



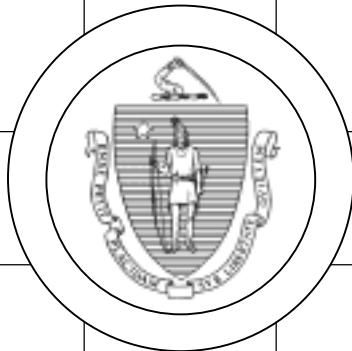
AMHERST PUBLIC SCHOOLS

**COORDINATED PROGRAM REVIEW
REPORT OF FINDINGS**

Dates of Onsite Visit: May 1-5, 10, 2000
Date of Draft Report: September 20, 2000
Due Date for Comments: October 10, 2000
Date of Final Report: January 2, 2001
Action Plan Due: February 13, 2001

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**MASSACHUSETTS DEPARTMENT OF EDUCATION
COORDINATED PROGRAM REVIEW**

Amherst Public Schools

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MASSACHUSETTS DEPARTMENT OF EDUCATION

COORDINATED PROGRAM REVIEW REPORT

Amherst Public Schools

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 selected 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 four-member Massachusetts Department of Education team visited Amherst Public Schools during the week of May 1 to evaluate the implementation of selected criteria in the program areas of Special Education, Civil Rights Methods of Administration (MOA), Title I and Transitional Bilingual Education (TBE). 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 Amherst Public Schools. These areas are as follows:

- *The preschool inclusion model--this model delivers all related services in class rather than pulling children out of class for those services. All preschool staff, including paraprofessionals, share responsibilities and have input into the curriculum. All preschool programs have been relocated into one preschool center.*
- *The BAMS program (Becoming a Multi-Cultural School System)—this training re multi-cultural diversity is mandated for all employees.*
- *Multi-cultural fairs--held in each school.*
- *The Mediation Program at Wildwood School—students in grades 3 through 5 participate in an intensive three-day mediation skills training program, as well as an annual Mediation Conference.*
- *Assistive Technology Evaluation Center—located at Wildwood School, the Center is designed to serve all students with disabilities in Amherst Public Schools ,whatever the nature of the disability.*
- *The Community Partnership Program—provides outreach from the Amherst Public Schools to the town's early childhood centers and family day care providers.*
- *Multiple specialists to assist staff in the delivery of special education services—a full-time teacher of the deaf on staff; a neuropsychologist, a psychiatrist, and multiple autism consultants available to assist staff in the diagnosis of students and educational planning for them.*
- *Paraprofessional training—monthly training sessions for new and veteran paraprofessionals.*

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 twelve (12) administrative staff;
- Interviews of thirty-three (33) teaching and support services staff across all levels;
- Interviews of six (6) 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 forty (40) 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 twenty (20) 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

Amherst Public Schools

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

Has the District implemented an assessment system that uses appropriate instruments, conducted according to the specified timelines and covering the appropriate content areas to determine instructional needs of students?

The district has appropriate assessment procedures in place to ensure that students with disabilities are appropriately identified. Required assessments are conducted, and students with disabilities and TBE students participate in MCAS. MCAS results are used by Title I staff to determine program needs and proficiency of students. TBE annual assessments are properly used to make student placement determinations.

Component II: Student Identification and Program Placement

Has the District followed procedures for student identification and placement into the program according to the criteria specified in regulations?

The district follows procedures for student identification and placement into appropriate programs in accordance with regulatory requirements for the areas of special education, civil rights, Title I, and TBE. Students with disabilities are placed in the least restrictive environment and have full access to the array of district programs. Title I and limited English proficient students are appropriately evaluated and provided the necessary instructional programs. All students, regardless of race, gender, language group, have full access to the range of district programs.

Component III: Parental Involvement

Has the District ensured that parents are notified, in the appropriate language, and are involved in decisions regarding their children's programs and services?

The district ensures that parents are involved in decisions regarding their children's programs and services. The district complies with all notification requirements of the special education regulations (603 CMR 28). The onsite team found evidence that parents of Title I and TBE students are similarly involved in their children's programs and services, although school-parent compacts have not been developed for the Title I program. Notifications to parents whose primary language is not English are provided through translations and interpreters. Not all general announcements and materials, however, are translated into the three languages spoken by the students served in the district's TBE programs.

Component IV: Curriculum and Instruction

Does the District hold all students to high expectations and standards and ensure that programs are designed to maximize student performance within regular education and are implemented according to the specific regulatory requirements with respect to learning time, class size, staffing ratio, and age spans? Has the District provided for coordination across program areas?

The district holds all students to high expectations and standards, and ensures that programs are designed to maximize student performance within Title I, TBE, regular, and special education and are implemented according to the specific regulatory requirements with respect to learning time, class size, staffing ratios, and age spans. A continuum of services is available to meet the needs of students with disabilities. Extracurricular activities are free of bias and non-discriminatory. The district provides for coordination of services across the Title I, TBE, regular education, and special education programs.

Component V: Student Support Services

Has the District ensured that all students have equal opportunity and access to programs or services?

Students in Title I, TBE, and special education have equal opportunity and have equal access to all programs and services, with the exception of TBE students at Crocker Farm School, where counseling and remedial services are not provided in their native languages. Programs and activities are offered to all students, including members of special populations, in a non-discriminatory manner. The district has appropriate procedures and safeguards in place to ensure that due process is provided in all disciplinary actions, including accurate record keeping for such incidents.

