



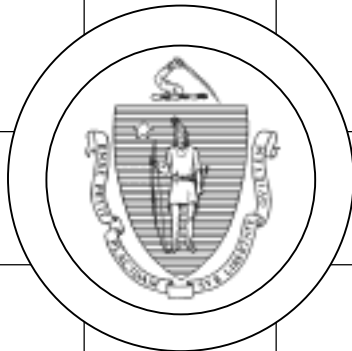
EAST LONGMEADOW PUBLIC SCHOOLS

**COORDINATED PROGRAM REVIEW
REPORT OF FINDINGS**

Dates of Onsite Visit: October 18, 1999
Date of Draft Report: September 11, 2000
Due Date for Comments: September 29, 2000
Date of Final Report: December 26, 2000
Action Plan Due: February 15, 2001

Department of Education Onsite Team Members:

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**MASSACHUSETTS DEPARTMENT OF EDUCATION
COORDINATED PROGRAM REVIEW**

East Longmeadow Public School District

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**MASSACHUSETTS DEPARTMENT OF EDUCATION
COORDINATED PROGRAM REVIEW REPORT
East Longmeadow Public School District
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 follow-up 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 three (3) member Massachusetts Department of Education team visited East Longmeadow Public Schools during the week of October 18, 1999 to evaluate the implementation of selected criteria in the program areas of the Massachusetts Education Reform Act of 1993, Special Education, Civil Rights Methods of Administration (MOA) and Safe and Drug Free Schools. The Team appreciated the opportunity to interview staff and parents, observe classroom facilities and to review the program efforts underway in the District.

The 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 nine (9) administrative staff;
- Interviews of fifty-six (56) 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 twenty-five (25) 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 seven (7) 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
EAST LONGMEADOW PUBLIC SCHOOL DISTRICT
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 assessment procedures in place to ensure that students with disabilities are appropriately identified. Required assessments are conducted and interpreted by qualified staff in a very comprehensive, complete and thorough manner.

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 has procedures for the identification and appropriate placement of students eligible for special education and related services. The district provides specialized materials and equipment when specified in an Individualized Education Plan.

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 has taken steps to ensure that parents are informed, in the appropriate language, and are involved in decisions regarding their children's programs and services.

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 has high expectations and standards for all students. The district has documentation of pre-referral efforts taken to ensure that students are not inappropriately referred to special education. Special education programs are implemented according to the

specific regulatory requirements with respect to structured learning time, class size, staffing ratios and age spans. Special education and Safe and Drug Free Schools programs have been coordinated with regular education and the students in those programs have access to the regulate education curriculum as required by the Education Reform Act of 1993.

Component V: Student Support Services

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

The district ensures that all students have equal opportunity and access to programs and services. Students with disabilities have equal access to all aspects of school life including extra-curricular activities, counseling and related services recommended by special education TEAMS.

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?

Special education and regular education teachers, as well as district administrators are certified in their respective areas of responsibility. Aides work under the supervision of certified teachers. The district provides two full days and three half-days of professional development. The district also provides numerous professional development activities throughout the school year.

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?

The district maintains facilities that are conducive to learning, facilitate integration and provide equal access and opportunity for students to achieve. There is a major addition under construction at one of the middle schools that will allow the district to provide instruction to students in a state of the art facility.

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?

There is a systemic process employed by the district to review and evaluate policies and procedures, curriculum materials, software, etc. for discrimination, bias and negative stereotyping. Special education programs and services are regularly evaluated. The Safe and Drug Free Schools programs are evaluated although improvement in the process is needed.

Component IX: Record keeping

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

The district maintains appropriate records, plans and related documentation for students being served by special education and Safe and Drug Free Schools. Special education maintains the required ever current student register.

Component X: School Governance

Has the District implemented an effective system of leadership and oversight which fosters high standards and performance expectations for all students and staff consistent with the goals of the Education Reform Act of 1993?

The district fosters high standards and performance expectations for all students and staff. School Improvement Councils with appropriate representation of staff, parents, community and students, have been established at all schools. In this district, school councils are active, taking seriously their role in identifying needs and establishing goals that help improve instruction and performance. The School Improvement Plans are submitted to the School Committee annually.

