



HOLBROOK PUBLIC SCHOOLS

**COORDINATED PROGRAM REVIEW
REPORT OF FINDINGS**

Dates of Onsite Visit: February 7-11, 2000

Date of Draft Report: June 16, 2000

Due Date for Comments: July 10, 2000

Date of Final Report: September 1, 2000

Action Plan Due: October 24, 2000

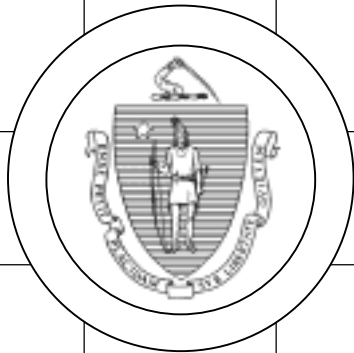
Department of Education Onsite Team Members:

Claire Brady, Chairperson

Margaret Cassidy

Helen Jones

Clare Walsh



David P. Driscoll, Commissioner of Education

**MASSACHUSETTS DEPARTMENT OF EDUCATION
COORDINATED PROGRAM REVIEW**

Holbrook Public Schools

Table of Contents

OVERVIEW OF REVIEW PROCEDURES	3
COORDINATED PROGRAM REVIEW REPORT.....	7
DEFINITION OF TERMS	11
COMPONENT I: ASSESSMENT OF STUDENT PROGRESS	12
SPECIAL EDUCATION.....	13
TITLE 1	20
COMPONENT II: STUDENT IDENTIFICATION AND PLACEMENT.....	22
SPECIAL EDUCATION.....	23
CIVIL RIGHTS METHODS OF ADMINISTRATION	27
TITLE 1	30
COMPONENT III: PARENTAL INVOLVEMENT.....	32
SPECIAL EDUCATION.....	32
CIVIL RIGHTS METHODS OF ADMINISTRATION	36
TITLE 1	36
COMPONENT IV: CURRICULUM AND INSTRUCTION	38
SPECIAL EDUCATION.....	39
CIVIL RIGHTS METHODS OF ADMINISTRATION	46
TITLE 1	47
COMPONENT V: STUDENT SUPPORT SERVICES	49
SPECIAL EDUCATION.....	50
CIVIL RIGHTS METHODS OF ADMINISTRATION	54
TITLE 1	57
COMPONENT VI: FACULTY, STAFF AND ADMINISTRATION.....	59
SPECIAL EDUCATION.....	61
CIVIL RIGHTS METHODS OF ADMINISTRATION	62
TITLE 1	64
COMPONENT VII: SCHOOL FACILITIES.....	66
SPECIAL EDUCATION.....	67
CIVIL RIGHTS METHODS OF ADMINISTRATION	68
COMPONENT VIII: PROGRAM PLAN AND EVALUATION.....	70
SPECIAL EDUCATION.....	71
CIVIL RIGHTS METHODS OF ADMINISTRATION	71
TITLE 1	72
COMPONENT IX: RECORD KEEPING.....	73

SPECIAL EDUCATION.....	74
TITLE 1.....	75
APPENDIX:	77
SCHOOL AND DISTRICT PROFILES	78

MASSACHUSETTS DEPARTMENT OF EDUCATION

COORDINATED PROGRAM REVIEW REPORT

Holbrook Public Schools

OVERVIEW OF REVIEW PROCEDURES

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

Coordinated Program Review Elements

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

Scope: Seventy (70) school districts and charter schools are scheduled to receive visits in school year 1999-2000. All school districts and charter schools in the Commonwealth are monitored through the Department's Coordinated Program Review system on a five-year cycle with an additional mid-cycle 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 four member Massachusetts Department of Education team visited Holbrook Public Schools during the week of February 7, 2000 to evaluate the implementation of selected criteria in the program areas of Special Education, Civil Rights Methods of Administration (MOA) and Title I. The Team appreciated the opportunity to interview staff and parents, observe classroom facilities and to review the program efforts underway in the District. The Review Team would like to commend the following program areas that were brought to the attention of the Department and that the Team believes have a significant and positive impact on the delivery of educational services for students enrolled in the Holbrook Public Schools. These areas are as follows:

- *The District has conducted an in-depth analysis of data from mandated testing to determine the instructional needs of the students. In response to these findings, the District has implemented a system-wide, cross-curricular writing program aimed at improving outcomes for all students.*
- *The District has implemented an innovative conflict resolution system at the South School. Affiliated with the Stone Center at Wellesley College, the program encourages students to develop social competency and resolve conflicts constructively.*
- *The new early childhood programs in the District have been developed to provide services to the youngest children with special needs in an inclusive setting. The District moved the early childhood programs from the high school into the elementary school to allow students with special needs greater access to age peers.*

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

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 13 administrative staff;
- Interviews of 41 teaching and support services staff across all levels;
- Interviews of 14 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 21 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 10 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

Holbrook Public Schools

EXECUTIVE SUMMARY

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

Component I: Assessment of Student Progress

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

The Holbrook Public Schools' assessment system complies with the regulatory requirements. The Coordinated Program Review indicated several areas of partial implementation of the District's system. The areas of partial implementation fall into two main categories: inconsistent compliance with the regulatory requirements and lack of individualization for each student's needs

The onsite team found that persons who conducted evaluations do not participate in all TEAM meetings. The team also found that all required timelines have not been met and that the District does not seek parental consent to its proposals to waive assessments in a timely manner.