Component VI: Faculty, Staff and Administration

Does the District maintain certified staff in the specific program areas, provide supervision of aides and tutors, and provide ongoing professional development?

The district's staff are appropriately credentialed and certified in their areas of responsibility in special education, Title I, and TBE. Personnel policies and procedures with regard to staff recruitment, job application, and hiring are non-discriminatory. Ongoing professional development is provided to all staff in a comprehensive manner and includes special education, Title I, TBE, and civil rights training.

Component VII: School Facilities

Does the District maintain facilities that are conducive to learning, facilitate integration, and provide equal access and opportunity for students to achieve?

With the exception of classroom space for special populations in the portable units at Crocker Farm School, classrooms for special populations throughout the district are comparable to those used for other students and are maintained in a manner conducive to learning and integration. Equal access to all school programs is afforded all students.

Component VIII: Program Plan and Evaluation

Does the District have written program plans that are evaluated according to specific regulatory requirements? Do parents have opportunities for input on needs, program implementation, evaluation, and improvement?

The district regularly evaluates its special education, Title I, and TBE programs to ensure

effectiveness and compliance with regulatory requirements. Parents have input into this evaluation process. A Title I needs assessment, however, has not been conducted annually in each Title I school. The district has an evaluation process in place to review policies and procedures, as well as curricular materials, to ensure that they are free from bias and non-discriminatory.

Component IX: Record keeping

Does the District maintain required records and documentation for each specific program area?

The district has appropriate procedures to maintain records and documentation for the special education, Title I, and TBE programs. With the exception of the lack of a rank order list of Title I students, these procedures were found to be in compliance with regulatory requirements. The district provided evidence that it maintains an ever-current register that it uses for the annual December 1 child count report, which is the basis for receipt of federal special education and entitlement monies.

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.

COMPONENT I: ASSESSMENT OF STUDENT PROGRESS

The criteria in this component examine whether the District has implemented an assessment system that uses appropriate instruments, conducted according to the specified timelines and covering the appropriate content areas to determine instructional needs of students for the program areas listed below:

- Special Education (Report Issues # SE 1- SE 11)
 - Title I (Report Issues # TI 1-4)
- Transitional Bilingual Education (Report Issues # 1-2A)

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: Not Applicable District Response Required: No</p>

Department of Education Findings: *The district is a preschool-grade 6 system.*

CRITERION NUMBER			
	Legal Standard		
<p>SE 4</p>	<p>TEAM composition The following persons are members of the evaluation TEAM:</p> <ul style="list-style-type: none"> a. A representative of the school district who acts as Chairperson and who is (1) qualified to supervise or provide special education; (2) is knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources of the District. b. A representative of the school district who has the authority to commit the resources of the District (and who may act as the Chairperson) 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. d. The student, age fourteen and older, if he/she chooses e. The parent f. Other individuals at the request of the student's parents g. At least one teacher or specialist trained in the area of the student's suspected special needs h. The individuals who have conducted assessments as part of the evaluation (A registered nurse may represent a physician for the comprehensive health assessment) i. Other individuals who may be necessary to write an IEP for the child, as determined by the Administrator of Special Education 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 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>State Regulations 314.1-314.7</p>	<p>Federal Requirements IDEA-97</p>	
	<p>Rating: Implemented</p>	<p>District Response Required:</p>	<p>No</p>

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: Implemented District Response Required: No

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: Not Applicable District Response Required: No

Department of Education Findings: *No schools in Amherst are eligible for a Schoolwide Program.*

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: Implemented District Response Required: No

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. 1111 (b)(3) ESEA,IASA
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard

CRITERION NUMBER	TRANSITIONAL BILINGUAL EDUCATION I. ASSESSMENT OF STUDENT PROGRESS	
	Legal Standard	
TBE 1	Pupil's progress reports and report cards are: a) sent to parents or guardians of students enrolled in Transitional Bilingual Education program in the same manner and frequency as progress reports and reports cards are sent to parents or guardians of other students enrolled in the school district; and b) written in English and the native language of the parents or guardians of the student. 603 CMR 14.03(2)	
	Rating: Implemented	District Response Required: No

Department of Education Findings: *Qualified persons are used by the district to ensure accurate language translation is provided to parents. The district holds parent conferences and conducts home visits, with interpreters when necessary, to ensure parents clearly understand the academic progress of their children in the TBE program and the general curriculum.*

CRITERION NUMBER	
	Legal Standard
TBE 2	Once a student has been enrolled in the TBE program, he/she is tested annually in the following English skills: a) oral comprehension b) speaking c) reading d) writing These assessments will be placed in the student's school record. M.G.L. c.71A, § 2
	Rating: Implemented District Response Required: No

Department of Education Findings: *Appropriate assessment instruments are used which accurately*

measure English language proficiency, with qualified staff conducting and interpreting the assessments. Assessment information is properly used at meetings of teams of TBE, ESL, special education and regular education staff to make student placement determinations.