DEFINITION OF TERMS
FOR THE RATING OF EACH COMPLIANCE CRITERION

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

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)

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> 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	
SE 3	a. b. c. d. e. f.	<p>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>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>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>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>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>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>Federal Requirements IDEA-97</p>
	Rating: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
SE 4	<p>TEAM composition The following persons are members of the evaluation TEAM:</p> <p>a. A representative of the school district who acts as Chairperson and who is (1) qualified to supervise or provide special education; (2) is knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources of the District.</p> <p>b. A representative of the school district who has the authority to</p>	

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

CRITERION NUMBER	
	Legal Standard
SE 5	<p>Eligibility determination: Timelines for evaluation, provision of IEP and/or identification of other needed instructional programs</p> <p>1. Within forty-five school working days after receipt of the parent's written consent to an initial evaluation or re-evaluation, the School district:</p> <p style="margin-left: 20px;">a. provides an evaluation</p> <p style="margin-left: 20px;">b. convenes a TEAM meeting</p>

CRITERION NUMBER	
	Legal Standard
	<p>c. determines whether the student (1) has a disability and (2) by reason of that disability, requires special education in order to make progress in education</p> <p>d. develops an IEP where the student is found to need special education</p> <p>e. provides the parent with two copies of the proposed IEP, or a written explanation of the finding of no eligibility.</p> <p>2. If a TEAM determines that a student's lack of progress is due to a lack of instruction in reading or math or limited English proficiency, the student is determined by the TEAM to be ineligible to receive special education and is referred to a more appropriate instructional program.</p> <p>3. Where a TEAM finds students only in need of "monitoring services", such students are found not eligible for special education and are supported through the District's regular education program..</p> <p>State Regulations 319.0</p> <p>Federal Requirements 20 U.S.C. Chapter 33, Section 1414(b)(5)</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
SE 6	<p>End of school year evaluations If consent is received within thirty to forty-five school working days before the end of the school year, a TEAM meeting is scheduled to allow for the provision of a proposed IEP or finding of no special needs within fourteen calendar days of the end of the school year.</p> <p>State Regulations 319.0</p> <p>Federal Requirements IDEA-97</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
SE 7	<p>School District response to request for independent evaluation The school district responds in writing within five school working days when a</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> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">State Regulations 333.0, 333.1, 333.5, 333.6</td> <td style="width: 50%; text-align: right;">Federal Requirements IDEA-97</td> </tr> </table>	State Regulations 333.0, 333.1, 333.5, 333.6	Federal Requirements IDEA-97
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	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Rating: Partially Implemented</td> <td style="width: 50%; text-align: right;">District Response Required: Yes</td> </tr> </table>	Rating: Partially Implemented	District Response Required: Yes
Rating: Partially Implemented	District Response Required: Yes		

Department of Education Findings:

This criterion is inconsistently implemented, as Individualized Educational Plans are not always received by parents within the ten-day timeline.

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)

CRITERION NUMBER	SPECIAL EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT	
	Legal Standard	
<p>SE 13A</p>	<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: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
<p>SE 13B</p>	<p>Screening</p> <ul style="list-style-type: none"> 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: <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; b. Screening instrument for three and four year olds is comparable in content to the kindergarten entry screening, is adapted as necessary to be appropriate, and is optional on the part of parents of such children; c. Screening instrument for kindergarten includes all required areas: <ul style="list-style-type: none"> 1. developmental history 2. medical history (by physician) 	

CRITERION NUMBER			
	Legal Standard		
	<p style="text-align: center;">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> <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> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">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</td> <td style="width: 50%; vertical-align: top;">Federal Requirements IDEA-97</td> </tr> </table>	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	Federal Requirements IDEA-97
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Rating: Implemented	District Response Required: No		

CRITERION NUMBER			
	Legal Standard		
SE 14	<p>Services start by child's third birthday</p> <p>a. The school district accepts in a timely manner referrals from such persons and agencies, as stated in Criterion 11.3, in order to ensure that if a child is determined to need special education, the IEP is implemented by the date of the child's third birthday.</p> <p>b. The district implements procedures to ensure the effective transition of young children with disabilities from Early Intervention Programs through participation in transition planning conferences arranged by such programs.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">State Regulations 304.7 304.8</td> <td style="width: 50%; vertical-align: top;">Federal Requirements 20 U.S.C. Chapter 33, Section 1412(a)(9)</td> </tr> </table>	State Regulations 304.7 304.8	Federal Requirements 20 U.S.C. Chapter 33, Section 1412(a)(9)
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CRITERION NUMBER	
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>Federal Requirements IDEA-97</p>
	<p>Rating: Implemented</p> <p>District Response Required: No</p>

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>Federal Requirements IDEA-97</p>
	<p>Rating: Implemented</p> <p>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</p>

CRITERION NUMBER			
	Legal Standard		
	IEP and provided by the district.		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 507.0</td> <td style="width: 50%;">Federal Requirements IDEA-97</td> </tr> </table>	State Regulations 507.0	Federal Requirements IDEA-97
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Rating: Implemented	District Response Required: No		

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION II. STUDENT IDENTIFICATION AND PLACEMENT		
	Legal Standard		
MOA 4	<p>Identification of limited English proficient students 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. Title VI; MGL, Ch.76, Section 5</p>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 50%;">District Response Required: No</td> </tr> </table>	Rating: Implemented	District Response Required: No
Rating: Implemented	District Response Required: No		

