenced in the opportunity the District provides for Title I and regular education staff for common planning time and collaboration.*

CRITERION NUMBER	
	Legal Standard
TI 14A	The school district provides opportunities for Title I students to participate in extended day/week/year programs and activities which may be funded through the integration of district resources. 1115(c)(1)(D)(i) ESEA, IASA
	Rating: Commendable District Response Required: NO

Department of Education Findings: Documentation and on-site interviews found that the District provides opportunities, and at times, additional local funding, for Title 1 students and parents to participate in many opportunities of extended learning time.

Parents interviewed were particularly impressed with the “Make It and Take It” program, an event occurring several times throughout the year providing students and parents with a collection of educational activities and opportunity for development and growth. Both at building and district levels parents and district patrons are presented with numerous opportunities throughout the year to participate in school activities and programs. Clearly, the District values parent and community input.

CRITERION NUMBER	SAFE AND DRUG FREE SCHOOLS IV. CURRICULUM AND INSTRUCTION		
	Legal Standard		
SDF 4	Local SDFSCA activities (where applicable) are integrated with the following federal programs under IASA and Goals 2000: the Educate America Act: [Title IV Sec. 4115 (c) (2) (B) (iii)] 1.		
	Rating: Implemented	District Response Required:	No

Department of Education Findings: Interviews and documentation indicate that the Abington School District, in conjunction with local groups and organizations (see SDF 1), is committed to providing a safe, healthy environment for the youth of its district. School and community work together to establish goals, evaluate progress, and plan for the future. Evidenced in documentation and reiterated in interviews is clear linkage to Safe and Drug Free Schools goals for Title 1 and Special Education students.

COMPONENT V: STUDENT SUPPORT SERVICES

The criteria in this component examine whether the district has ensured that all students have equal opportunity and access to programs or services in the program areas listed below:

- Special Education (Report Issues # SE 45-50)
- Civil Rights Methods of Administration (MOA)
 - (Report Issues MOA 1, 2, 6, 8, 9, 17)
 - Title I (Report Issues # TI 15-18)

CRITERION NUMBER	SPECIAL EDUCATION V. STUDENT SUPPORT SERVICES	
	Legal Standard	
SE 45	IEP: Discipline Code The IEP indicates if the student is or is not expected to meet the regular discipline code and, if not, what modifications are required. State Regulations 322.11	Federal Requirements
	Rating: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
SE 46	Procedure for recording suspensions The district has a procedure to record the number and duration of suspensions, including any suspensions from any part of the student’s IEP program (including transportation). State Regulations	Federal Requirements IDEA-97
	Rating: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
SE 47	Procedures for suspension up to 10 days and after 10 days: General requirements a. All students, including students with disabilities, receive prior written notice regarding the school’s Code of Conduct. b. The school’s Code of Conduct includes required procedural safeguards such as opportunity for a hearing (per Goss v. Lopez). c. Any student may be suspended up to 10 days in any school year. d. After a student has been suspended for 10 days in any school year, during any subsequent removal the public school must provide sufficient services for the student to continue to receive a free and appropriate public education. e. The school must provide additional procedural safeguards for students with disabilities prior to any suspension beyond 10	

CRITERION NUMBER							
	Legal Standard						
	<p style="text-align: center;">consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year. (see SE 48)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">State Regulations</td> <td style="width: 50%; vertical-align: top;">Federal Requirements</td> </tr> <tr> <td></td> <td>20 U.S.C. Chapter 33, Section 1415(k)</td> </tr> <tr> <td></td> <td>34 CFR 300.519-300.529</td> </tr> </table>	State Regulations	Federal Requirements		20 U.S.C. Chapter 33, Section 1415(k)		34 CFR 300.519-300.529
State Regulations	Federal Requirements						
	20 U.S.C. Chapter 33, Section 1415(k)						
	34 CFR 300.519-300.529						
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 50%; text-align: right;">District Response Required: No</td> </tr> </table>	Rating: Implemented	District Response Required: No				
Rating: Implemented	District Response Required: No						

Department of Education Findings: *The District’s policy concerning a code of conduct, written and articulated across all levels, is distributed and sent home with all students. Codes of conduct are unmistakably addressed, and due process is clearly delineated.*

CRITERION NUMBER	
	Legal Standard
SE 48	<p>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</p> <p>a. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.</p> <p>b. Prior to a suspension that constitutes a change in placement of a student with disabilities, the TEAM convenes</p> <ol style="list-style-type: none"> 1. to develop or review a functional behavioral assessment of the student’s behavior and to develop or modify a behavior intervention plan; 2. to identify appropriate alternative educational setting(s); and 3. to determine the relationship between the disability and the behavior – “a manifestation decision”. (Is IEP appropriate? Is placement appropriate? If there was a behavior plan, was it implemented? Does student understand impact and consequences of his/her behavior? Can student control behavior?). <p>c. If the TEAM determines that the behavior is <u>NOT</u> a manifestation of the disability, then the district may suspend or expel the student consistent with policies applied to any student without disabilities, except that the district must still offer an appropriate education program to the student with disabilities which may be in some other setting.</p> <p>d. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the TEAM) for up to 45 days</p> <ol style="list-style-type: none"> 1. if the behavior involves weapons or illegal drugs or another

NUMBER		
	Legal Standard	
<p>SE 50</p>	<p>Related services For each student with special needs found to require related services, the School district provides or arranges for the provision of such services which include but are not limited to:</p> <ul style="list-style-type: none"> a. vocational, career and rehabilitation counseling b. school health services c. orientation and mobility services (peripatology) d. occupational therapy e. physical therapy f. speech and language therapy g. social and psychological services, limited to: <ul style="list-style-type: none"> <input type="checkbox"/> group sessions conducted within the public school, provided that such services provided to parents are directly related to the objectives in the IEP <input type="checkbox"/> individual consultation by school counseling staff <input type="checkbox"/> crisis intervention <input type="checkbox"/> individual counseling <input type="checkbox"/> consultation between school counseling staff and a regular education teacher h. audiology i. medical services for diagnostic and evaluative purposes provided by a licensed physician j. parent-child instruction k. transportation l. other services as recommended by the TEAM <p>State Regulations 127.0, 503.2(a)-(j)</p>	<p>Federal Requirements 20 U.S.C. Chapter 33, Section 1401(22)</p>
	<p>Rating: Implemented</p>	<p>District Response Required: No</p>