CRITERION NUMBER	
	Legal Standard
TBE 2A	As required by the Department of Education, the district has determined the participation of TBE and ESL students in the state mandated (MCAS) testing program and provides testing accommodations as appropriate to ensure equal participation of these students.
	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)
- Transitional Bilingual Education (Report Issues # TBE 3-7)

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: *The district has an effective and comprehensive Community Partnership for Children grant program which ensures continuous liaison with community facilities and agencies. The district's staff observes children in child care centers before referral and maintains a close working relationship with REACH, the community's early intervention program.*

CRITERION NUMBER	SPECIAL EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT	
	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 3. parents are requested (not required) to submit a copy of the most recent physical and other relevant information 4. information for parents is in their primary language 5. interpreters are available at the time of registration; <p>b. Screening instrument for three and four year olds is comparable in</p>	

CRITERION NUMBER	
	Legal Standard
	<p>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
<p>SE 14</p>	<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 304.7 304.8</p> <p style="text-align: right;">Federal Requirements 20 U.S.C. Chapter 33, Section 1412(a)(9)</p>
	<p>Rating: Implemented District Response Required: No</p>

SE 18	Legal Standard
	<p>Least restrictive prototype selected</p> <p>a. The prototype and program selected is the least restrictive environment for students, with consideration given to any potential harmful effect on the student or on the quality of services which he or she needs.</p> <p>b. The TEAM states the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily.</p> <p>State Regulations 500.0</p> <p style="text-align: right;">Federal Requirements IDEA-97</p>
	<p>Rating: Commendable District Response Required: No</p>

Department of Education Findings: *The district's preschool program is one of total inclusion, with all services provided in class. The district's provision of specialists, such as a teacher of the deaf, autism specialists, a neuropsychologist, and a psychiatrist, throughout its in-house programs has ensured the least restrictive environment for many students who would otherwise be placed out-of-district. In addition, the district's hiring this year of reading/language arts teachers in each of the elementary schools is evidence of its commitment to serve students in the regular education program.*

CRITERION NUMBER	
	Legal Standard
SE 21	<p>Accepted services are immediately provided</p> <p>Where the IEP of the student in need of special education has been accepted in whole or in part by that student's parent, the school district immediately provides the mutually agreed upon services.</p> <p>State Regulations 330.1, 325.2</p> <p style="text-align: right;">Federal Requirements IDEA-97</p>
	<p>Rating: Implemented District Response Required: No</p>

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> <p>State Regulations 507.0</p> <p style="text-align: right;">Federal Requirements IDEA-97</p>
	<p>Rating: Commendable District Response Required: No</p>

Department of Education Findings: *The district has developed an Assistive Technology Evaluation Center at the Wildwood School, designed to serve all students in the Amherst Public Schools. The Center has much of the state-of-the-art technology--both hardware and software--needed to assist students with a variety of disabilities.*

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>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
MOA 5	<p>Placement and program modification for limited English proficient students</p> <p>For students requiring special language assistance, the district makes necessary program modifications to effectively serve limited English proficient students.</p> <p>Title VI; MGL, Ch.76, Section 5</p>

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

CRITERION NUMBER	
	Legal Standard
MOA 10	<p>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</p>
	Rating: Not Applicable District Response Required: No

Department of Education Findings: *The district is a preschool-grade 6 system.*

CRITERION NUMBER	
	Legal Standard
MOA 11	<p>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</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
MOA 12	<p>Placement of disabled students in occupational/vocational education programs When occupational/ vocational placement needs of disabled students are being considered:</p> <ul style="list-style-type: none"> a. persons knowledgeable about a student’s disabilities are present at 504 or special education TEAM meetings and participate in ongoing communication regarding a student’s progress b. an array of occupational/vocational education programs and services are available to facilitate necessary program modifications and to meet the identified needs of students <p>Title II, S. 504</p>
	<p>Rating: Not Applicable District Response Required: No</p>

Department of Education Findings: *The district is a preschool-grade 6 system.*

CRITERION NUMBER	
	Legal Standard
MOA 13	<p>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</p>
	<p>Rating: Implemented District Response Required: No</p>

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: Partially Implemented District Response Required: Yes

Department of Education Findings: *Documentation and interviews indicated that the criteria used to identify eligible students in grade 3 and above do not include MCAS data.*

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

CRITERION NUMBER	
	Legal Standard

CRITERION NUMBER	
	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

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

CRITERION NUMBER	TRANSITIONAL BILINGUAL EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT	
	Legal Standard	
TBE 3	The October 1 school census report identifies all students whose: <ol style="list-style-type: none"> a. first language is not English, and b. who are not able to perform ordinary class work in English. G.L. c.71, § 1, G.L. c.51, § 4 and 603 CMR 19(03)	
	Rating: Implemented	District Response Required: No

Department of Education Findings: *The district's English language learners speak 32 languages. Interpreters are hired as needed for tutoring, as well as for translations at parent meetings.*

CRITERION NUMBER	Legal Standard	
TBE 4	<ol style="list-style-type: none"> a. The school district shall establish procedures that use qualified staff and appropriate assessments to annually classify and evaluate each student considered for placement in Transitional Bilingual Education and to determine if the student is of limited English-speaking ability and is not able to perform ordinary class work in English. b. Such determination shall be placed in the student's school record. c. The parent or guardian of any student resident in the school district may request and receive such an evaluation of her or his child. 603 CMR 14.02 and G.L. c.71A, § 2	
	Rating: Implemented	District Response Required: No