CRITERION NUMBER			
	Legal Standard		
MOA 5	<p>Placement and program modification for limited English proficient students For students requiring special language assistance, the district makes necessary program modifications to effectively serve limited English proficient students. Title VI; MGL, Ch.76, Section 5</p>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 50%;">District Response Required: No</td> </tr> </table>	Rating: Implemented	District Response Required: No
Rating: Implemented	District Response Required: No		

CRITERION 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</p>

CRITERION NUMBER	
	Legal Standard
	offered by the district. Title II, Title VI, Title IX, S. 504, MGL, Ch.76, Section 5
	Rating: Implemented District Response Required: No

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

CRITERION NUMBER	
	Legal Standard
MOA 12	Placement of disabled students in occupational/vocational education programs When occupational/ vocational placement needs of disabled students are being considered: 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

CRITERION NUMBER	
	Legal Standard
	identified needs of students Title II, S. 504
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
MOA 13	Availability of in-school programs for pregnant students Pregnant students are permitted to remain in regular education classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave. Title IX
	Rating: Implemented District Response Required: No

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)
 - Safe and Drug Free Schools (Report Issues # SDF 1-3)

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

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

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

CRITERION NUMBER			
	Legal Standard		
SE 30	<p>Elements of notice to parents The notice contains all required elements included the Massachusetts Parent's Rights Brochure, including the Department's October 1997 Supplement.</p> <table border="0"> <tr> <td>State Regulations 317.2(a-m)</td> <td>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)
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)		
	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 border="0"> <tr> <td>State Regulations 208.1, ,334.1,</td> <td>Federal Requirements 333.5, 335.2, 320.4</td> </tr> </table>	State Regulations 208.1, ,334.1,	Federal Requirements 333.5, 335.2, 320.4
State Regulations 208.1, ,334.1,	Federal Requirements 333.5, 335.2, 320.4		
	Rating: Implemented District Response Required: No		

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</p>

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION III. PARENTAL INVOLVEMENT	
	Legal Standard	
	extracurricular activities, and information regarding school recruitment and promotional activities. Title VI; MGL, Ch.76, Section 5	
	Rating: Implemented	District Response Required: No

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

Department of Education Findings:

Community agencies participate in surveys and meetings regarding the issues of drugs and violence facing youth in the community. Community agencies are made aware of the goals and objectives of the local Safe and Drug Free Schools and Communities Act program.

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

Department of Education Findings:

The local Safe and Drug Free project coordinates with the Health Protection Fund program in the

plan and design of activities presented to the youth in the community.

CRITERION NUMBER	
	Legal Standard
SDF 2A	The Safe and Drug Free Schools Advisory Council is representative of community agencies. The Council includes parents, students and representatives from the schools and prevention community. [Title IV Sec. 4115 (b) (2)]
	Rating: Implemented District Response Required: No

Department of Education Findings:

The advisory council has representatives from various segments of the community: business, parents, school staff and appropriate state agencies.

CRITERION NUMBER	
	Legal Standard
SDF 2B	There is evidence of an ongoing role for the Advisory Council in program planning and implementation through a comprehensive set of activities.
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

While there is evidence of a strong role for the advisory council, it is not clear if members are involved in the actual collection of data for the needs assessment or in the analysis of the data. However, it appears they do review and help to prioritize the information collected about alcohol, drugs and violence in the community. The concern is whether the district is establishing measurable objectives for the year and evaluating the implementation of those objectives in order

to advise the district on program improvement and modification as part of the next year's needs assessment.

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

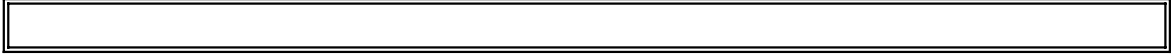
Department of Education Findings:

The district promotes parent involvement. Parents are surveyed and they participate in meetings that focus on the prevention of teen violence and drug usage. The parents are made aware of the goals and objectives, status, program outcomes and accomplishments of the local Safe and Drug Free Schools and Communities Act program in the district.

COMPONENT IV: CURRICULUM AND INSTRUCTION

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

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



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

Department of Education Findings:

The school committee schedules a school year that includes at least 182 school days at each elementary, middle and high school within the district for staff and 180 days at each level for students. The school committee is guided by the student learning time plan recommended by the school council for each school in its determination of the school year schedule.

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

Department of Education Findings:

All elementary students in the district receive a minimum of 900 hours of structured learning time. All secondary students in the district receive a minimum of 990 hours of structured learning time. The district uses block scheduling at the high school level to increase the time available to provide all students with high quality learning opportunities. Additionally, study halls were eliminated. At the elementary school level the mid-morning recess and the recess break that follows lunch are limited to under fifteen minutes each.