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION V. STUDENT SUPPORT SERVICES	
	Legal Standard	
<p>MOA 1</p>	<p>Notification of school district staff and the general public At the beginning of each school year, students, parents, employees, and the general public are:</p> <ul style="list-style-type: none"> a. notified that all programs, activities and employment opportunities are offered without regard to race, color, sex, religion, national origin, sexual orientation and disability b. given the name(s), address(es) and telephone number(s) of Title VI, Title IX and Section 504 coordinator(s) 	

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION V. STUDENT SUPPORT SERVICES
	Legal Standard
	Title VI; Title IX; S. 504; MGL, Ch.76, Section 5
	Rating: Implemented District Response Required: No
CRITERION NUMBER	
	Legal Standard
MOA 2	Publication of notices of non-discrimination Major publications for students, parents and employees contain notices of non-discrimination. Title VI; Title IX; S. 504; MGL, Ch.76, Section 5
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
MOA 6	Grievance procedures Written grievance procedures for students and for employees covering Title VI (race, national origin), Title IX (sex equity), and Section 504 (disability) have been adopted and published, and a grievance process is in place that provides prompt and equitable resolution. Title II, Title VI, Title IX, S. 504
	Rating: Implemented District Response Required: No

Department of Education Findings: *The District's grievance procedure is clearly defined in their teachers' contracts and handbooks; it is also well articulated at various in-services throughout the year.*

CRITERION NUMBER	
	Legal Standard
MOA 8	Availability of information to prospective occupational/vocational students All students in grades 7-9, including those in special education and English as a second language programs, receive counseling and information on the full range of general curricular and any occupational/vocational opportunities available to them.

CRITERION NUMBER	
	Legal Standard
	Title VI, Title IX, S. 504
	Rating: Implemented District Response Required: No

Department of Education Findings: *The Abington School District has a markedly low incidence of ESL students; however, when ESL students have entered the District, the in-house staff, students, the school's foreign language department, and community people translate whatever is necessary. All Special Education students receive counseling and information on the full range of general curricular and any occupational and/or vocational opportunities.*

CRITERION NUMBER	
	Legal Standard
MOA 9	<p>Counseling materials and activities free from bias and stereotypes To ensure that materials and activities are free from bias and stereotypes on the basis of race, color, sex, religion, national origin, sexual orientation or disability, all counselors:</p> <ol style="list-style-type: none"> encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills examine testing materials for bias and counteract any found bias when administering and interpreting test results communicate effectively with limited English-proficient and disabled students and facilitate their access to all programs and services offered by the district support students in non-traditional educational and occupational pursuits for their gender <p>Title II, Title VI; Title IX; S. 504; MGL, Ch.76, Section 5</p>
	Rating: Implemented District Response Required: No

Department of Education Findings: *The District informally screens new curricula purchases through one of its Advisory Committees; however, a formal curriculum committee should be established to develop written guidelines to examine new purchases for race, color, gender, religion, sexual orientation, and/or disability biases.*

CRITERION NUMBER	
	Legal Standard

CRITERION NUMBER	
	Legal Standard
MOA 17	<p>Non-discriminatory administration of scholarships, prizes and athletic awards Scholarships, prizes and athletic awards sponsored or administered by the district are free of restrictions based upon race, color, sex, religion, national origin, sexual orientation or disability with the following exceptions:</p> <ul style="list-style-type: none"> a. when making athletic awards to members of single sex teams, awards are in proportion to the number of students of each gender participating in interscholastic competition b. when accepting outside assistance (i.e. wills, trusts) for awards that would discriminate, the district provides an alternative source of funding to erase the discriminatory effect <p>Title VI; Title IX; S. 504; MGL, Ch.76, Section 5</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	TITLE 1 V. STUDENT SUPPORT SERVICES
	Legal Standard
TI 15	<p>The program design serves to supplement, not supplant:</p> <ul style="list-style-type: none"> a. regular education b. special education c. transitional bilingual education d. services for low incidence limited-English proficient students. <p>200.63 (Federal Register) CFR; 1115 (b)(2)(ii) ESEA, IASA</p>
	<p>Rating: Commendable District Response Required: No</p>

Department of Education Findings: *The District provides for common planning time between its Title 1 and regular education staff to ensure continuity of scope and sequence with the Curriculum Frameworks.*

The District also uses a co-teaching model, full inclusion, small teaching groups with the regular education classrooms, and instructional aides. To further ensure quality education, the Abington administrators have made a commitment to hire certified teachers to serve in the capacity of paraprofessionals whenever possible.

CRITERION NUMBER	
	Legal Standard

CRITERION NUMBER	
	Legal Standard
TI 16	Representatives from non-public school and/or Neglected or Delinquent (N or D) homes are consulted and informed about the availability of Title I services and the priority needs of their schools. 200.10 (a) (Federal Register) CFR
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 17	The Title I services provided in non-public schools and/or N or D homes are equitable to those provided in public schools and minimize the use of pull-out program models. 1120(a), 200.10 (a) (Federal Register) CFR; 200.11(b) (Federal Register) CFR
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 18	Additional student assistance is provided through teacher-parent conferences for any students not meeting the standards to discuss (a) what the school will do to help the student meet the standards; (b) what the family can do to help the student improve performance; and (c) additional assistance for the student at the school or elsewhere in the community. 1114(b)(1)(H)(iii)
	Rating: Commendable District Response Required: No

Department of Education Findings: *The District provides student assistance through after school tutorial help, homework clubs, and written suggestions and procedures for study skills that parents and students may work on together.*

The District uses a highly successful co-teaching model, instructional aides, small group (if needed), and Title I report cards that are aligned with standards found in the Curriculum Frameworks.