Department of Education Findings: *Appropriate assessments are used to measure English language proficiency, as well as qualified staff to conduct and interpret these assessments.*

CRITERION NUMBER	Legal Standard	
TBE 5	Placement procedures of limited English-speaking students are implemented district-wide as follows: <ol style="list-style-type: none"> a. when the district has fewer than twenty students of limited English-speaking ability from a particular language classification, the students receive native language and English language instruction, English as a Second Language, or other curriculum offerings of a supportive nature as appropriate. G.L. c.76, § 5 and 603 CMR 26.03(4) b. when there are twenty or more students of limited English-speaking ability 	

CRITERION NUMBER	
	Legal Standard
	<p>from the same language classification within the district, then the students are placed in an appropriate (by age and language) full-time TBE program. Upon placement in the TBE program, a notice is mailed to the parents in the following manner:</p> <ol style="list-style-type: none"> 1. not later than ten days after each student’s enrollment; 2. containing a simple, non-technical explanation of TBE; <ul style="list-style-type: none"> (iii) written in the primary/home language as well as in English; 3. stating the parent’s right to visit the TBE program; 4. stating the parent’s right to withdraw the child; and 5. stating the parent’s right to a conference to discuss the TBE program. <p>G.L. c.71A, § 2 and § 5</p>
	<p>Rating: Implemented District Response Required: No</p>

Department of Education Findings: *The district uses ESL and TBE classes to educate English language learners; for post-TBE students, it uses in-class coordination, small group classes, tutoring, and ESL monitoring .*

CRITERION NUMBER	
	Legal Standard
TBE 6	<p>If it is determined that a student who has spent three years in the TBE program has not attained the appropriate level of English language proficiency to perform at grade level, the student may continue in the TBE program at the discretion of the school committee and subject to the written approval of the parent/guardian.</p> <p>G.L. c.71A, § 2</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
TBE 7	<p>Transfer procedures of students from the bilingual to the monolingual program have been implemented on a district-wide basis as follows:</p> <ol style="list-style-type: none"> 1) no school committee shall transfer a student of limited English-speaking ability out of a program of TBE prior to the student’s third year, unless: 2) the parents approve of the transfer in writing; and the student receives a score on the examination of oral comprehension, speaking, reading and writing of English

CRITERION NUMBER	
	Legal Standard
	<p>which reflects a level of English language skills appropriate to his/her grade level, OR (ii)the parents request the transfer in writing. G.L. c.71A § 2 3) once a student is transferred into regular classes, the student continues to be provided with other curriculum offerings of a supportive nature as appropriate. G.L. c.76, § 5 and 603 CMR 26.03(4)</p>
	<p>Rating: Implemented District Response Required: No</p>

Department of Education Findings: *ESL staff monitor students who have exited the TBE program, meeting with regular education teachers every two weeks, as well as attending Teacher Assistance Team meetings. In addition to the continued monitoring, students may receive ESL services, and they may also request to re-enter the TBE program.*

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)
- Transitional Bilingual Education (Report Issue # TBE 8)

CRITERION NUMBER	
	Legal Standard
SE 25	<p>Parent notification of TEAM meeting The Administrator of Special Education notifies parent(s) in writing of any TEAM meeting early enough to ensure that they have an opportunity to attend; schedules the 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.</p> <p>State Regulations 321.1</p> <p>Federal Requirements IDEA-97</p>
	<p>Rating: Implemented</p> <p>District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
SE 26	<p>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.</p> <p>State Regulations 321.1</p> <p>Federal Requirements IDEA-97</p>
	<p>Rating: Implemented</p> <p>District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
SE 27	<p>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.</p> <p>State Regulations 324.0, 333.6</p> <p>Federal Requirements IDEA-97</p>
	<p>Rating: Implemented</p> <p>District Response Required: No</p>

CRITERION NUMBER			
	Legal Standard		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 317.1(a)</td> <td style="width: 50%;">Federal Requirements IDEA-97</td> </tr> </table>	State Regulations 317.1(a)	Federal Requirements IDEA-97
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Rating: Implemented	District Response Required: No		

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%;">State Regulations 317.2(a-m)</td> <td style="width: 50%;">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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Rating: Implemented	District Response Required: No		

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%;">State Regulations 208.1, ,334.1,</td> <td style="width: 50%;">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
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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>	
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings: *Not all general announcements, notices, counseling materials, etc. are translated into the languages spoken by the students served by the district's TBE/ESL programs.*

CRITERION NUMBER	TITLE 1 III. PARENTAL INVOLVEMENT	
	Legal Standard	
TI 10	<p>The program demonstrates evidence of having met the following Title I requirements:</p> <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. <p>1118 (a)(2) ESEA, IASA</p>	
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings: *Documentation and interviews indicated that school-parent compacts have not been developed for the Title I program.*

CRITERION NUMBER	
	Legal Standard
TI 11	All policies and procedures regarding parental involvement are in writing and

CRITERION NUMBER	
	Legal Standard
	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
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: Implemented District Response Required: No

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: Implemented District Response Required: No

CRITERION NUMBER	TRANSITIONAL BILINGUAL EDUCATION III. PARENTAL INVOLVEMENT
	Legal Standard
TBE 8	Each school district required to provide Transitional Bilingual Education programs shall develop means for including parents or guardians of students participating in such programs in matters pertaining to their children’s education. This involvement may be through the development of a parent advisory council on Transitional Bilingual Education, through membership on a school-based council, or through other means determined by the district.