CRITERION NUMBER	SPECIAL EDUCATION IV. CURRICULUM AND INSTRUCTION
	Legal Standard

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

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

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																
	Legal Standard															
SE 40	Student/teacher ratios for 502.4 prototype programs 502.4 prototype programs meet the following class size requirements, which also apply when one or more students in this prototype are receiving special education with students from other prototypes: <table border="1" data-bbox="391 976 1419 1255"> <thead> <tr> <th data-bbox="391 976 630 1045">Staffing Pattern</th> <th data-bbox="630 976 917 1045">Number of Students</th> <th data-bbox="917 976 1205 1045">SPED Administrator approval</th> <th data-bbox="1205 976 1419 1045">DOE Approved waiver</th> </tr> </thead> <tbody> <tr> <td data-bbox="391 1045 630 1102">1 Teacher</td> <td data-bbox="630 1045 917 1102">8</td> <td data-bbox="917 1045 1205 1102">Not Allowed</td> <td data-bbox="1205 1045 1419 1102">10</td> </tr> <tr> <td data-bbox="391 1102 630 1159">1 Teacher 1 Aide</td> <td data-bbox="630 1102 917 1159">12</td> <td data-bbox="917 1102 1205 1159">Not Allowed</td> <td data-bbox="1205 1102 1419 1159">14</td> </tr> </tbody> </table> State Regulations 502.4(b)				Staffing Pattern	Number of Students	SPED Administrator approval	DOE Approved waiver	1 Teacher	8	Not Allowed	10	1 Teacher 1 Aide	12	Not Allowed	14
Staffing Pattern	Number of Students	SPED Administrator approval	DOE Approved waiver													
1 Teacher	8	Not Allowed	10													
1 Teacher 1 Aide	12	Not Allowed	14													
	Rating: Implemented		District Response Required: No													

CRITERION NUMBER				
	Legal Standard			
SE 41	Age span requirements for 502.4 prototype programs In 502.4 prototype programs the age of the youngest and oldest child in each			

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

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION IV. CURRICULUM AND INSTRUCTION			
	Legal Standard			
MOA 15	Accessibility of extra curricular activities			
	<ul style="list-style-type: none"> Extra curricular activities sponsored by the district are non-discriminatory in that: the school provides equal opportunity for male and female students to participate in intramural and interscholastic sports extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, color, religion, national origin, sexual orientation and disability. 			
	Title II; Title IX ; S. 504; MGL, Ch.76, Section 5			
	Rating: Implemented		District Response Required: No	

CRITERION NUMBER				
	Legal Standard			
MOA 16	Promotional, recruitment, and employment practices of prospective employers of students			
	<ul style="list-style-type: none"> The district ensures that promotional efforts and recruitment and employment practices and materials aimed at students, including career days, work study, 			

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

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

Department of Education Findings:

There is evidence that SDFSCA activities are integrated with the Title I (helping disadvantaged children meet high standards) and Title II (professional development) activities that this district provides to students and staff.

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)

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

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

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

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

CRITERION NUMBER	
	Legal Standard
	<p data-bbox="597 344 1393 575"> 2. if the district provides evidence that the student is “substantially likely” to injure him/herself or others and a hearing officer orders the alternative placement; and 3. the interim alternative education setting enables the student to continue in the general curriculum, to continue receiving services identified on the IEP, and provides services to address the problem behavior. </p> <p data-bbox="406 579 1393 743"> e. If the TEAM determines that the behavior <u>IS</u> a manifestation of the disability, then the district takes steps (with the consent of the parent) to correct the IEP, the placement, or the behavior intervention plan and does not suspend the student again during the school year. </p> <p data-bbox="406 747 1393 911"> f. The school district provides written notice to the parent of all rights to appeal and to an expedited hearing. If the parent chooses to appeal, during the appeal the student stays put in the placement on the last accepted IEP or the interim alternative placement, unless the parent and the school district agree otherwise. </p> <p data-bbox="406 915 1393 1012"> State Regulations Federal Requirements 20 U.S.C. Chapter 33, Section 1415(k) 34 CFR 300.519-300.529 </p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 48A	<p data-bbox="406 1354 1393 1421">Procedural requirements applied to students not yet determined to be eligible for special education</p> <p data-bbox="406 1425 1393 1589"> a. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if: </p> <p data-bbox="597 1593 1393 1719"> 1. the parent had expressed concern in writing; or 2. the parent had requested an evaluation; or 3. school district staff had expressed concern that the student had a disability. </p> <p data-bbox="406 1724 1393 1887"> b. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures to conduct an expedited evaluation to determine eligibility. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of </p>

CRITERION NUMBER	
	Legal Standard
	c. eligibility. The school district has developed procedures consistent with IDEA-97 requirements to expedite evaluations.
	State Regulations Federal Requirements 20 U.S.C. Chapter 33, Section 1415(k)
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 49	FAPE: Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education Students with special needs, including those in private schools, institutions and restrictive settings, have equal opportunity to participate in, and where appropriate, receive credit for educational, non-academic, extracurricular and ancillary programs, services and activities with students in the regular education program to the maximum extent appropriate. Programs, services and activities include, but are not limited to: a. art and music b. vocational education, industrial arts, and consumer and homemaking education c. work study and employment opportunities d. counseling services e. health services f. transportation g. recess and physical education, including adaptive physical education h. athletics and recreational activities i. school-sponsored groups or clubs j. meals
	State Regulations Federal Requirements IDEA-97 502.13, 502.4(e), 502.4(i), 502.12(d)
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard

SE 50	<p>Related services For each student with special needs found to require related services, the School district provides or arranges for the provision of such services which include but are not limited to:</p> <p>a. vocational, career and rehabilitation counseling b. school health services c. orientation and mobility services (peripatology) d. occupational therapy e. physical therapy f. speech and language therapy g. social and psychological services, limited to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> group sessions conducted within the public school, provided that such services provided to parents are directly related to the objectives in the IEP <input type="checkbox"/> individual consultation by school counseling staff <input type="checkbox"/> crisis intervention <input type="checkbox"/> individual counseling <input type="checkbox"/> consultation between school counseling staff and a regular education teacher <p>h. audiology i. medical services for diagnostic and evaluative purposes provided by a licensed physician j. parent-child instruction k. transportation l. other services as recommended by the TEAM</p> <table border="0"> <tr> <td>State Regulations</td> <td>Federal Requirements</td> </tr> <tr> <td>127.0, 503.2(a)-(j)</td> <td>20 U.S.C. Chapter 33, Section 1401(22)</td> </tr> </table>	State Regulations	Federal Requirements	127.0, 503.2(a)-(j)	20 U.S.C. Chapter 33, Section 1401(22)
State Regulations	Federal Requirements				
127.0, 503.2(a)-(j)	20 U.S.C. Chapter 33, Section 1401(22)				
	<p>Rating: Implemented District Response Required: No</p>				

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION V. STUDENT SUPPORT SERVICES
	Legal Standard
MOA 1	<p>Notification of school district staff and the general public At the beginning of each school year, students, parents, employees, and the general public are: notified that all programs, activities and employment opportunities are offered without regard to race, color, sex, religion, national origin, sexual orientation and disability 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</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:
Interviews indicated inconsistent implementation of this requirement.

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: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard

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"> • encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills • examine testing materials for bias and counteract any found bias when administering and interpreting test results • communicate effectively with limited English-proficient and disabled students and facilitate their access to all programs and services offered by the district • support students in non-traditional educational and occupational pursuits for their gender <p>Title II, Title VI; Title IX; S. 504; MGL, Ch.76, Section 5</p>
	<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"> • when making athletic awards to members of single sex teams, awards are in

CRITERION NUMBER	
	Legal Standard
	<p>proportion to the number of students of each gender participating in interscholastic competition</p> <ul style="list-style-type: none"> when accepting outside assistance (i.e. wills, trusts) for awards that would discriminate, the district provides an alternative source of funding to erase the discriminatory effect <p>Title VI; Title IX; S. 504; MGL, Ch.76, Section 5</p>
	<p>Rating: Implemented District Response Required: No</p>

COMPONENT VI: FACULTY, STAFF AND ADMINISTRATION

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

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

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

Department of Education Findings:

The district has established a comprehensive evaluation system for all teachers, principals and administrators that is based upon the Saphier method of Research for Better Teaching. This evaluation system also incorporates the principles established by the Board of Education. Teachers with professional status are evaluated every other year while teachers without professional status are evaluated annually for three years, receiving three formal written observations annually. Teachers are evaluated by their principals. Principals, administrators and central administrative personnel are evaluated annually by the superintendent. The superintendent is evaluated annually by the school committee using performance standards based on the district strategic plan of school improvement. The district's collective bargaining agreements, policies and procedures clearly describe the evaluation process and standards. Samples of the evaluation forms and procedures used for staff are included as Appendix C in the bargaining handbook. Documentation provided by the district supports the determination that the evaluation system as described is being implemented.

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

Department of Education Findings:

Teachers with professional status are evaluated every other year. The teacher and the evaluator meet to determine individual annual goals. The information from the meeting is documented and maintained on file by the principal. At this initial yearly meeting a date is set for a formal classroom observation. Once the formal observation has taken place, the results are written down and shared with the teacher within several school days. Teachers without professional status are observed three times a year for three years. The evaluation

process consists of a pre-observation meeting, the formal observation and a post- observation meeting. The evaluation reports for all staff identify areas of strength as well as areas needing improvement. The teacher evaluation system addresses all of the Principles of Effective Teaching. Teachers whose evaluations indicate areas that need strengthening are provided assistance through professional development, peer coaching and evaluator guidance.