The lack of individualization in each eligible student's education plan is a more concerning issue. The onsite team found instances where mandated testing addenda do not outline specific accommodations required by students. The team also found Statements of Needed Transitional Services and Post-School Vision Statements to be generic in their language. These components of the IEP did not appear to be developed with input from the individual student. The team also found progress reports to be generic and nonspecific, lacking information that would indicate the student's achievement toward the goals in the plan.

Overall, the team found that the District assessment system is appropriate. In most cases it is being implemented appropriately. The findings of the onsite team indicate small but significant areas of noncompliance that will require corrective action.

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 conducts adequate outreach and appropriately screens three and four-year-old children and prospective kindergarteners. It has created an integrated preschool class to serve students in the District. There are prereferral activities and building-based teacher assistance teams in place at each level. The onsite team did find some variation in the use of prereferral

activities, but did not find indications that this leads to inappropriate placement of students in special education programs.

Of greater concern is the lack of systematic assessment of student language needs at all levels in the District. The District does not evaluate or assess students' English language proficiency in a systematic way; thus, students who may require language assistance may not be identified. Students with limited English proficiency may be referred inappropriately for special education or Title I service. That the District's English as a Second Language (ESL) services are limited exacerbates the situation. The onsite team also found a widespread misperception among staff in the District that students receiving special education services are ineligible for the Title I program. There is at least one student with special needs receiving Title I services, and the District administration indicated it is not District policy to exclude such students from Title I.

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 communicates with parents to ensure their participation in TEAM meetings. The onsite team noted some instances where parents may not have been notified in writing of TEAM meetings, but interviews with all constituencies indicated that parents are encouraged to participate. The onsite team found the Title I program provides outreach to parents by sending materials home with students, thus allowing parents to participate in the teaching process.

The District does not publish materials in languages other than English. Interviewees indicated teachers are always available to provide clarification to parents upon request, thus ensuring parental participation. This practice seems to be effective, but it does not proactively reach out to parents who may not be English-proficient or literate. The District needs to make more proactive efforts in this area to ensure it is reaching all parents.

Component IV: Curriculum and Instruction

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

The District holds all students to high expectations. The District implements several programs to enable all students to meet or exceed the expectations. It has initiated a system wide writing component targeted at improving student performance in all curricular areas. The Title I program has been designed to assist students to meet or exceed the District's performance expectations. The District provides transportation to ensure that eligible students can access the after-school Title I program.

Interviews and observations indicated the availability of physical space plays a major role in determining the types of programs offered in the District. Interviews indicated there is a need for a wider range of programs, especially programs with vocational/occupational and behavioral components. The District currently sends some students in need of this level of service outside of the District. The onsite team found the inclusion model varies in quality across the District. Interviews and observations indicated the unavailability of resources at the secondary level, notably in the areas of speech pathology, transportation and inclusion classes.

This unavailability of resources limits the access to regular education and the general curriculum for students with special needs.

The District is implementing several initiatives, including the Links Program, portfolio assessment, and a supplementary reading program, to enable students to meet or exceed expectations. The District has developed a career exploration program, funded by the Career Majors Initiative Grant, which expands the number of job opportunities for students and helps them tailor their courses toward their career goals. The District indicated this initiative is targeted at all students, including those with special needs.

Component V: Student Support Services

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

In general, the District ensures that all students have equal opportunities and access to programs and services. The District has updated many policies and physical structures to ensure equal access for staff and students with disabilities. The District has been studying and modifying the existing buildings to ensure accessibility for students, parents and staff. The District does have a comprehensive grievance procedure, providing a means of addressing all forms of harassment. Parents of students receiving Title I services are provided written information, books, and materials to facilitate and encourage family participation in the efforts to assist the student to improve performance.

While these efforts are certainly positive, and the District generally complies with the regulatory requirements, the onsite team did find several instances of noncompliance. Onsite review of documentation revealed the inconsistent inclusion of “sexual orientation” in the District’s notices of non-discrimination. The lack of an English proficiency assessment system jeopardizes equal access for students who are limited-English proficient.

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?

A review of documentation indicated the District maintains certified staff in the specific program areas. Aides and paraprofessionals receive supervision from appropriate staff. Published employment advertisements do not address nondiscrimination. Interviews indicated the District has not identified under-represented groups among its employees and thus has not made outreach efforts to those groups. Interviews indicated many staff are not aware of civil rights responsibilities, although some respondents demonstrated some degree of knowledge in this area.

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?

Onsite observations and interviews revealed some spaces used for the delivery of special education services are not equal to the average standard for regular education spaces. The onsite team found some spaces to be crowded with stored materials and equipment, distracting the students. Additionally, some special education students receive instruction in a cramped, makeshift space on the stage, which is also used for office and storage space. Some classrooms designated for special education do not have the same quality of materials as

regular education classrooms.

The onsite observation indicated the location of some facilities requires services to be delivered in the cafeteria while other students are eating lunch. Efforts are made to minimize any possible stigmatization, but the very location of the instruction precludes the students from having adequate privacy. Certain spaces lack sound buffers to minimize noise distractions, especially during test-taking.