CRITERION NUMBER	TRANSITIONAL BILINGUAL EDUCATION III. PARENTAL INVOLVEMENT	
	Legal Standard	
	603 CMR 14.03(1)	
	Rating: Implemented	District Response Required: No

Department of Education Findings: *Parents of bilingual students are invited to participate in cultural programs and events students produce, as well as school council meetings held throughout the year.*

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:

- 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)
- Transitional Bilingual Education (Report Issues # TBE 9-11)

CRITERION NUMBER	
	Legal Standard
	<p>where no approved program can be located, the district only places the student in a private program which meets the requirements developed under the Department's Sole Source of Care approval procedures;</p> <p>d. the School district notifies the Department on the mandated form (SPED 766-13) of any placement in these prototypes where the Department bears any financial responsibility.</p> <p>State Regulations 502.5(b), 502.6(b), 504.1, 504.3, 504.4(e), 323.2</p> <p>Federal Requirements IDEA-97</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
35 B	<p>Procedures used to provide services to eligible students enrolled in private schools at private expense</p> <p>a. On or before December 1, the district determines the number of eligible private school students in consultation with private school representatives.</p> <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>Federal Requirements 34 CFR 300.450-300.462</p>
	<p>Rating: Implemented District Response Required: No</p>

Department of Education Findings: *As a result of action of the Massachusetts Legislature in an outside section of the FY 2000 state budget, requirements for the development of the “Plan for Services” described under item “b” above no longer apply.*

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>Federal Requirements IDEA-97</p>
	<p>Rating: Commendable</p> <p>District Response Required: No</p>

Department of Education Findings: *The district has well-developed, multi-disciplinary, child-centered pre-referral/planning teams, chaired by principals, that meet weekly during staff release time.*

CRITERION NUMBER	
	Legal Standard
SE 37	<p>Components of the pre-referral</p> <p>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> <p>State Regulations 309.0</p> <p>Federal Requirements IDEA-97</p>
	<p>Rating: Implemented</p> <p>District Response Required: No</p>

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION IV. CURRICULUM AND INSTRUCTION
	Legal Standard
MOA 15	<p>Accessibility of extra curricular activities Extra curricular activities sponsored by the district are non-discriminatory in that:</p> <ul style="list-style-type: none"> X the school provides equal opportunity for male and female students to participate in intramural and interscholastic sports X 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. <p>Title II; Title IX ; S. 504; MGL, Ch.76, Section 5</p>
	Rating: Implemented District Response Required: No

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"> X depicting students from both sexes and under represented groups in all pictorial representations X making clear in written materials that all options are open to students regardless of race, color, sex, religion, national origin, sexual orientation or disability

CRITERION NUMBER	
	Legal Standard
	X requiring employers recruiting at the school to sign a statement that they do not discriminate in hiring or employment practices Title I, Title VI, Title IX, S. 504, MGL, Ch.76, Section 5
	Rating: Implemented District Response Required: No

CRITERION NUMBER	TITLE 1 IV. CURRICULUM AND INSTRUCTION
	Legal Standard
TI 12	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
	Rating: Implemented District Response Required: No

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: Commendable District Response Required: No

Department of Education Findings: *Documentation and interviews indicated that the district has an established process for very frequent coordination and collaboration of Title I services with other programs in the district. Staff meet at least monthly to coordinate instruction in all school programs and the assessment of those programs.*

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: Implemented District Response Required: No

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 interviews indicated that Title I students regularly participate in the district's after-school homework program as well as the summer school program in Amherst.*

CRITERION NUMBER	TRANSITIONAL BILINGUAL EDUCATION IV. CURRICULUM AND INSTRUCTION
	Legal Standard

TBE 9	<p>The Transitional Bilingual Education program is a full-time program of instruction that includes:</p> <ul style="list-style-type: none"> a) all courses required by law and by the school district taught in English and in the native language; b) reading and writing taught in the native language; c) oral comprehension, speaking, reading, and writing in English; d) courses in the history and culture of the native land of the students' parents; and e) courses in the history and culture of the United States. <p>G.L. c.71A, <input type="checkbox"/> 1 and <input type="checkbox"/> 2</p>
	<p>Rating: Implemented District Response Required: No</p>

Department of Education Findings: *The district's curriculum is aligned with the state's Curriculum Frameworks. Regular education lesson plans are shared with the TBE/ESL staff to ensure all students are working on the same lessons. Teachers are encouraged to emphasize the cultures associated with the languages of the three TBE programs in the district.*

CRITERION NUMBER	
	Legal Standard
TBE 10	<p>TBE students participate fully with their English-speaking contemporaries and are provided support in the regular public school classes for courses such as, but not limited to art, music, and physical education.</p> <p>G.L. c.71A, <input type="checkbox"/> 5</p>
	<p>Rating: Implemented District Response Required: No</p>

Department of Education Findings: *TBE students are provided support in regular public school classes such as art, music, and physical education through ESL monitoring, tutoring, ESL aides, and ESL teachers.*