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

Department of Education Findings: *Evaluations of principals are conducted annually by the superintendent of schools. The evaluation standards are based upon the Principles of Effective Leadership and supplemental performance standards from the district improvement plan. The evaluation process starts with a meeting between the to set annual goals. Direct observation, documented information and student outcome data form the basis for the performance evaluation. The evaluation instrument consists of a checklist with a rating scale and a summary section that denotes areas of strength and areas needing improvement. The documentation submitted demonstrates that the evaluation reports provide clear recommendations. The administrators in this district are veteran staff and although a review of the evaluations indicates this is not an area of concern, should any one of them need strengthening in any area of work performance a host of activities are available. activities could include attending workshops or conferences, taking college courses and collaborating or other administrators in the district.*

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

Department of Education Findings:

The district has established a cycle of evaluation of sufficient frequency for both teachers and administrators and has documented that it is being implemented.

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

Department of Education Findings:

The school committee does not receive a summary of staff evaluations to review for the purpose of examining staffing needs for the district, nor did the district present documentation to demonstrate its use of the results of staff evaluations in the development of its professional development plan. Staff interviews indicate the many activities the district provides to staff who may need to improve their professional performance. Those activities include district in-service training, staff development partnerships with local colleges and universities, and out-of-district workshops and conferences.

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

Department of Education Findings:

The district provided training to principals and administrators on supervision and evaluation based on the Research for Better Teaching model (RBT). This training was updated during the administrative retreat that was held during the week of August 2, 1999. The district uses evaluators who have expertise in the subject matter and areas to be evaluated

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

Department of Education Findings:

The district has a professional development plan for all principals, teachers and other professional staff, which is being implemented. Every school in the district has a professional development committee consisting of teachers, specialists and administrators which writes a professional development plan for the school. These school-based committees meet monthly to assess the school's professional development needs, set professional development goals for it, and plan the implementation of those goals. Each school-based committee is chaired by a member of the district-wide professional development steering committee. The district-wide professional development steering committee is chaired by the two coordinators of professional development and higher education partnerships. The district is investigating bringing a course on-site from Research for Better Teaching to assist in professional growth. The district currently maintains partnerships with

several area colleges that offer courses on-site for school staff. Professional development plans do not appear to be directly linked to the results of staff evaluations, but teachers are encouraged to keep individual folders of all in-services attended and professional development points acquired. The district aligns its professional development plan with the State Professional Development Plan.

CRITERION NUMBER	
	Legal Standard
ER 8	The professional development plan shall include training in the teaching of the curriculum frameworks and other skills required for the effective implementation of the Education Reform Act, including participatory decision-making, and parent and community involvement. Further, the plan shall address training for school council members and may include teacher training which addresses the effects of gender bias in the classroom. In school districts with language minority student populations, the professional development plan shall address the need for training and skills in second language acquisition and in working with culturally and linguistically diverse student populations. (Chapter 71, section 38Q and section 59C)
	Rating: Not Rated District Response Required: No

Department of Education Findings:

The school district’s professional development plan addresses all of the key elements required by the education reform law. The topics include, but are not limited to, curriculum alignment, instructional quality and parent and community support and involvement. The district provides two full days and three half-days of professional development where attendance is mandatory. Each year the professional development committee creates and administers a survey of the district staff, the results of which are used to plan staff development activities on those days. The district’s professional development activities are determined by district need, school need and individual need. The professional development plan does not outline goals or timelines but lists the budget cost at one hundred dollars per student, which is the formula used to determine individual school budgets for professional development activities. The plan is updated annually with frequent reports on implementation given throughout the year to the superintendent and school committee. Throughout the year staff may attend after-school workshops and study groups. Upon the superintendent’s approval staff are provided a contractual tuition reimbursement of up to five hundred and ten dollars for a three credit course each school year. Additionally, graduate courses are offered on-site at a reduced cost and all staff are encouraged to participate in at least one out-of-district professional activity. Professional development activities are offered to all staff-- administrators, teachers, and paraprofessionals .Staff have been advised to maintain a personal folder of all of their Professional Development Point certificates, which are given out at the end of each professional development activity.

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> <p>State Regulations 502.12(c)(i)</p>	<p>Federal Requirements IDEA-97</p>
	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> <p>State Regulations 502.12(c)(ii), 502.12(c)(iii)(2)</p>	<p>Federal Requirements IDEA-97</p>
	Rating: Implemented	District Response Required: No

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

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

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VI. FACULTY, STAFF AND ADMINISTRATION	
Legal Standard		
MOA 18	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.	

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VI. FACULTY, STAFF AND ADMINISTRATION	
	Legal Standard	
	Title I, Title VI, Title IX, S. 504	
	Rating: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
MOA 19	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	
	Rating: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
MOA 20	Non-discriminatory personnel policies and procedures District personnel policies and procedures are free of discrimination and bias in the following areas: <ul style="list-style-type: none"> • employee hiring, upgrading, award of tenure, demotion, return from layoff and retirement are the same for both sexes • employee pay schedules and rates of other compensation for all job categories provide equal pay for equal work • 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 Title I, Title VI, Title IX, S. 504	
	Rating: Implemented	District Response Required: No

CRITERION NUMBER	
	Legal Standard
MOA 21	Staff training regarding civil rights responsibilities New hires to the district are provided in-service training regarding civil rights responsibilities, and existing staff and administrators are provided periodic in-service training regarding civil rights responsibilities. Title VI, Title IX, S. 504
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Staff interviews indicated that upgraded training in civil rights responsibilities is needed.