Component VIII: Program Plan and Evaluation

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

The District reviews all its programs on a regular basis. The District has developed and implemented a comprehensive three-year program plan in special education. There has been review of test results of students across the District in an effort to develop programming based on student needs. The onsite team found the District involves parents in the evaluation of the District's Title I programs. Interviews indicated the District does not review materials specifically for bias, although it does regularly review materials for alignment with the Curriculum Frameworks. The onsite team found several policies in need of revision to comply with changes in state or federal statutes or regulations.

Component IX: Record keeping

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

The District has demonstrated organization in its maintenance of records and documentation for Title I and special education programs. The District has developed a system for ensuring compliance with special education regulations which centers on keeping organized student records.

DEFINITION OF TERMS
FOR THE RATING OF EACH COMPLIANCE CRITERION

Commendable	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements.
Implemented	The requirement or criterion is substantially met.
Partially Implemented	The requirement, in one or several important aspects, is not entirely met.
Not Implemented	The requirement is totally or substantially not met.
Not Applicable	The requirement does not apply to the school district or charter school.

COMPONENT I: ASSESSMENT OF STUDENT PROGRESS

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

- Special Education (Report Issues # SE 1- SE 11)
 - Title I (Report Issues # TI 1-4)

CRITERION NUMBER	SPECIAL EDUCATION I. ASSESSMENT OF STUDENT PROGRESS	
	Legal Standard	
SE 1	<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>	
	Rating: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
SE 3	<p>Transition</p> <p>a. For a student who is 14 years of age, the TEAM must consider the student’s course of study in relation to the student’s future goals and document this in the IEP.</p> <p>b. For a student who is 16 years of age, or younger if appropriate, the TEAM develops a Statement of Needed Transition Services that promotes movement of the student from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.</p> <p>c. The Statement of Needed Transition Services is based upon the student's needs, taking into account the student's preferences and interests and includes specially designed instruction, community experiences, the development of employment or other post-school adult living objectives, and, if appropriate, the acquisition of daily living skills and functional vocational evaluation.</p> <p>d. Beginning at least one year before the student reaches 18, the age of majority under Massachusetts state law, the student is informed of transfer of rights on reaching the age of majority.</p> <p>e. Where a student is graduating or turning age twenty-two and in need of continuing services, the appropriate transitional agency is notified and invited to participate in TEAM meetings at least two years before the anticipated date of exit.</p> <p>f. In cases where the IEP included needed transition services and a participating agency other than the school district fails to provide these services, the TEAM reconvenes to identify alternative strategies to meet the transition objectives.</p> <p>State Regulations 314.,335.4, 132.0 Chapter 688</p>	<p>Federal Requirements IDEA-97</p>
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings:

Record reviews and interviews indicated post-school planning is not considered for all students at age 14. Record review and interviews revealed the Statement of Needed Transitional Services is not always completed by age 16 and does not include the student's interests and preferences for post-school adult living.

CRITERION NUMBER	
	Legal Standard
<p>SE 4</p>	<p>TEAM composition The following persons are members of the evaluation TEAM:</p> <ul style="list-style-type: none"> a. A representative of the school district who acts as Chairperson and who is (1) qualified to supervise or provide special education; (2) is knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources of the District. b. A representative of the school district who has the authority to commit the resources of the District (and who may act as the Chairperson) c. A teacher who has recently had or currently has the student in a classroom or other teaching situation. If the student is involved or may be involved in a regular education program, a regular education teacher should be included as a TEAM member. d. The student, age fourteen and older, if he/she chooses e. The parent f. Other individuals at the request of the student's parents g. At least one teacher or specialist trained in the area of the student's suspected special needs h. The individuals who have conducted assessments as part of the evaluation (A registered nurse may represent a physician for the comprehensive health assessment) i. Other individuals who may be necessary to write an IEP for the child, as determined by the Administrator of Special Education j. When one purpose of the TEAM meeting is to discuss transition services, the student age sixteen, or younger, is a part of TEAM process. If the student does not attend the TEAM meeting, the school district ensures that the TEAM is informed of the student's interests and preferences k. When one purpose of the TEAM meeting is to discuss transition services, a representative of any public agency who may be responsible for providing or paying for transition services is invited to the TEAM meeting. If the representative(s) does not attend the meeting, the school district takes other steps to obtain the participation of these agencies. <p>State Regulations 314.1-314.7</p> <p>Federal Requirements IDEA-97</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

Record reviews indicated the evaluators who conduct assessments are not always present at the

CRITERION NUMBER	
	Legal Standard
	of the school year. State Regulations 319.0 Federal Requirements IDEA-97
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 7	School District response to request for independent evaluation The school district responds in writing within five school working days when a parent requests an independent evaluation at school district expense. State Regulations 328.2 Federal Requirements
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 8	Frequency of re-evaluation Re-evaluations of each student in need of special education occur at least every three years, and more frequently if requested by the student's parent or teacher, or if recommended by a participant in a review meeting. State Regulations 334.0 Federal Requirements IDEA-97
	Rating: Implemented District Response Required: No