CRITERION NUMBER	
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	Legal Standard
TBE 11	The age span in any Transitional Bilingual Education class shall be no more than four years from the eldest to the youngest student, except that (1) the age span in any Transitional Bilingual Education kindergarten class shall be no more than three years and (2) the age span in any class in grades 9-12 shall be no more than five years. G.L. c.71A, § 5 and 603 CMR 14.05
	Rating: Implemented District Response Required: No

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)
- Transitional Bilingual Education (Report Issues # TBE 12-13)

CRITERION NUMBER							
	Legal Standard						
<p style="text-align: center;">SE 47</p>	<p>Procedures for suspension up to 10 days and after 10 days: General requirements</p> <p>a. All students, including students with disabilities, receive prior written notice regarding the school’s Code of Conduct.</p> <p>b. The school’s Code of Conduct includes required procedural safeguards such as opportunity for a hearing (per Goss v. Lopez).</p> <p>c. Any student may be suspended up to 10 days in any school year.</p> <p>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.</p> <p>e. The school must provide additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year. (see SE 48)</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">State Regulations</td> <td style="width: 50%;">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						
Rating: Implemented	District Response Required: No						

CRITERION NUMBER	
	Legal Standard
<p style="text-align: center;">SE 48</p>	<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?)

CRITERION NUMBER		
	Legal Standard	
	d. occupational therapy e. physical therapy f. speech and language therapy g. social and psychological services, limited to: <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 State Regulations 127.0, 503.2(a)-(j)	Federal Requirements 20 U.S.C. Chapter 33, Section 1401(22)
	Rating: Implemented	District Response Required: No

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION V. STUDENT SUPPORT SERVICES	
	Legal Standard	
MOA 1	Notification of school district staff and the general public At the beginning of each school year, students, parents, employees, and the general public are: X notified that all programs, activities and employment opportunities are offered without regard to race, color, sex, religion, national origin, sexual orientation and disability X given the name(s), address(es) and telephone number(s) of Title VI, Title IX and Section 504 coordinator(s) Title VI; Title IX; S. 504; MGL, Ch.76, Section 5	
	Rating: Implemented	District Response Required: No

CRITERION NUMBER	
	Legal Standard
MOA 2	<p>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</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
MOA 6	<p>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</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
MOA 8	<p>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. Title VI, Title IX, S. 504</p>
	<p>Rating: Not Applicable District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard

Department of Education Findings: *The district is a preschool-grade 6 system.*

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> <ul style="list-style-type: none"> X encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills X examine testing materials for bias and counteract any found bias when administering and interpreting test results X communicate effectively with limited English-proficient and disabled students and facilitate their access to all programs and services offered by the district X 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>
	<p>Rating: Implemented District Response Required: No</p>

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"> X when making athletic awards to members of single sex teams, awards are in

CRITERION NUMBER	
	Legal Standard
	proportion to the number of students of each gender participating in interscholastic competition X 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 Title VI; Title IX; S. 504; MGL, Ch.76, Section 5
	Rating: Implemented District Response Required: No

CRITERION NUMBER	TITLE 1 V. STUDENT SUPPORT SERVICES
	Legal Standard
TI 15	The program design serves to supplement, not supplant: <ul style="list-style-type: none"> • regular education • special education • transitional bilingual education • services for low incidence limited-English proficient students. 200.63 (Federal Register) CFR; 1115 (b)(2)(ii) ESEA, IASA
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings: *Documentation and interviews indicated that there is no Title I kindergarten program in the Crocker Farm School; however, two Title-I-funded teachers are servicing kindergarten students in this school.*

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.

CRITERION NUMBER	
	Legal Standard
	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: Implemented District Response Required: No

CRITERION NUMBER	TRANSITIONAL BILINGUAL EDUCATION V. STUDENT SUPPORT SERVICES
	Legal Standard

CRITERION NUMBER	TRANSITIONAL BILINGUAL EDUCATION V. STUDENT SUPPORT SERVICES	
	Legal Standard	
TBE 12	The school district shall ensure that limited-English speaking students have equal access to the educational services and extracurricular activities available to other students in the school district. 603 CMR 14.06; 603 CMR 26.08(1) G.L. c.71A, § 5; G.L. c.76, § 5; 603 CMR 26.06(1) and 26.08(1)	
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings: *Crocker Farm School does not provide counseling or remedial services to TBE students in their native language.*

CRITERION NUMBER		
	Legal Standard	
TBE 13	All students, including bilingual students, are notified in their primary language of the provisions of G.L.c.76, §5 (Place of Attendance; Anti-Discrimination) and 603 CMR 26.00 (C.622). In addition, all students enrolled in TBE programs are notified in their primary language of the provisions of the Student Record Regulations. 603 CMR 23.00. 603 CMR 26.08(5)	
	Rating: Implemented	District Response Required: No

Department of Education Findings: *The student handbooks contain the student record regulations and are translated into the three prominent TBE languages in the district.*

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:

- 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)
- Transitional Bilingual Education (Report Issues # TBE 15-17)

CRITERION NUMBER	SPECIAL EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION		
	Legal Standard		
SE 51	<p>Appropriate teacher certifications -- special education services 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.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 502.12(c)(i)</td> <td style="width: 50%;">Federal Requirements IDEA-97</td> </tr> </table>	State Regulations 502.12(c)(i)	Federal Requirements IDEA-97
State Regulations 502.12(c)(i)	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		