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)

CRITERION NUMBER	SPECIAL EDUCATION VII. SCHOOL FACILITIES	
	Legal Standard	
SE 55	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. State Regulations 508.1	Federal Requirements IDEA-97
	Rating: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
SE 56	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. State Regulations 508.2 (a-c)	Federal Requirements IDEA-97
	Rating: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
SE 57	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. State Regulations 508.3	Federal Requirements IDEA-97, Section 504 of the Rehabilitation Act of 1973
	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>
	<p>Rating: Implemented District Response Required: No</p>

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

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)
 - Safe and Drug Free Schools (Report Issue # SDF 5-8)

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

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VIII. PROGRAM PLAN AND EVALUATION	
	Legal Standard	
MOA 22	<p>Curriculum review process</p> <p>The district has in place a regular review process to ensure that:</p> <ul style="list-style-type: none"> • existing curriculum materials present fair perspectives of the culture, history, activities and contributions of persons and groups of different races, nationalities, sexes and colors • all new purchases of curriculum materials present non-stereotyped and non-detrimental characterizations of under represented groups and both sexes <p>MGL, Ch.76, Section 5</p>	
	Rating: Implemented	District Response Required: No

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

CRITERION NUMBER	SAFE AND DRUG FREE SCHOOLS VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
SDF 5	Each recipient bases its programs on a thorough assessment of objective data about the drug and violence problems in the schools and communities served. Each SDFSCA grant recipient conducts a thorough assessment of the nature and extent of youth drug use and violence problems. [Title IV Sections 4111 – 4116, 20 U.S.C. 7111 – 7116]
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

While objective data has been assessed, the amount of data collected needs to be expanded, and a more rigorous analysis and interpretation made of the data. For example: the main source of information is the local administration of the Youth Risk Behavior Survey(YRBS) to students in grades 6-12. While this is an excellent source of student reports of behavior, it should not be considered to be sufficient by itself.

Furthermore, there is little reference in the findings to children below grade 9. The other main instrument referred to is the Safe Schools Survey (SSS), which is undoubtedly important to many aspects of school safety but is not specifically suited to SDFSC objective analysis. Relevant information in the SSS needs to be extracted and interpreted in relation to other SDFSC data. The Department will offer assistance to the health coordinator in developing a thorough assessment of SDFSC problems.

CRITERION NUMBER	
	Legal Standard
SDF 6	Each recipient, with the assistance of a local or regional advisory council, establishes a set of measurable goals and objectives and designs its programs to meet those goals and objectives. [Title IV Sections 4111 – 4116, 20 U.S.C. 7111 – 7116]
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

When the design of substance abuse and violence prevention programs is to be based on the results of a thorough objective analysis, it is necessary to establish measurable objectives for the prevention activities based on the needs identified by that analysis. The Department will offer assistance to the health coordinator and advisory council to meet this criterion fully.

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

Department of Education Findings:

The district’s programs and activities respond to the identified needs of the district. The programs and their activities are based on research and evaluation that provide evidence of program effectiveness in reducing or preventing drug use, violence or disruptive behavior among youth. There is a process in place to determine the effectiveness of the program and strategies.

CRITERION NUMBER	
	Legal Standard
SDF 8	Each recipient evaluates its programs periodically to assess its progress toward achieving its goals and objectives, and uses its evaluation results to refine, improve and strengthen its programs, and to refine its goals and objectives as appropriate.
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

A process to evaluate progress toward measurable program objectives needs to be developed. The Department will assist the health coordinator and advisory council in refining and improving this process.

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)
- Safe and Drug Free Schools (Report Issue # SDF 9)

CRITERION NUMBER	SPECIAL EDUCATION IX. RECORD KEEPING				
	Legal Standard				
SE 59	<p>Register of students in need of special education An annual ever current register of students in need of special education is maintained that contains all required areas:</p> <ul style="list-style-type: none"> a. name of student b. address/telephone number c. date of birth d. full name of parent e. date referral received f. date(s) of TEAM meetings and reviews g. date of acceptance or rejection of IEP h. beginning date of special education i. current program prototype j. name of school or other place where special education is delivered <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations</td> <td style="width: 50%;">Federal Requirements</td> </tr> <tr> <td>300.1 - 300.10</td> <td>IDEA-97</td> </tr> </table>	State Regulations	Federal Requirements	300.1 - 300.10	IDEA-97
State Regulations	Federal Requirements				
300.1 - 300.10	IDEA-97				
	<p>Rating: Implemented District Response Required: No</p>				