CRITERION NUMBER			
	Legal Standard		
SE 9	<p>Progress Reports and content</p> <p>a. Parents receive reports on the student's progress toward reaching the goals set in the IEP at least as often as parents are informed of the progress of non-disabled students.</p> <p>b. Progress report information sent to parents includes narrative information on the student's progress toward the annual goals in the IEP, including information on the extent to which such progress is sufficient to enable the child to achieve the goals by the end of the year.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">State Regulations 335.1, 502.13</td> <td style="width: 50%;">Federal Requirements 20 U.S.C. Chapter 33, Section 1414(d)(1)(A)(viii)</td> </tr> </table>	State Regulations 335.1, 502.13	Federal Requirements 20 U.S.C. Chapter 33, Section 1414(d)(1)(A)(viii)
State Regulations 335.1, 502.13	Federal Requirements 20 U.S.C. Chapter 33, Section 1414(d)(1)(A)(viii)		
	<p>Rating: Partially Implemented District Response Required: Yes</p>		

Department of Education Findings:

Record review indicated that progress reports do not consistently address the student's attainment of annual goals.

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</p>

CRITERION NUMBER	
SE 11	Legal Standard
	or a new or amended IEP. State Regulations 333.0, 333.1, 333.5, 333.6 Federal Requirements IDEA-97
	Rating: Implemented District Response Required: No

CRITERION NUMBER	TITLE 1 I. ASSESSMENT OF STUDENT PROGRESS
	Legal Standard
TI 1	MCAS testing has been used to measure the proficiency of students in the academic subjects which Massachusetts has adopted which includes challenging content and student performance standards. 1111(b)(3)(D)
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 2	In a Schoolwide Program all students are assessed in the selected grades during grade spans 3-5, 6-9, 10-12. 1114 (c)(1)(B)(I) ESEA,IASA
	Rating: Not Applicable District Response Required: No

Department of Education Findings:

The Holbrook Public Schools implement a Targeted Assistance Title I program.

CRITERION	
------------------	--

NUMBER	
	Legal Standard
TI 3	In Targeted Assistance Schools (schools with less than 50% poverty) either: 1. all Title I identified students who are being served, or 2. all students are assessed in at least one grade of each of the spans (3-5, 6-9, and 10-12.) 1115 (c)(1)(A) ESEA,IASA
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 4	MCAS and other local assessment results are analyzed in FY'99 in at least mathematics and reading/language arts and are used to determine program needs of students most at risk. 1111 (b)(3) ESEA,IASA
	Rating: Implemented District Response Required: No

COMPONENT II: STUDENT IDENTIFICATION AND PLACEMENT

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

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

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

CRITERION NUMBER	Legal Standard	
SE 13B	<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>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> <p>State Regulations 306.0, 306.1(a-f), 320.1(e, f), 306.2, 307.0 308.0, 304.1, 304.1(a), (b), 203.0</p>	<p>Federal Requirements IDEA-97</p>
	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> <p>State Regulations 304.7 304.8</p>	<p>Federal Requirements 20 U.S.C. Chapter 33, Section 1412(a)(9)</p>
	Rating: Implemented	District Response Required: No

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>
	Rating: Implemented District Response Required: No

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>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 22	<p>Specialized materials and assistive technology</p> <p>a. Specialized materials and equipment specified in IEPs are provided, are of good quality and are suitable for the role they play in the IEP.</p> <p>b. School district provides evidence that assistive technology is considered for each eligible student and, if necessary, described in the IEP and provided by the district.</p> <p>State Regulations 507.0</p> <p>Federal Requirements IDEA-97</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

Interviews indicated inconsistent implementation of this criterion. In some cases, interviewees indicated assistive technology is not considered by TEAMs for all eligible students. Additionally, some interviewees indicated assistive technology devices and materials needed by students are not readily available, even when required by their IEPs. In other cases, interviewees indicated compliance, citing examples of assistive technology devices and materials that are currently in use, in accordance with students' IEPs.

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION II. STUDENT IDENTIFICATION AND PLACEMENT
	Legal Standard
MOA 4	<p>Identification of limited English proficient students</p> <p>The district uses qualified staff and appropriate procedures and assessments to annually classify and evaluate students who are limited English proficient and who need special language assistance.</p> <p>Title VI; MGL, Ch.76, Section 5</p>
	<p>Rating: Not Implemented District Response Required: Yes</p>

Department of Education Findings:

Documentation reviews and interviews indicated the District does not have effective procedures in place to identify limited-English proficient students.

CRITERION NUMBER	
	Legal Standard
MOA 5	Placement and program modification for limited English proficient students For students requiring special language assistance, the district makes necessary program modifications to effectively serve limited English proficient students. Title VI; MGL, Ch.76, Section 5
	Rating: District Response Required: Yes

Department of Education Findings:

Document review and interviews indicated that the District provides limited ESL services. Some students are inappropriately referred for special education or Title I services to meet their language needs.

CRITERION NUMBER	
	Legal Standard
MOA 10	Access to a full range of education programs All students in grades 7-12, including linguistic and/or racial and ethnic minorities, males/females and students with disabilities, have access to the general education program and the full range of any occupational/vocational education programs offered by the district. Title II, Title VI, Title IX, S. 504, MGL, Ch.76, Section 5
	Rating: District Response Required: Yes

Department of Education Findings:

Document review and interviews indicated that due to limited ESL programming, linguistic minority

students lack access to the full range of programs offered by the District.