Securing additional funding for Title I students through the community participation of Walmart, the Abington Education Foundation, and other local businesses, Title I parents are highly involved in open forum meetings, have excellent representation on Advisory Councils, receive monthly newsletters, and are assured involvement through parent contracts.

COMPONENT VI: FACULTY, STAFF AND ADMINISTRATION

The criteria in this component examine whether the district has certified staff, provides supervision of aides and tutors, and provides ongoing professional development in the program areas listed below:

- Education Reform Act of 1993 (Report Issues # ER 1-8)
 - Special Education (Report Issues # SE 51-54)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 18-21)
 - Title I (Report Issues # TI 19-22)

CRITERION NUMBER	EDUCATION REFORM VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
ER 1	The Superintendent, by means of a comprehensive evaluation, shall ensure that the performance of all teachers, principals and administrators within the district are evaluated using principles of evaluation established by the Board of Education and by supplemental performance standards as the School Committee may require. (Chapter 71, Section 38 and 603 CMR 35.06)
	Rating: Not Rated District Response Required: No

Department of Education Findings: *In 1993, replacing an inadequate numerical scale that had little effect on job performance, the Abington School District, in conjunction with community representation, developed a comprehensive evaluation for all teachers, principals, and administrators.*

The evaluation process, presented in precise narrative form and clearly defined in the District's collective bargaining agreement, is used to facilitate staffing, identify areas of needed improvement, distinguish areas of effective teaching, and prescribe clinical observation (a supervisory piece with targeted areas of correction and possible remediation).

Building level principals evaluate teachers with professional status in their classrooms at least every other year; teachers with non-professional status are also evaluated yearly by building level principals, a department head may join the building level principal in observing both professional and non-professional status teachers. Building principals and assistant superintendents are evaluated yearly by the superintendent, who is then yearly evaluated by the School Committee. In the event a staff member's evaluation results in clinical observation, he or she may request a change of evaluators and the opportunity to respond to written comments.

Surveys, interviews, and extensive documentation corroborate that the evaluation process is perceived as equitable, supportive in nature, clearly defined, and highly effective.

CRITERION NUMBER	
	Legal Standard
ER 2	School committees shall establish performance standards for teachers upon the recommendation of the superintendent and in accordance with the process described in M.G.L. c.71, section 38. All performance standards established for teachers are consistent with and meet the Principles of Effective Teaching adopted by the Board of Education. (Chapter 71, section 38 and 603 CMR 35.04 & 35.07)
	Rating: Not Rated District Response Required: No

Department of Education Findings: *The Abington School District, in response to early initiatives regarding education reform, has developed and implemented a comprehensive, performance-based teacher evaluation process that is carefully aligned with the Principles of Effective Teaching. Teachers and evaluators are trained using Research for Better Teachers techniques.*

Among other things, the evaluation process examines the teacher and his or her specific examples of current curriculum alignment with the state Frameworks. The evaluation tool, clearly articulated and supported by staff, administration, Abington School Committee, and local community persons, addresses specific areas of effective planning, assessment of curriculum and instruction, and effective classroom management and instruction. The evaluation process clearly promotes high standards and expectations for student achievement; additionally, the performance-based evaluation tool promotes equity and an appreciation for cultural diversity.

Providing clearly delineated examples of areas of strength as well as weakness, the evaluation tool offers clear recommendations, and suggested opportunities for specific professional development targeted toward strengthening areas of defined weakness. Furthermore, the District offers both on or off site observation time with cooperative teachers, common planning time with mentor-level teachers, summertime professional development courses and opportunities, and reimbursement for continuing education.

Components of the evaluation process include a pre and post observation conference where the evaluator and the teacher work together to develop goals and objectives, a review of the teacher’s individual professional development plans and a summative narrative of the individual’s job performance and professional development participation. There is also a clinical observation component that details areas of weakness and possible remediation, including on and off site observations, mentoring, a change of evaluators, tuition reimbursement for additional courses, professional development opportunities, and a process for the teacher to reply in writing to the evaluator’s narrative.

At the time of the Department’s onsite visit, copies of several years of teacher evaluations were examined; it was clear that the process is being implemented uniformly and intended to provide a supportive link to increased job performance. The documentation provided was more than sufficient to allow the Department’s Coordinated Program Review Team to follow a number of examples in all ranges: in many cases much of the specific feedback resulted in measurable change in job performance.

CRITERION NUMBER	
	Legal Standard
ER 3	School committees shall establish performance standards for the evaluation of all administrators upon the recommendation of the superintendent. Performance standards for those administrators who are subject to collective bargaining shall be developed in accordance with M.G.L. c.150E. All performance standards established for administrators shall be consistent with and meet the Principles of Effective Administrative Leadership adopted by the Board of Education. (Chapter 71, section 38 and 603 CMR 35.04 & 35.07)
	Rating: Not Rated District Response Required: No

Department of Education Findings: The District's performance standards for its administrators are clearly identified and include components of effective educational and strong organizational leadership. Promoting equity, fulfillment of professional responsibilities, and appreciation for cultural diversity, the district's evaluation procedure for its administrators clearly defines areas of strength as well as weakness.

Furthermore, the District's tool for the evaluation of its administrators clearly identifies recommendations for any aspect of performance which needs improvement and offers specific opportunities for continued professional growth.

CRITERION NUMBER	
	Legal Standard
ER 4	The superintendent shall require the evaluation of administrators and teachers without professional teacher status every year and shall require the evaluation of teachers with professional teacher status at least once every two years. (Chapter 71, section 38 and 603 CMR 35.06)
	Rating: Not Rated District Response Required: No

Department of Education Findings: The District has established a two year cycle for conducting performance evaluations of teacher with professional status, and teachers without professional status are evaluated yearly. Principals and the assistant superintendents are evaluated yearly by the superintendent, and the superintendent is evaluated yearly by the school committee. The evaluation process, presented in precise narrative form and clearly defined in the District's collective bargaining agreement, is used to facilitate staffing, identify areas of needed improvement, distinguish areas of effective teaching, and prescribe clinical observation (a supervisory piece with targeted areas of correction and possible remediation).