CRITERION NUMBER			
	Legal Standard		
SE 52	<p>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.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 502.12(c)(ii), 502.12(c)(iii)(2)</td> <td style="width: 50%;">Federal Requirements IDEA-97</td> </tr> </table>	State Regulations 502.12(c)(ii), 502.12(c)(iii)(2)	Federal Requirements IDEA-97
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Rating: Implemented	District Response Required: No		

CRITERION NUMBER	
	Legal Standard
SE 53	<p>Use of paraprofessionals</p> <p>a. Paraprofessionals and assistants (e.g., teacher aides, tutors and student teachers) are appropriately trained to assist in providing special education or related services.</p> <p>b. Persons employed as paraprofessionals and assistants are under the direct supervision of an appropriately certified or licensed professional.</p> <p>State Regulations 502.12(c)(i)</p> <p>Federal Requirements 20 U.S.C. Chapter 33, Section 1412(a)(15)</p>
	<p>Rating: Commendable District Response Required: No</p>

Department of Education Findings: *The monthly training program for special education paraprofessionals is comprehensive and helps ensure that new and veteran paraprofessionals are able to meet the challenges they face daily. The onsite team also wishes to acknowledge the high number of credentials held by the paraprofessionals, as well as their longevity within the district. They often work with the same special education teacher for several years.*

CRITERION NUMBER	
	Legal Standard
SE 54	<p>Training topics</p> <p>Over a three year period, the required training topics are addressed for professional and paraprofessional staff:</p> <p>a. special education requirements;</p> <p>b. local special education policies and procedures;</p> <p>c. confidentiality of student records;</p> <p>d. all other training topics indicated in Local Special Education Program Plan;</p> <p>e. instructional practices for students with diverse learning needs; and</p> <p>f. transportation</p> <p>State Regulations Federal Requirements 20 U.S.C. Chapter 33, Section 1412(a)(15)</p>
	<p>Rating: Implemented District Response Required: No</p>

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>
	<p>Rating: Implemented District Response Required: No</p>

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> <ul style="list-style-type: none"> X employee hiring, upgrading, award of tenure, demotion, return from layoff and retirement are the same for both sexes X employee pay schedules and rates of other compensation for all job categories provide equal pay for equal work X 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.</p> <p>Title VI, Title IX, S. 504</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	TITLE 1 VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard

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: X 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 X are provided to all of the district's instructional staff who serve Title I eligible students. 1119 (b)(1)(A) ESEA, IASA	
	Rating: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
TI 22	Title I professional development activities are designed by principals, teachers, and	

CRITERION NUMBER	
	Legal Standard
	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

CRITERION NUMBER	TRANSITIONAL BILINGUAL EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
TBE 15	The school district provides the following personnel for its TBE Programs: a) certified TBE teachers, G.L. c.71A, § 6 b) certified ESL teachers, G.L. c.71, § 38G c) native language teacher aides if class ratio exceeds maximum, 603 CMR 14.04 a) an individual to be responsible for administration of the programs. 603 CMR 14.01(2)
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TBE 16	The maximum student-teacher ratio for Transitional Bilingual Education classes grades K-12 shall be an average of 20:1, except that the student-teacher ratio may be an average of 25:1, where a teacher's aide is assigned to the class. No individual class enrollment may be larger than the largest regular education class at the same grade level(s). G.L. c.71A, § 5 and 603 CMR 14.05
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TBE 17	The school district is implementing a professional development plan that addresses

CRITERION NUMBER	
	Legal Standard
	the need for training and skills for all staff in second language acquisition and in working with culturally and linguistically diverse student populations. G.L. c.71, § 59C
	Rating: Implemented District Response Required: No

Department of Education Findings: *All TBE training workshops are open to all teachers. Mainstream teachers attend the annual TESL conference. Events and conferences are held throughout the year for parents and teachers to meet informally and share ideas.*

COMPONENT VII: SCHOOL FACILITIES

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)
 - Transitional Bilingual Education (Report Issues # TBE 18-19)

CRITERION NUMBER	SPECIAL EDUCATION VII. SCHOOL FACILITIES		
	Legal Standard		
SE 55	<p>Comparability of facilities Programs are provided in rooms that are at least equal in all physical respects to the average standards for regular education facilities.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 508.1</td> <td style="width: 50%;">Federal Requirements IDEA-97</td> </tr> </table>	State Regulations 508.1	Federal Requirements IDEA-97
State Regulations 508.1	Federal Requirements IDEA-97		
	<p>Rating: Partially Implemented District Response Required: Yes</p>		

Department of Education Findings: *At Crocker Farm School, the special education classroom in the detached portable unit is located adjacent to a Title I classroom which students must enter or exit by walking through the special education space.*

CRITERION NUMBER	SPECIAL EDUCATION VIII. SCHOOL FACILITIES		
	Legal Standard		
SE 56	<p>Facilities maximize integration The facilities in which programs are provided maximize the integration of students into the life of the school and minimize separation and stigmatization.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 508.2 (a-c)</td> <td style="width: 50%;">Federal Requirements IDEA-97</td> </tr> </table>	State Regulations 508.2 (a-c)	Federal Requirements IDEA-97
State Regulations 508.2 (a-c)	Federal Requirements IDEA-97		
	<p>Rating: Partially Implemented District Response Required: Yes</p>		