CRITERION NUMBER	
	Legal Standard
MOA 11	<p>Placement of linguistic, racial minority and female/male students Placement patterns for linguistic and/or racial minority students and for females/males are consistent with placement patterns for majority students in special education and in district ability groupings and tracking; enrollment in honors courses such as math and science are inclusive of females and representatives from diverse ethnic and cultural groups. Title VI; Title IX; S. 504; MGL, Ch.76, Section 5</p>
	<p>Rating: District Response Required: Yes</p>

Department of Education Findings:

Interviews indicated over-representation of male students in special education programs. While interviewees did not believe this was a deliberate pattern of placement, the onsite TEAM did not find that the District has a process for examining placement patterns for over-representation.

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

Department of Education Findings:

The District does not have any occupational/vocational programs.

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

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

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

Department of Education Findings:

Interviews and document review indicated teachers and parents can initiate the identification of students in need of services.

CRITERION	
------------------	--

NUMBER	
	Legal Standard
TI 7	There is evidence that equal opportunity is being provided for participation of limited-English proficient and/or special populations. 200.63 (c)(3)(ii) (Federal Register) CFR
	Rating: Not Implemented District Response Required: Yes

Department of Education Findings:

Limited-English-proficient students are not identified in a systematic fashion and therefore may not have equal access to services. Many interviewees, including administrators, indicated that students receiving special education services are considered ineligible for Title I services. The onsite team's record review did reveal one special needs student receiving Title I services.

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

CRITERION NUMBER	
	Legal Standard
TI 9	There is evidence that equal opportunity is being provided for participation of students with special education needs. 200.63 (c)(3)(ii) (Federal Register) CFR
	Rating: Not Implemented District Response Required: Yes

Department of Education Findings:

See finding under TI 7 above.

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

CRITERION NUMBER		
	Legal Standard	
SE 30	<p>Elements of notice to parents The notice contains all required elements included the Massachusetts Parent's Rights Brochure, including the Department's October 1997 Supplement.</p> <p>State Regulations 317.2(a-m)</p> <p>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)</p>	
	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>	

CRITERION NUMBER			
	Legal Standard		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">State Regulations 208.1, ,334.1,</td> <td style="width: 50%; border: none;">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		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Rating: Implemented</td> <td style="width: 50%; border: none;">District Response Required: No</td> </tr> </table>	Rating: Implemented	District Response Required: No
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 extracurricular activities, and information regarding school recruitment and promotional activities. Title VI; MGL, Ch.76, Section 5</p>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Rating: Not Implemented</td> <td style="width: 50%; border: none;">District Response Required: Yes</td> </tr> </table>	Rating: Not Implemented	District Response Required: Yes
Rating: Not Implemented	District Response Required: Yes		

Department of Education Findings:

The District does not publish materials in languages other than English.

CRITERION NUMBER	TITLE 1 III. PARENTAL INVOLVEMENT		
	Legal Standard		
TI 10	<p>The program demonstrates evidence of having met the following Title I requirements:</p> <ul style="list-style-type: none"> • plans/policies are developed to ensure parents are involved in program planning, implementation and review; • goals, objectives and time lines have been established for parent training sessions which reflect the need of parents to be trained in methods of program planning and building capacity for the effective involvement of parents; • parents are involved in School-Parent Compacts and annual assessment of the effectiveness of parent involvement; and • holding an annual Title I informational meeting for parents. <p>1118 (a)(2) ESEA,IASA</p>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Rating: Implemented</td> <td style="width: 50%; border: none;">District Response Required: No</td> </tr> </table>	Rating: Implemented	District Response Required: No
Rating: Implemented	District Response Required: No		

CRITERION NUMBER	
	Legal Standard
TI 11	All policies and procedures regarding parental involvement are in writing and available and/or distributed to Title I parents in a language and form that is understandable. 1118 (a)(2) ESEA, IASA
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Interviews indicated parents may ask teachers for clarification when they do not understand the written information provided by the District. This practice does not meet the criterion, because the District has not made efforts to ensure that all parents, including those who cannot read or are limited English proficient, are receiving information in an understandable manner.

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

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

COMPONENT IV: CURRICULUM AND INSTRUCTION

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

- Special Education (Report Issues # SE 33A-43)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 15-16)
 - Title I (Report Issues # TI 12-14A)

CRITERION NUMBER	SPECIAL EDUCATION IV. CURRICULUM AND INSTRUCTION	
	Legal Standard	
SE 33A	<p>Involvement in the general curriculum</p> <p>a. The district ensures that all students with disabilities have access to the general curriculum which is available to all other students and receive instruction in the content areas of this curriculum.</p> <p>b. In the IEP the district documents the student’s participation in the general curriculum, or provides justification for non-participation.</p> <p>State Regulations</p>	<p>Federal Requirements IDEA-97</p>
	Rating: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
SE 35	<p>Continuum of Special Education Services</p> <p>The School district provides or arranges for the provision of each of the elements of the IEPs of students in need of special education from the ages of three through twenty-one, ensuring that a continuum of services and alternative placements is available to meet the needs of all students with special needs, and takes all steps necessary to ensure compliance with all elements of the IEPs including, if appropriate, the provision of an extended school year or school day.</p> <p>State Regulations 110.0, 500.0</p>	<p>Federal Requirements 20 U.S.C. Chapter 33, Section 1412(a)(10)(A)</p>
	Rating: Partially Implemented	District Response Required: Yes