CRITERION NUMBER	
	Legal Standard
ER 5	The school committee is responsible for insuring that adequate resources are available to evaluate all administrators and teachers without professional teacher status at least annually and to evaluate teachers with professional status at least once every two years and to assist teachers and administrators to improve their performance. (Chapter 71, section 38 and 603 CMR 35.06)
	Rating: Not Rated District Response Required: No

CRITERION NUMBER	
	Legal Standard

Department of Education Findings: A summary of staff evaluation results is reviewed annually by the school committee and the administration to develop staffing needs for the district. The results of teacher and administrator evaluations are used in the development of the district's professional development plan

The District, in response to documented and continued poor performance of professional staff and administrators, offers a number of opportunities for professional development, tuition reimbursement, mentoring, on-site or off-site observations, seminars, and workshops.

CRITERION NUMBER	
	Legal Standard
ER 6	The superintendent is responsible for ensuring that all evaluators have training in the principles of supervision and evaluation and have, or have available to them, expertise in the subject matter and/or areas to be evaluated. (Chapter 71, section 38 and 603 CMR 35.06)
	Rating: Not Rated District Response Required: No

Department of education Findings: *The District provides training in the principles of supervision and evaluation to all personnel who conduct evaluation procedures through RBT (Research for Better Teaching); all staff and/or administration conducting evaluations for the time are trained by RBT. Subsequent yearly, updated training is then conducted on a yearly basis, which is also done by RBT.*

The District uses building level principals and subject-area department heads to evaluate teachers and solicits input and feedback, which it uses to further support the process.

CRITERION NUMBER	
	Legal Standard
ER 7	The school district shall adopt and implement a professional development plan for all principals, teachers and other professional staff employed by the district, which is updated and revised annually. (Chapter 71, section 38Q)
	Rating: Not Rated District Response Required: No

every juncture, which has resulted in an atmosphere of mutual respect and high levels of parent and community support and involvement.

The quality of the school climate is characterized by the systemic belief that parents, students, district staff and personnel, and community form an educational team. Interviews with parents, staff, and students indicated that education in the District is viewed as a partnership. The District teachers form study groups with each other, and stipends are offered for work done in off hours, although common planning time and classroom visits are part of the process involved in co-teaching. An atmosphere of collegiality has resulted between teachers: at the middle school level, teachers have developed a model using grade-level teams; at the junior and high school levels, teachers team teaching in some areas.

The District determined through means of a study that more technology access was needed at the high school level, so the District's professional development plan included the addition of two computer labs, which were added this year.

The District has made effective classroom assessment practices the focus of its education plan for this year. A consultant from Teachers 21 has worked with administrators and department heads to develop an ongoing plan. Administrators will meet with building staff twice a year for building-level administrators to implement follow-up plans.

In addition to one day of professional development at the start of the year and one day at the school year's end, the District offers a combination of district-level workshops and seminars. All of its professional development opportunities (teaching to diverse learning styles, inclusion practices, classroom management, curriculum mapping, etc.) that are offered at the district level are open to all district employees. Often times, professional speakers make evening presentations, and the public is invited. Summer stipends are also offered for teachers who are developing units, programs, and/or working on goals identified in either the teacher's development plan or the district's professional development plan. Tuition reimbursement is also offered for both courses that teachers have elected to take for professional growth and/or areas of weakness that have been identified during the evaluation process.

Approximately 60 % of the professional development offerings are district-based need; approximately 25% of the professional development offered is determined by individual need, and approximately 15% of the professional development offered is building-based need.

The proportion of time allocated for mandatory versus elective professional development is close to a fifty-fifty percent split.

The District has approximately 99% of professional staff present at professional development opportunities that are offered on-site. Anything that is offered on-site is open to all employees of the district, resulting in a high percentage of attendance by paraprofessionals as well.

CRITERION NUMBER	SPECIAL EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
	Appropriate teacher certifications -- special education services

CRITERION NUMBER	SPECIAL EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION	
	Legal Standard	
SE 51	Individuals who provide direct special education services described under 503.2, or who supervise the provision of special education services by paraprofessionals, are appropriately certified or licensed. State Regulations 502.12(c)(i)	Federal Requirements IDEA-97
	Rating: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
SE 52	Appropriate certifications or other credentials – related services Any person, including non-educational personnel, who provides the related services described in Regulation 503.2, who supervises paraprofessionals in the provision of related services, or who provides support services directly to the regular or special classroom teacher is appropriately certified, licensed, board-registered or otherwise approved to provide such services by the relevant professional standards board or agency for the profession. If no such board exists, the Administrator of Special Education ensures the appropriateness of using non-educational personnel in each individual case. State Regulations 502.12(c)(ii), 502.12(c)(iii)(2)	Federal Requirements IDEA-97
	Rating: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
SE 53	Use of paraprofessionals a. Paraprofessionals and assistants (e.g., teacher aides, tutors and student teachers) are appropriately trained to assist in providing special education or related services. b. Persons employed as paraprofessionals and assistants are under the direct supervision of an appropriately certified or licensed professional.	Federal Requirements
	State Regulations	Federal Requirements

CRITERION NUMBER	
	Legal Standard
	502.12(c)(i) 20 U.S.C. Chapter 33, Section 1412(a)(15)
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 54	<p>Training topics Over a three year period, the required training topics are addressed for professional and paraprofessional staff:</p> <ul style="list-style-type: none"> a. special education requirements; b. local special education policies and procedures; c. confidentiality of student records; d. all other training topics indicated in Local Special Education Program Plan; e. instructional practices for students with diverse learning needs; and f. transportation <p>State Regulations Federal Requirements 20 U.S.C. Chapter 33, Section 1412(a)(15)</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
MOA 18	<p>School district employee recruitment activities The district's employee recruitment activities are aimed at reaching all groups, including bilingual/bicultural persons, females/males in nontraditional roles and persons with disabilities. When certain categories of employment show a disproportionate number of females/males, racial and ethnic group members or disabled persons, the district makes efforts to recruit for such positions members of the under represented groups. Title I, Title VI, Title IX, S. 504</p>
	Rating: Implemented District Response Required: No