CRITERION NUMBER	SPECIAL EDUCATION IX. RECORD KEEPING				
	Legal Standard				
SE 60	<p>Child Count</p> <ul style="list-style-type: none"> a. A child count is maintained representing students with current, accepted IEPs who are provided, at a minimum, direct special education services to each student. The count is filed as part of annual school report by December 1 of each school year and provides an unduplicated listing of the number of students with IEPs in each program prototype and does not reveal the identity of individual students or their parents. b. The child count includes students with disabilities determined eligible for special education who are attending private schools at private expense and are receiving publicly funded services according to a "services plan" developed by the TEAM. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations</td> <td style="width: 50%;">Federal Requirements</td> </tr> <tr> <td>301.0</td> <td>20 U.S.C. Chapter 33, Section 412(a)(3)(A)</td> </tr> </table>	State Regulations	Federal Requirements	301.0	20 U.S.C. Chapter 33, Section 412(a)(3)(A)
State Regulations	Federal Requirements				
301.0	20 U.S.C. Chapter 33, Section 412(a)(3)(A)				
	<p>Rating: Implemented District Response Required: No</p>				

CRITERION NUMBER	
	Legal Standard

CRITERION NUMBER	
	Legal Standard
SE 60A	<p>Federal Special Education Entitlement Grant</p> <p>a. The district’s Special Education entitlement grant is designed by appropriate local administrators who are responsible for the implementation of the local special education programs and services.</p> <p>b. Where necessary, appropriate local administrators amend the programmatic and budgetary sections of the grant according to procedures and timelines required by the Department of Education.</p> <p>c. Appropriate local administrators monitor the entitlement grant in an ongoing manner to ensure its full implementation as it has been approved by the Department of Education.</p> <p>d. The district has secured the approval of the Department of Education for all amendments prior to their implementation.</p> <p>State Regulations School Finance and Accountability Regulations Federal Requirements IDEA –97</p>
	<p>Rating: Implemented District Response Required: No</p>

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

Department of Education Findings:

The district's approved and current budget pages are on file in the Department of Education. Copies of the submitted and approved amendment (AMI) forms and copies of submitted request for funds (RFI) forms are on file in the Department of Education. Additionally, time distribution logs are maintained for individuals employed with SDFSCA funds.

COMPONENT X: SCHOOL GOVERNANCE

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

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

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

Department of Education Findings:

Each elementary and secondary school within the district has established a school council. The councils are composed of faculty, parents, and business and community representatives. The composition of the councils is representative of the student population. There is a student representative at the high school level. Elections are held at each school to determine membership on the school councils. This process was approved by the superintendent and the school committee. The councils meet at least monthly and more often if needed.

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

Department of Education Findings:

Each school council has developed a school improvement plan. Each school improvement plan addresses educational goals, improvement of student performance, class size and instructional space, parent involvement, safety and respect, and staff development. Especially impressive is “The Kindness Matters” initiative prompted by focusing on safety and respect in the school climate. It was reported that instances of discord among students have been dramatically reduced. The school improvement plans, by district design, have to focus on improving student learning, specify expected student outcomes with measurable results, align with the mission of the school district and be consistent with the curriculum frameworks. Each school council must indicate anticipated costs and funding resources, ensure the implementation of the plan, delineate the method of evaluating and reporting progress and make changes if needed.

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

Department of Education Findings:

The school committee is provided with a copy of each school’s improvement plan by the principal at a presentation meeting. The school improvement plan must be presented to and approved by the superintendent and school committee by February 1st of each school year. The school district has a strategic plan that involves community and business leaders, parents, teachers and the school committee. Each school’s improvement plan is woven into the district’s strategic plan. Implementation of the school improvement plan is monitored throughout the year.

CRITERION NUMBER	
	Legal Standard
ER 13	The superintendent of each school district shall publish the district’s policies pertaining to the conduct of teachers and students. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district. Further, in schools containing grades 9-12, the principal in consultation with the school council shall prepare and annually review a student handbook setting forth the rules pertaining to the conduct of students. (Chapter 71, section 37 H)
	Rating: Not Rated District Response Required: No

Department of Education Findings:

The school district's policies prohibit the use of any tobacco products by students or school personnel within school facilities, on school grounds and on school buses. All principals are knowledgeable regarding the district's policies and procedures governing the disciplining of students. The East Longmeadow School District distributes a Personnel Policy Handbook and a Code of Conduct and Discipline and Student Handbook. The Code of Conduct and Discipline Policy and Student Handbook is very comprehensive with a table of contents which provides easy access to material that addresses all aspects of student conduct and behavior. The Student Handbook outlines procedures for conducting disciplinary hearings and assuring due process and standards and procedures for suspension and expulsion. It also details the disciplinary procedures to be applied to students with disabilities, which are compliant with the Individual's with Disabilities Act of 1997 (IDEA-97).

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 ever current 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 8:

EDUCATION REFORM, SPECIAL EDUCATION , MOA, SAFE AND DRUG FREE SCHOOLS

File Name: East Longmeadow Public Schools Coordinated Program Review Final
Report 2000

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