Department of Education Findings: *The location of the special education class(es) in the portable unit(s) at Crocker Farm School neither maximizes the integration of these students nor minimizes their separation and stigmatization. The portable unit is physically detached from the school building, making it necessary for students to put on coats, boots, etc. and exit the main building to enter it.*

CRITERION NUMBER	SPECIAL EDUCATION IX. SCHOOL FACILITIES		
	Legal Standard		
SE 57	<p>Equal Access Students with limited mobility, visual, hearing, or other physical impairments have equal access to all school programs and facilities necessary to implement their IEPs.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 508.3</td> <td style="width: 50%;">Federal Requirements IDEA-97, Section 504 of the Rehabilitation Act of 1973</td> </tr> </table>	State Regulations 508.3	Federal Requirements IDEA-97, Section 504 of the Rehabilitation Act of 1973
State Regulations 508.3	Federal Requirements IDEA-97, Section 504 of the Rehabilitation Act of 1973		

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

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>
	Rating: Implemented District Response Required: No

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"> X 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; X 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>
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings: *The TBE/ESL classroom located in the portable unit at Crocker Farm School has a leaking ceiling with broken/cracked/stained tiles. The Title I and special*

CRITERION NUMBER	
	Legal Standard

education classrooms located in the portable unit at Crocker Farm are adjacent to each other, requiring Title I students to walk through the special education class to enter or exit their class. The Title I space is noisy.

CRITERION NUMBER	TRANSITIONAL BILINGUAL EDUCATION VII. SCHOOL FACILITIES	
	Legal Standard	
TBE 18	Whenever feasible, the TBE program is located in regular public schools rather than separate facilities. G.L. c.71A, § 5	
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings: *TBE/ESL classrooms are located in the portable units at Crocker Farm School. The ceiling of one of these classrooms leaks and has broken tiles.*

CRITERION NUMBER		
	Legal Standard	
TBE 19	TBE classrooms are comparable to those provided for regular education students (including physical characteristics, materials, and equipment). G.L. c.71A, § 1; G.L. c.76, § 5; 603 CMR 26.03(4)	
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings: *See findings under MOA 14 and TBE 18 above.*

COMPONENT VIII: PROGRAM PLAN AND EVALUATION

The criteria in this component examine whether the district has written programs plans that are evaluated according to specific regulatory requirements and whether parents have opportunities for input on needs, program implementation, evaluation, and improvement in the program areas listed below:

- Special Education (Report Issue # SE 58)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 22-23)
 - Title I (Report Issues # TI 23-23A)
- Transitional Bilingual Education (Report Issue # TBE 20)

CRITERION NUMBER	SPECIAL EDUCATION VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
SE 58	<p>Special education programs and services are evaluated</p> <p>a. Special education programs, services and administrative areas are regularly evaluated.</p> <p>b. The school district's program evaluation plan includes methods for determining the effectiveness of programs in assisting students to 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>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
MOA 22	<p>Curriculum review process</p> <p>The district has in place a regular review process to ensure that:</p> <p>X existing curriculum materials present fair perspectives of the culture, history, activities and contributions of persons and groups of different races, nationalities, sexes and colors</p> <p>X all new purchases of curriculum materials present non-stereotyped and non-detrimental characterizations of under represented groups and both sexes</p> <p>MGL, Ch.76, Section 5</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
MOA 23	<p>Institutional self-evaluation</p> <p>The district has in place a comprehensive evaluation process to examine and remedy</p>

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

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: Not Implemented District Response Required: Yes

Department of Education Findings: *Documentation and interviews indicated that a needs assessment has not been conducted annually in each Title I school to determine the types of programs and services to be provided to Title I students.*

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	TRANSITIONAL BILINGUAL EDUCATION VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
TBE 20	The school district provides information as requested to the Department of Education that describes an Annual Performance Evaluation of its program of Transitional Bilingual Education in accordance with G.L. c.69, § 1I, § 10.
	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)
- Transitional Bilingual Education (Report Issue # TBE 21)

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> <ul style="list-style-type: none"> X documentation for identifying schools eligible for Title I services (Target Area Selection), and X the form for determining school allocations X allocating funds to schools forms are available X rank order list and student selection criteria are available. <p>ESEA 1116 (d)(1)(A), 1111(b)(2)(A)(ii), 11120A(c)(2)</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings: *Documentation and interviews indicated that a rank order list of students has not been developed showing the total number of points assigned to each student in accordance with all student selection criteria used.*

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>

CRITERION NUMBER	
	Legal Standard
	d. The district has secured the approval of the Department of Education for all amendments prior to their implementation.
	Rating: Implemented DISTRICT RESPONSE REQUIRED: No

CRITERION NUMBER	TRANSITIONAL BILINGUAL EDUCATION IX. RECORD KEEPING
	Legal Standard
TBE 21	Cumulative records on bilingual students are maintained in a confidential fashion as required by the Student Record Regulations and provided to parents upon request. Such records shall include: a) results of tests and evaluations, and b) information about student's previous school experiences. G.L. c.71, § 34 D and E, 603 CMR 23.00
	Rating: Implemented District Response Required: No

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. 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 and 1999 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 2:

SPECIAL EDUCATION , MOA, TITLE I, TBE

File Name: Amherst Public Schools Coordinated Program Review Final Report 2000

Last Revised on: 1/2/01

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