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CRITERION NUMBER	
	Legal Standard
MOA 19	<p>Employment application and interview procedures Job application forms and interview questions conform to requirements regarding pre-employment inquiries of a candidate’s race, ethnicity, age, marital and parental status, national origin, physical attributes, religious background, health, health history and physical or mental condition. Title I, Title VI, Title IX, S. 504</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
MOA 20	<p>Non-discriminatory personnel policies and procedures District personnel policies and procedures are free of discrimination and bias in the following areas:</p> <ol style="list-style-type: none"> a. employee hiring, upgrading, award of tenure, demotion, return from layoff and retirement are the same for both sexes b. employee pay schedules and rates of other compensation for all job categories provide equal pay for equal work c. fringe benefits for all job categories such as medical, dental, insurance, leave (sick, personal, professional, parental, dependent care, bereavement) etc. are the same for all employees <p>Title I, Title VI, Title IX, S. 504</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
MOA 21	<p>Staff training regarding civil rights responsibilities New hires to the district are provided in-service training regarding civil rights responsibilities, and existing staff and administrators are provided periodic in-service training regarding civil rights responsibilities. Title VI, Title IX, S. 504</p>

CRITERION NUMBER	
	Legal Standard
	Rating: Implemented District Response Required: No

CRITERION NUMBER	TITLE 1 VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
TI 19	All professional staff providing Title I services are appropriately certified or hold current waivers for their job title and function. Chapter 71, 38G
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 20	Teacher aides work under the direct supervision and in close proximity of certified teachers who are employed in that capacity. 1119 (I)(1)(c) ESEA,IASA
	Rating: implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 21	Professional development activities: a. support instructional practices that are conducive to the high achievement and challenging content expectations of the state's education reform efforts (e.g., Curriculum Frameworks); and b. are provided to all of the district's instructional staff who serve Title I eligible students. 1119 (b)(1)(A) ESEA,IASA

CRITERION NUMBER	
	Legal Standard
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 22	Title I professional development activities are designed by principals, teachers, and other school staff to ensure that Title I students' needs are addressed. The district devotes sufficient resources to effectively carry out its responsibilities for professional development. 1119 (a)(2) ESEA, IASA; 1114(b)(1)(H)(i).
	Rating: Implemented District Response Required: No

<p>COMPONENT VII: SCHOOL FACILITIES</p>

The criteria in this component examine whether the district maintains facilities that are conducive to learning, facilitate integration, and provide equal access and opportunity for students to achieve in the program areas listed below:

- Special Education (Report Issues # SE 55-57)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 7 and 14)

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VII. SCHOOL FACILITIES
	Legal Standard
MOA 7	<p>Accessibility of district programs and services for students with limited physical mobility In at least one facility within the district, the district makes available and entirely accessible to students with disabilities all educational programs and services offered at each level (preschool, elementary and secondary). Title II of the Americans with Disabilities Act; S. 504; MGL, Ch. 71B; Individuals with Disability Act-Revisions of 1997, (IDEA-97)</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
MOA 14	<p>Comparability of facilities and programs Where the district provides separate facilities or programs for members of a specific group, facilities and programs are comparable to those offered other students in the district, including:</p> <ul style="list-style-type: none"> a. separate classes and facilities for disabled, limited English-proficient or pregnant students that are comparable to the facilities, programs, equipment and services offered other students in the district; b. changing rooms, showers and other facilities for students of one gender that are comparable in size, number and location to those provided students of the other gender. <p>Title II, Title VI, Title IX, S. 504, MGL, Ch. 76, Section 5</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	SPECIAL EDUCATION VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
SE 58	<p>Special education programs and services are evaluated</p> <ul style="list-style-type: none"> a. Special education programs, services and administrative areas are regularly evaluated. b. The school district's program evaluation plan includes methods for determining the effectiveness of programs in assisting students to

CRITERION NUMBER	SPECIAL EDUCATION VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
	<p>achieve the goals set forth in their IEPs in the least restrictive environment, describes how the school district uses information it gathers from annual IEP reviews to measure the effectiveness of special education programs, and identifies programs, services and administrative areas that need improvement or must be developed.</p> <p>State Regulations 506.0, 506.1, 506.3(a)</p> <p style="text-align: right;">Federal Requirements IDEA-97</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
MOA 22	<p>Curriculum review process The district has in place a regular review process to ensure that:</p> <ul style="list-style-type: none"> a. existing curriculum materials present fair perspectives of the culture, history, activities and contributions of persons and groups of different races, nationalities, sexes and colors b. all new purchases of curriculum materials present non-stereotyped and non-detrimental characterizations of under represented groups and both sexes <p>MGL, Ch.76, Section 5</p>
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings: *The majority of staff surveyed thought there might be some mechanism for this; however, it was not a clearly identified process.*

CRITERION NUMBER	
	Legal Standard
MOA 23	<p>Institutional self-evaluation The district has in place a comprehensive evaluation process to examine and remedy policies and programs that discriminate or limit educational access due to race, color, sex, religion, national origin, sexual orientation, or disability. Title VI; Title IX; S. 504; MGL, Ch.76, Section 5</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard

CRITERION NUMBER	TITLE 1 VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
TI 23	A needs assessment and data analysis is conducted annually to determine the types of programs and services to be provided to Title I students. Such assessment is conducted in consultation with school staff and parents. IASA 1115 (c)(2)(B); IASA 1114 (b)(1)(A)
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 23A	a. The Title I program is evaluated on at least an annual basis, and Title I program changes are implemented which reflect the recommendations of such program evaluation. b. The Title I School wide Plan is integrated into the school's Improvement Plan. IASA 1115 (c)(2)(B)
	Rating: Implemented District Response Required: No

CRITERION NUMBER	SAFE AND DRUG FREE SCHOOLS VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
SDF 5	Each recipient bases its programs on a thorough assessment of objective data about the drug and violence problems in the schools and communities served. Each SDFSCA grant recipient conducts a thorough assessment of the nature and

CRITERION NUMBER	SAFE AND DRUG FREE SCHOOLS VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
	extent of youth drug use and violence problems. [Title IV Sections 4111 – 4116, 20 U.S.C. 7111 – 7116]
	Rating: Implemented District Response Required: No

Department of Education Findings: Abington Public School students and students from St. Bridgit's, a private parochial school within the district, are surveyed to determine the levels of substance abuse and violence among students attending public and private schools participating in its drug and violence prevention programs. Included in the survey are students, parents, teachers, school staff, and community and advisory council members. Working in conjunction with the district are representatives from local law enforcement agencies, and health and hospital personnel.