CRITERION NUMBER	
	Legal Standard

Department of Education Findings:

Interviews and observations indicated that the availability of physical space plays a major role in determining the types of programs offered in the District. Interviews indicated there is a need for a wider range of programs, especially those with vocational/occupational and behavioral components. The District currently sends students in need of this level of service outside of the District. The onsite team found the inclusion model varies in quality across the District. Interviews and observations indicated the unavailability of resources at the secondary level, notably in the areas of speech pathology, transportation and inclusion classes, that limits access to regular education and the general curriculum for students with special needs.

CRITERION NUMBER	
	Legal Standard
SE 35A	<p>Procedures used in implementing 502.5 and 502.6 private school programs Programs provided under prototypes 502.5 and 502.6 comply with all required procedures:</p> <ul style="list-style-type: none"> a. the student is placed outside his/her district only when there is no suitable program within the city or town of the district; b. the Administrator of Special Education and the Director of the program being considered sign the IEP and assure that the school is able to provide the services; c. the day or residential program is approved by the Department; where no approved program can be located, the district only places the student in a private program which meets the requirements developed under the Department's Sole Source of Care approval procedures; 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>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

Department of Education Findings:

Teacher and administrator interviews indicated lack of space within the school buildings limits the programs the District can offer, thus requiring outside placement of some students.

CRITERION NUMBER	
	Legal Standard
35 B	<p>Procedures used to provide services to eligible students enrolled in private schools at private expense</p> <p>a. On or before December 1, the district determines the number of eligible private school students in consultation with private school representatives.</p> <p>b. Annually, the district develops a Plan for Services to eligible private school students which includes</p> <ul style="list-style-type: none"> - consultation with private school representatives - a determination of who will be served, what services will be provided, the location of the services and an evaluation plan for such services - services which provide individualized benefit to eligible private school students - services which are funded at least at a level where eligible private schools students receive a proportionate share of federal funds. <p>c. The district provides services as planned or at least to requirements of "proportionate share."</p> <p>d. Services are provided by qualified (i.e., appropriately certified) personnel in appropriate settings.</p> <p>State Regulations 205.0</p> <p>Federal Requirements 34 CFR 300.450-300.462</p>
	<p>Rating: Implemented</p> <p>District Response Required: No</p>

Department of Education Findings:

Documentation and interviews indicated outreach to private schools has been made, but no response or request for services has been received.

As a result of action of the Massachusetts Legislature in an outside section of the FY 2000 state budget, requirements for the development of the "Plan for Services" described under item "b" above

no longer apply.

CRITERION NUMBER	
	Legal Standard
SE 36	<p>Responsibilities of the Principal: Pre-referral and referral</p> <p>a. Prior to referral of a student for an evaluation, the principal of the student's school ensures that all efforts have been made to meet such student's needs within the regular education program.</p> <p>b. The principal or designee determines whether pre-referral efforts or a referral for an evaluation should be made if:</p> <ol style="list-style-type: none"> 1. student is failing in 2 or more non-elective subjects 2. student fails to be promoted at the end of the year 3. student is suspended for more than 5 days in any quarter or excluded from school 4. student is absent without medical excuse for more than 15 days in any quarter 5. student, age 16-21, is planning to leave school without a high school diploma <p>State Regulations 309.0, 310.0, 310.1(a-e)</p> <p>Federal Requirements IDEA-97</p>
	<p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p>

CRITERION NUMBER				
	Legal Standard			
	1 Teacher	10	Not Allowed	12
	1 Teacher 1 Aide	15	Not Allowed	17
	c. 502.8(c) Separate center-based programs Include more than 50% children with special needs			
	Staffing Pattern	Number of Students	SPED Administrator approval	DOE Approved waiver
	1 Teacher	6	Not Allowed	8
	1 Teacher 1 Aide	9	Not Allowed	11
	State Regulations 502.8(b), 502.8(c)		Federal Requirements	
	Rating: Implemented		District Response Required: No	

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION IV. CURRICULUM AND INSTRUCTION			
	Legal Standard			
MOA 15	Accessibility of extra curricular activities Extra curricular activities sponsored by the district are non-discriminatory in that: <ul style="list-style-type: none"> 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: Partially Implemented		District Response Required: Yes	

Department of Education Findings:

Records did not indicate the ways in which all students placed out of the District have access to extracurricular activities.

CRITERION NUMBER				
	Legal Standard			
MOA 16	Promotional, recruitment, and employment practices of prospective employers			

CRITERION NUMBER	
	Legal Standard
	<p>of students The district ensures that promotional efforts and recruitment and employment practices and materials aimed at students, including career days, work study, cooperative work experience and apprenticeship training programs, are free of bias and discrimination by:</p> <ul style="list-style-type: none"> • 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>

Department of Education Findings:

The District has developed a program, funded by the Career Majors Initiative Grant, to expand the number of employment offerings made to students and help them tailor their courses to their career goals. Interviews indicated this initiative is targeted at all students, including those with special needs.