Assessments, responsive to community and student needs are conducted annually and assist in shaping and revising future plans.

CRITERION NUMBER	
	Legal Standard
SDF 6	Each recipient, with the assistance of a local or regional advisory council, establishes a set of measurable goals and objectives and designs its programs to meet those goals and objectives. [Title IV Sections 4111 – 4116, 20 U.S.C. 7111 – 7116]
	Rating: Implemented District Response Required: No

Department of Education Findings: The design of the substance abuse and violence prevention program uses a thorough assessment of objective data gathered in relation to substance abuse and violent incidents surrounding District students.

The Abington Safe and Drug Free Advisory Council, comprised of both district and community representation, meets regularly and establishes measurable goals and objectives; its programs are designed to meet its goals and objectives.

CRITERION NUMBER	
	Legal Standard
	Each recipient designs and implements its programs for youth based on research or

CRITERION NUMBER	
	Legal Standard
SDF 7	evaluation that provides evidence that programs used actually prevent or reduce drug use, violence or disruptive behavior among youth. [Title IV Sections 4111 – 4116, 20 U.S.C. 7111 – 7116]
	Rating: Implemented District Response Required: No

Department of Education Findings: *The local SDFSCA program is highly responsive to the needs of the district. Information sheets, often included in parent newsletters, discuss specific issues related to substance abuse and violence prevention. Newsletters and information mailed home serve to heighten awareness of healthy alternatives and open dialogues between parents and students.*

Recently, in response to the identified need for a method for students to deal effectively with the death of a student or staff member, the district presented the “Good Grief” program. There is evidence that school and community have forged a strong partnership to identify issues and concerns and deal with them effectively through school councils, parent-teacher organizations, and the school improvement plan.

CRITERION NUMBER	
	Legal Standard
SDF 8	Each recipient evaluates its programs periodically to assess its progress toward achieving its goals and objectives, and uses its evaluation results to refine, improve and strengthen its programs, and to refine its goals and objectives as appropriate.
	Rating: Implemented District Response Required: No

COMPONENT IX: RECORD KEEPING

The criteria in this component examine whether the district maintains required records and documentation for the program areas listed below:

- Special Education (Report Issues # SE 59-60A)
 - Title I (Report Issues # TI 24-26A)
- Safe and Drug Free Schools (Report Issue # SDF 9)

CRITERION NUMBER	
	Legal Standard

CRITERION NUMBER	
	Legal Standard
TI 26	<p>a. The district has submitted the required reports: Local Title I Plan/Application and Performance and Achievement Report.</p> <p>b. LEA maintains appropriate Title I records in a central location or at each Title I school and keeps correspondence on file, including:</p> <p>a. documentation for identifying schools eligible for Title I services (Target Area Selection), and</p> <p>b. the form for determining school allocations</p> <p>c. allocating funds to schools forms are available</p> <p>d. rank order list and student selection criteria are available.</p> <p>ESEA 1116 (d)(1)(A), 1111(b)(2)(A)(ii), 11120A(c)(2)</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
TI 26A	<p>Federal Title I Entitlement Grant:</p> <p>a. The district’s Title I entitlement grant is designed by appropriate local administrators who are responsible for the implementation of the local Title I programs and services.</p> <p>b. Where necessary, appropriate local administrators amend the programmatic and budgetary sections of the grant according to procedures and timelines required by the Department of Education.</p> <p>c. Appropriate local administrators monitor the entitlement grant in an ongoing manner to ensure its full implementation as it has been approved by the Department of Education.</p> <p>d. The district has secured the approval of the Department of Education for all amendments prior to their implementation.</p>
	<p>Rating: Implemented DISTRICT RESPONSE REQUIRED: No</p>

CRITERION NUMBER	SAFE AND DRUG FREE SCHOOLS IX. RECORD KEEPING
	Legal Standard
SDF 9	Appropriate accounting and budget procedures are being implemented to insure that program expenditures are related to the purpose and intent of the Safe and Drug Free Schools and Communities Act. [(EDGAR 76.730 TO 734)]
	Rating: Implemented District Response Required: No

Department of Education Findings: Approved and current budget pages are on file in the Department of Education, including copies of submitted and approved AMI and RFI forms. Time distribution logs are maintained for all individuals employed with SDFSCA funds.

COMPONENT X: SCHOOL GOVERNANCE

The criteria in this component examine whether the district has implemented an effective system of leadership and oversight which fosters high standards and performance expectations for all students and staff consistent with the goals of the Education Reform Act of 1993.

- EDUCATION REFORM (Report Issues # ER 10-13)

CRITERION NUMBER	EDUCATION REFORM X. SCHOOL GOVERNANCE	
	Legal Standard	
ER 10	<p>School councils shall be established in every public elementary, secondary and independent vocational school. The principal shall have the responsibility for defining the composition and forming the school council in accordance with a representative process approved by the superintendent and the school committee. Parents shall have parity with professional personnel and councils should be broadly representative of the racial and ethnic diversity of the school building and community. School councils shall meet regularly with the principal of the school and consist of the following membership:</p> <ul style="list-style-type: none"> a. school principal, who shall co-chair the council, b. parents of students attending the school, c. teachers on the faculty of the school, d. other persons from such entities as municipal government, business and labor organizations, institutions of higher education, human service agencies or other interested groups, and e. a student in those schools containing grades 9-12. <p>(Chapter 71, section 59C)</p>	
	Rating: Not rated	District Response Required: No

Department of Education Findings: The Abington School Councils are trained yearly and meet monthly. All elementary and secondary schools within the district have a school council established through a representative process approved by the superintendent and the School Committee.