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

Department of Education Findings:

The District is implementing several initiatives, including the Links program, portfolio assessment, and a supplementary reading program, to enable students to meet or exceed expectations.

CRITERION NUMBER	
	Legal Standard
TI 13	There is an established process for coordination and collaboration of Title I services with the instructional and assessment programs provided in regular education, special education, TBE/ESL, vocational education, early childhood (including Even Start and Head Start), and for the Homeless. 1112 (b)(4)(A-B); 1115 (c)(1)(E);1120(b)(a)ESEA,IASA
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Interviews and document reviews indicated there is coordination between the kindergarten and elementary Title I programs. The onsite team did encounter a lack of coordination among special education providers, Title I service providers and secondary education personnel.

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

Department of Education Findings:

Interviews indicated most services are provided using an inclusion model.

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

Department of Education Findings:

The District has developed an after-school program for students receiving Title I services.

Administrators indicated transportation is provided for students who would otherwise be unable to participate.

COMPONENT V: STUDENT SUPPORT SERVICES

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

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

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

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

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

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

Department of Education Findings:

Documentation review indicated the District’s written policies need to be updated to reflect changes in Massachusetts regulations, but interviews indicated the District is in compliance with the requirements of IDEA.

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

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:</p> <p>X notified that all programs, activities and employment opportunities are offered without regard to race, color, sex, religion, national origin, sexual orientation and disability</p> <p>X given the name(s), address(es) and telephone number(s) of Title VI, Title IX and Section 504 coordinator(s)</p> <p>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:

Onsite review of documentation revealed the inconsistent inclusion of “sexual orientation” in the notices of non-discrimination .

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION V. STUDENT SUPPORT SERVICES
	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: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

See finding under MOA 1.

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION V. STUDENT SUPPORT SERVICES
	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

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
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: Partially Implemented District Response Required: Yes</p>

CRITERION NUMBER	
	Legal Standard

Department of Education Findings:

Interviews and onsite review of documentation indicated partial implementation of this criterion. The onsite team found there is little review of counseling materials and testing results for bias. As has been noted under criterion MOA 4 in Component II, the lack of a procedure for identifying limited English proficient students impacts on the ability of the District to comply with this criterion.

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 proportion to the number of students of each gender participating in interscholastic competition • when accepting outside assistance (i.e. wills, trusts) for awards that would discriminate, the district provides an alternative source of funding to erase the discriminatory effect <p>Title VI; Title IX; S. 504; MGL, Ch.76, Section 5</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	TITLE 1 V. STUDENT SUPPORT SERVICES
	Legal Standard

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

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

CRITERION NUMBER	
	Legal Standard
TI 17	The Title I services provided in non-public schools and/or N or D homes are equitable to those provided in public schools and minimize the use of pull-out program models. 1120(a), 200.10 (a) (Federal Register) CFR; 200.11(b) (Federal Register) CFR
	Rating: Not Applicable District Response Required: No

Department of Education Findings:

The District has documented outreach to nonpublic schools. The District did not receive requests for services.

CRITERION NUMBER	
	Legal Standard

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

Department of Education Findings:

Interviews and documentation indicated written information, books, and materials are sent home with students in order to facilitate and encourage family participation in the efforts to assist the student to improve performance.

COMPONENT VI: FACULTY, STAFF AND ADMINISTRATION

The criteria in this component examine whether the district has certified staff, provides

supervision of aides and tutors, and provides ongoing professional development in the program areas listed below:

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

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

CRITERION NUMBER			
	Legal Standard		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 502.12(c)(i)</td> <td style="width: 50%;">Federal Requirements 20 U.S.C. Chapter 33, Section 1412(a)(15)</td> </tr> </table>	State Regulations 502.12(c)(i)	Federal Requirements 20 U.S.C. Chapter 33, Section 1412(a)(15)
State Regulations 502.12(c)(i)	Federal Requirements 20 U.S.C. Chapter 33, Section 1412(a)(15)		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 50%;">District Response Required: No</td> </tr> </table>	Rating: Implemented	District Response Required: No
Rating: Implemented	District Response Required: No		

CRITERION NUMBER			
	Legal Standard		
SE 54	<p>Training topics Over a three year period, the required training topics are addressed for professional and paraprofessional staff:</p> <ul style="list-style-type: none"> a. special education requirements; b. local special education policies and procedures; c. confidentiality of student records; d. all other training topics indicated in Local Special Education Program Plan; e. instructional practices for students with diverse learning needs; and f. transportation <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations</td> <td style="width: 50%;">Federal Requirements 20 U.S.C. Chapter 33, Section 1412(a)(15)</td> </tr> </table>	State Regulations	Federal Requirements 20 U.S.C. Chapter 33, Section 1412(a)(15)
State Regulations	Federal Requirements 20 U.S.C. Chapter 33, Section 1412(a)(15)		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Partially Implemented</td> <td style="width: 50%;">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:

While documentation provided by the District indicated compliance with the criterion, onsite interviews indicated not all staff members are knowledgeable regarding the content of the training, nor are they aware that training is required.

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
MOA 18	<p>School district employee recruitment activities The district's employee recruitment activities are aimed at reaching all groups, including bilingual/bicultural persons, females/males in nontraditional roles and persons with disabilities. When</p>

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
	certain categories of employment show a disproportionate number of females/males, racial and ethnic group members or disabled persons, the district makes efforts to recruit for such positions members of the under represented groups. Title I, Title VI, Title IX, S. 504
	Rating: Not Implemented District Response Required: Yes

Department of Education Findings:

Interviews and the onsite review of documentation indicated several areas of non-compliance with this criterion. Published employment advertisements do not contain all required notices of nondiscrimination. Interviews indicated the District has not identified under-represented groups and thus has not made outreach efforts to those groups.

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: Not Implemented District Response Required: Yes

Department of Education Findings:

The documentation provided for review was insufficient to determine compliance with this criterion.

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

CRITERION NUMBER	
	Legal Standard
	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:
Interviews indicated many staff are not knowledgeable regarding civil rights responsibilities, although some respondents demonstrated knowledge in this area.

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

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

CRITERION NUMBER	
	Legal Standard

CRITERION NUMBER	
	Legal Standard
TI 21	<p>Professional development activities:</p> <ul style="list-style-type: none"> • support instructional practices that are conducive to the high achievement and challenging content expectations of the state's education reform efforts (e.g., Curriculum Frameworks); and • are provided to all of the district's instructional staff who serve Title I eligible students. <p>1119 (b)(1)(A) ESEA,IASA</p>
	Rating: Implemented District Response Required: No

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

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	
	Legal Standard
SE 57	<p>Equal Access Students with limited mobility, visual, hearing, or other physical impairments have equal access to all school programs and facilities necessary to implement their IEPs.</p> <p>State Regulations 508.3</p> <p>Federal Requirements IDEA-97, Section 504 of the Rehabilitation Act of 1973</p>
	<p>Rating: Implemented District Response Required: No</p>

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: Partially implemented District Response Required: Yes</p>

Department of Education Findings:

Observation by the onsite team and District self-analysis indicated that several aspects of accessibility have not yet been achieved. The District indicated it is in the process of replacing a chair lift at the high school to ensure accessibility. It is also in the process of upgrading all hardware to meet accessibility requirements. The onsite team found a lack of visually-cued fire alarms in the school buildings. Each school building in the District must be fully physically accessible, since there is only one building for any given grade level.

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)
 - Title I (Report Issues # TI 23-23A)

CRITERION NUMBER	SPECIAL EDUCATION VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
SE 58	<p>Special education programs and services are evaluated</p> <p>a. Special education programs, services and administrative areas are regularly evaluated.</p> <p>b. The school district's program evaluation plan includes methods for determining the effectiveness of programs in assisting students to achieve the goals set forth in their IEPs in the least restrictive environment, describes how the school district uses information it gathers from annual IEP reviews to measure the effectiveness of special education programs, and identifies programs, services and administrative areas that need improvement or must be developed.</p> <p>State Regulations 506.0, 506.1, 506.3(a)</p> <p style="text-align: right;">Federal Requirements IDEA-97</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
MOA 22	<p>Curriculum review process</p> <p>The district has in place a regular review process to ensure that:</p> <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>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

Interviews indicated the District does not review materials specifically for bias, although it does regularly review materials for alignment with the Curriculum Frameworks.

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: Partially Implemented District Response Required: Yes

Department of Education Findings:

Interviews with key administrators indicated policies are reviewed before each school year. The onsite team found several policies in need of revision to comply with changes in state or federal statutes and regulations.

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

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

COMPONENT IX: RECORD KEEPING

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

- Special Education (Report Issues # SE 59-60A)
 - Title I (Report Issues # TI 24-26A)

CRITERION NUMBER	
	Legal Standard

CRITERION NUMBER	
	Legal Standard
TI 26	<p>a. The district has submitted the required reports: Local Title I Plan/Application and Performance and Achievement Report.</p> <p>b. LEA maintains appropriate Title I records in a central location or at each Title I school and keeps correspondence on file, including:</p> <ul style="list-style-type: none"> • documentation for identifying schools eligible for Title I services (Target Area Selection), and • the form for determining school allocations • allocating funds to schools forms are available • rank order list and student selection criteria are available. <p>ESEA 1116 (d)(1)(A), 1111(b)(2)(A)(ii), 11120A(c)(2)</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 26A	<p>Federal Title I Entitlement Grant:</p> <p>a. The district’s Title I entitlement grant is designed by appropriate local administrators who are responsible for the implementation of the local Title I programs and services.</p> <p>b. Where necessary, appropriate local administrators amend the programmatic and budgetary sections of the grant according to procedures and timelines required by the Department of Education.</p> <p>c. Appropriate local administrators monitor the entitlement grant in an ongoing manner to ensure its full implementation as it has been approved by the Department of Education.</p> <p>d. The district has secured the approval of the Department of Education for all amendments prior to their implementation.</p>

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 class work 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 3:

SPECIAL EDUCATION , MOA, TITLE I

File Name: Holbrook Public Schools Coordinated Program Review Draft Report 2000

Last Revised on: September 1, 2000

Prepared by: CWB/CS/DK/JDS