Membership is comprised of Special Education, Title I, and regular education parents who are joined by building faculty, as well as representatives from municipal, business and community groups; each building has its own principal, and each principal co-chairs the council. Student representation is also present for grades 9-12.

CRITERION NUMBER		
	Legal Standard	
ER 11	<p>The principal of each school, in consultation with the school council, shall identify the educational needs of the students attending the school, review the annual school budget and formulate a school improvement plan.</p> <p>(Chapter 71, section 59C)</p>	
	Rating: Not rated	District Response Required: No

Department of Education Findings: The Abington School Improvement Plan evidences a solid community and school partnership addressing educational goals, current and future school needs, improved student performance, impact of class size and student/teacher ratios, professional development for staff, parental involvement, school safety and discipline, and tolerance and respect.

School councils meet monthly at junior high and high school levels with building principals; each Spring, the school councils meet with the Abington School Committee to review the annual budget, assess status of yearly building-based and district-wide goals and develop a plan for the next school year. Some school councils representing the district’s elementary schools meet monthly, others quarterly, depending on building needs.

School councils review needs assessments, various test data, and surveys to formulate school improvement plans. Community, building, and parent representation are highly involved both in the process and implementation.

CRITERION NUMBER	
	Legal Standard
ER 12	Each school improvement plan shall be submitted to the school committee for review and approval every year. If the school improvement plan is not reviewed by the school committee within thirty days of the school committee’s receipt of the plan, then the plan is considered approved. (Chapter 71, section 59C)
	Rating: Not Rated District Response Required: No

Department of Education Finding: *Individual school improvement plans are developed after significant input from its school council; monthly meetings ensure goals and objectives are being met in a timely fashion. School councils work to develop school improvement plans that are submitted each Spring to the Abington School Committee for approval.*

CRITERION NUMBER	
	Legal Standard
ER 13	The superintendent of each school district shall publish the district’s policies pertaining to the conduct of teachers and students. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district. Further, in schools containing grades 9-12, the principal in consultation with the school council shall prepare and annually review a student handbook setting forth the rules pertaining to the conduct of students. (Chapter 71, section 37 H)

CRITERION NUMBER	
	Legal Standard
	Rating: Not Rated District Response Required: No

Department of Education Findings: The District's policies prohibiting the use of any tobacco product by students or school personnel within school facilities, grounds, or buses is clearly defined. Student handbooks delineate disciplinary hearings, policies and procedures assuring due process, standards and procedures for suspension and expulsion, policies and procedures relating to students with special needs, standards, policies and procedures assuring building security and safety, and disciplinary measures regarding the use of possession or use of illegal substances.

At the time of the Coordinated Program Review, administrators and staff interviewed expressed a solid understanding of the district's policies governing the disciplining of all students.

APPENDIX:
SCHOOL DISTRICT PROFILE INFORMATION

The information which is provided in this Appendix was drawn from data supplied by the school district. The Department's visiting team carefully reviewed this data as part of its planning for the onsite visit and in preparing this Coordinated Program Review Report. The information is periodically updated by the school district and is available in an evercurrent form on the Department's Internet web site at <www.doe.mass.edu>.

SCHOOL AND DISTRICT PROFILES

Definitions of Terms

School and District Profiles make important information about the Commonwealth's public schools available to all interested citizens. The array of information presented in the Profiles provides one snapshot of the educational picture in communities across the state. This information can be used in conjunction with firsthand observations and discussions by parents, educators, policy-makers, and any other interested parties to inform decision-making and ultimately improve the education of all Massachusetts students. The following is an explanation of information presented in the Profiles. All data are submitted by schools and districts to the Department of Education. Data that are collected at the district level only are not included in the School Profiles, and are indicated below with an asterisk.

GENERAL INFORMATION

Grades/Schools*: indicates the number and grade range of elementary, middle/junior high and high schools in the district, as well as the total number of schools in the district and the grade range of the school system. An elementary range beginning with "N" indicates the district has pre-kindergarten. A high school range ending in "13" or "14" indicates the district has a post-graduate program.

Programs*:

- **Inter-district Choice:** indicates whether students from other districts may enroll in the district through the state school choice program, which is voluntary and on a space-available basis.
- **Intra-district Choice:** indicates whether the district has a school choice program within the school district for students who live in the district.
- **Early Childhood Education:** indicates whether the district provides no-cost early childhood (preschool) education to three and/or four year-old children.
- **Kindergarten Starting Age:** indicates the age as of a particular date at which children are eligible to begin kindergarten.
- **Vocational Education:** indicates whether the district operates a Chapter 74 approved vocational education program.
- **Transitional Bilingual Education (TBE):** indicates whether the district operates a TBE program. Under Massachusetts law, a district must provide a TBE program in a particular language if there are 20 or more limited English proficient students in that particular language group enrolled in the district. Limited English proficient students are students whose first language is not English and who cannot perform ordinary classwork in English.
- **METCO:** indicates whether the district participates in the state METCO program, which promotes voluntary desegregation by enrolling minority students from Boston and Springfield in suburban schools.

Member(s) of Regional District(s)*: for local school districts, indicates the name(s) of any academic and/or vocational regional district(s) of which the local school district is a member. For regional school districts, indicates the names of member local school districts. A regional school district provides educational services to more than one town.

Technology: indicates the number of students for every one computer and the percent of classrooms with Internet access. Data are 1998-99 data; "DNR" appears for schools and districts which did not yet report data.

STUDENT TEST RESULTS

Massachusetts Comprehensive Assessment System (MCAS): The Massachusetts Comprehensive Assessment System is the Commonwealth's new statewide assessment program for public schools. MCAS measures the performance of students, schools and districts on the academic learning standards contained in the Massachusetts *Curriculum Frameworks*. In May 1998, students in grades four, eight and ten took the MCAS tests in English Language Arts, Mathematics, and Science and Technology. The May 1999 scores are also provided here.

When interpreting the MCAS results and making comparisons between schools and districts, it is important to recall that a single year's test results provide limited information about overall performance. This is particularly true of test results from the first administration of a new testing program. Test results are most meaningful when compared with other indicators and when examined over several years to establish long-term trends. Furthermore, at the time the 1998 tests were administered, many schools were still in the process of aligning their curriculum, instruction and assessment practices with the state's new learning standards. For these reasons, results from this first MCAS administration should be interpreted as a baseline against which improvement in the future will be measured.

Results on the MCAS tests are reported as the percentage of students attaining each performance level for each subject area and grade tested. Results are shown for all students and are also disaggregated by student group. The performance levels describe student performance in relation to the state standards. There are four performance levels: *Advanced, Proficient, Needs Improvement, and Failing*. Students' performance level classification is based on their total scaled score for each test completed. The scaled score range is 200-280. Students who were absent during the testing period received a minimum score of 200 for each content area test not attempted; this score is counted in computing average scores for schools and districts. Percentages may not add to 100 due to rounding.

To ensure the confidentiality of individual student results, performance data (performance level percentages and scaled score) are not reported for a particular student population/grade/subject if the number of students tested plus the number of students absent is fewer than 10. Results for schools and districts which do not have one or more of the grades tested are shown as "NA" for those grades. For additional information, please refer to the *Report of 1998 Statewide Results: The Massachusetts Comprehensive Assessment System (MCAS)* and *The Massachusetts Comprehensive Assessment System: Guide to Interpreting the 1998 MCAS School and District Reports*. These reports are available on the Internet at the Department of Education's web site at www.doe.mass.edu/mcas.

Iowa Grade 3 Reading Test: indicates the percent of third-graders at each performance level on the reading comprehension section of the test, from Spring 1999. Results are not included for schools or districts for which fewer than six students participated.

SAT: indicates the average scores on the math and verbal sections of the SAT I, administered by the College Board, and the percentage of students taking the test, for the classes of 1995 and 1999. All data are for public school students only. Results are not included for schools or districts for which fewer than 10 students participated. For students who took the SAT I more than once, their latest score is used by the College Board in determining school and district average scores. Beginning with 1996 scores, the College Board recentered the score scale of the SAT I to reestablish the original mean score of 500. The 1995 scores shown in the Profiles have been recentered to be comparable to the 1999 scores. All data were obtained from the College Board.

Advanced Placement: indicates the number of exams taken, the number and percent of exams that scored 3 or higher (possible score range is from 1 to 5), and the number and percentage of students in the class of 1997 who participated (students may take more than one exam). Data are included for all AP exams taken by any students in the class of 1997 who took an AP exam in their senior year. District and statewide data are for public school students, and national data are for public and non-public school students. Results are not included for schools or districts for which fewer than 10 students participated.

ENROLLMENT AND STAFF

Enrollment by Grade: indicates the enrollment for grades kindergarten through 12 for the 1994-95 and 1998-99 school years.

Race/Ethnicity: indicates the percent of enrollment by race/ethnicity for the 1998-99 school year. The reporting categories are those used by the U.S. Bureau of the Census.

Selected Populations: indicates the percent of enrollment represented by students in special education programs*, students who are limited English proficient, and students eligible to receive free or reduced price lunch*. Data are for the 1998-99 school year.

Children Attending Public Schools*: indicates the percent of school-age children in a city or town attending public schools, for the 1994-95 and 1997-98 school years.

Staff (FTE)*: indicates the number of students per teacher for the 1998-99 school year. This figure is calculated by dividing the regular education instructional staff by the total student enrollment. The staff figure is in full-time equivalents (FTE), and the student figure is a headcount. The number of students per teacher reported here does not represent average class size and is usually lower than that found in most typical classes.

FINANCE

Per Pupil Expenditures*: are calculated by dividing a district's operating costs by its average pupil membership. Operating costs include expenditures for administration, instruction, pupil services, transportation, plant maintenance, and fixed charges. These costs do not include capital outlay and long-term interest on school debt. Average pupil membership includes students who receive services in the district's schools, as well as students receiving home or hospital instruction. Data for regular education, special education, bilingual education and vocational education students are provided in addition to the total for all day programs, for the 1993-94 and 1997-98 school years.

Teacher Salary*: indicates the minimum and maximum teacher salaries available, for the 1994-95 and 1998-99 school years.

Foundation Budget Spending Comparison*: The education reform act established a foundation budget for each school district. This budget represents the minimum level of spending needed to provide an adequate education for the district's students. The foundation budget is made up of 19

separate categories. The chart shows the district's actual spending in each category for the 1997-98 school year as a percentage of the district's foundation budget. If the percentage exceeds 100%, the district spent more in the category than suggested by the foundation budget. If the percentage is less than 100%, the district spent less. Significant variations between local spending and the foundation budget, or between local spending and the statewide averages, should be reviewed closely. In some cases, the differences may be due to unique circumstances and needs within the district. In other cases, the differences may suggest potential areas for review and improvement.

OTHER DATA

Annual Dropout Rate: indicates the percentage of students in grades 9-12 who dropped out of school between July 1, 1997, and June 30, 1998, and who did not return to school by October 1, 1998. The rate for 1994-95 is also provided. Dropouts are defined as students who leave school prior to graduation for reasons other than transfer to another school.

Attendance Rate: indicates the average percentage of enrolled students present in school for the 1997-98 school year.

Student Exclusions: indicates the number of student exclusions that occurred during the 1997-98 school year. An exclusion is defined as the removal of a student for disciplinary purposes permanently, indefinitely or for more than ten consecutive school days.

Plans of High School Graduates: indicates the post-graduate intentions of students in the Class of 1998.

* District level data only.

REPORT 1:
EDUCATION REFORM, SPECIAL EDUCATION , MOA, TITLE I, SAFE AND DRUG FREE
SCHOOLS

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