



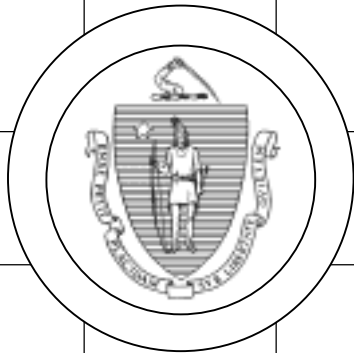
HOLYOKE SCHOOL DISTRICT

**COORDINATED PROGRAM REVIEW
REPORT OF FINDINGS**

**Dates of Onsite Visit: May 10-19, 2000
Date of Draft Report: August 17, 2000
Due Date for Comments: September 5, 2000
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Action Plan Due: November 15, 2000**

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MASSACHUSETTS DEPARTMENT OF EDUCATION

COORDINATED PROGRAM REVIEW

Holyoke Public Schools

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MASSACHUSETTS DEPARTMENT OF EDUCATION

COORDINATED PROGRAM REVIEW REPORT

HOLYOKE 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 seven member Massachusetts Department of Education team visited Holyoke during the week of May 15-19, 2000 to evaluate the implementation of selected criteria in the program areas of the Massachusetts Education Reform Act of 1993, Special Education, Civil Rights Methods of Administration (MOA), Title I, Perkins Vocational and Technical Education and Transitional Bilingual Education (TBE). The Team appreciated the opportunity to interview staff and parents, observe classroom facilities and to review the program efforts underway in the District. The Review Team would like to commend the following program areas that were brought to the attention of the Department and that the Team believes have a significant and positive impact on the delivery of educational services for students enrolled in the Holyoke Public Schools. These areas are as follows:

The district is commended for its use of qualified staff and extensive procedures to measure English language proficiency. The well-staffed language assessment team evaluates students twice a year to make program placement determinations. Almost all district documents are provided in both English and Spanish, including a comprehensive Student Handbook. The district has also developed a comprehensive Spanish-English IEP/Special Education Dictionary. These efforts assist in identifying student needs and in providing appropriate bilingual special education services throughout the district.

The district is commended for its efforts to include all students in MCAS, given both in English and Spanish. The district has also developed an MCAS alternative as part of a state pilot project. This assessment instrument is being evaluated for possible use throughout the state.

The district is commended for its consistent efforts to provide materials and training for Title I parents, and for the excellent participation by parents in its Title I program. The district provides an outreach worker at each school to facilitate communication. It was also noted that the Dean Vocational-Technical High School has developed excellent communication and involvement with community representatives. This partnership has supported significant community work placements for Dean students.

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 25 administrative staff;
- Interviews of 90 teaching and support services staff across all levels;
- Interviews of 17 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 70 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 130 instructional classrooms and all school facilities used in the delivery of programs and services were 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 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.

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

HOLYOKE PUBLIC SCHOOLS

EXECUTIVE SUMMARY

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

Component I: Assessment of Student Progress

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

The district has implemented an assessment system using appropriate instruments and covering the appropriate content areas to determine the instructional needs of students. However, there is a lengthy waiting list for evaluations and re-evaluations (consistently 3-6 months) which significantly delays the start of required services. This failure to meet regulatory timelines was a cited area in the 1996 Coordinated Program Review Report. Delay is not a problem, however, in the language proficiency determination, which is often updated twice a year for students in the TBE program. Educational Status Assessments are included in the annual review process but are incomplete. Transition planning is adequately addressed for all high school students but not always included for 14-year old students at the middle schools. Progress reports are also often incomplete and are not translated into Spanish for Hispanic parents with children in English language classes. Progress reports not being translated was also cited in the 1996 CPR Report. The Perkins Vocational program uses an exploratory assessment for entrance but does not also use an interest inventory. The district does an excellent job of including all students in the MCAS testing and has developed an alternative assessment tool. The Title I program appropriately uses MCAS results and other assessments to evaluate the program.

Component II: Student Identification and Program Placement

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

The district has followed appropriate procedures for identification and placement of students into special education, Perkins Vocational, Title I, TBE and ESL programs. There is an annual registration of 3- and 4 year-olds and of kindergarten students. Early Intervention referrals are slowed by the extensive wait for evaluations and by difficulty providing a one-on-one aide, so children often do not start services by their third birthday. This delay was also cited in the 1996 CPR Report. The district routinely provides services in the least restrictive environment and provides specialized equipment when identified. IEP TEAM members are not aware of the authority of the programmer (school-based IEP TEAM chairperson) to commit district resources. Notices to high school drop-outs do not include all required information regarding their options, such as available GED programs. Holyoke Alternative Program and Magnet Middle School students do not have full access to district services as do their peers. Inclusion programs are limited at Dean Voc-Tech and at the three middle schools, but there is an effective system for determining participation in vocational education programs. Pregnant students are effectively accommodated. The district does an excellent job in evaluating English language proficiency and in providing appropriate instructional supports to serve limited English proficient students. TBE and ESL programs are integrated effectively in schools throughout the district.

Component III: Parental Involvement

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

The district has made significant efforts to notify parents in their home language. A full-time translator is used for documents that are sent home, such as IEPs and meeting notices. However, some progress reports for English-based classes are not translated for Spanish speaking families. Each school has a translator and an outreach worker to assist in communication. The district does not always send IEPs to parents within ten days of the IEP meeting and does not send Vocational-Technical School option information to parents. Perkins program parents are not actively involved in decision-making regarding grant expenditures. The district does not address the training of school council members in its training plans. The Title I program has the appropriate policies and procedures in writing and distributes them to parents; however, it does not always make use of school-parent compacts as required. Timely notice is given to parents on all required occasions, such as meetings, and parental consent is consistently obtained before evaluations or the start of services.

Component IV: Curriculum and Instruction

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

The district meets the requirements for structured learning time at most schools. However, some students at the Magnet Middle School were observed to leave early to accommodate bus schedules. The district provides a full range of services for limited English proficient students and for special education students and has developed new programs to serve behaviorally involved students. There is a very long waiting list for special education evaluations and for behavioral programs, which causes access to appropriate services to be delayed. There is a need for additional training for regular education teachers regarding special education program modifications and the instructional needs of second language learners. Special education and ESL teachers felt they needed better coordination of curriculum at the middle school and high school levels. Some TBE, bilingual special education and ESL classes are required to share classrooms. Unless full co-teaching is scheduled, special programs must have comparable space to regular education classes. Additional support is needed for Hispanic students who have moved from ESL into full English classes. Pre-referral efforts have been formalized in all schools and documentation improved. The district is cautioned that pre-referral efforts must not delay evaluation for special education when a referral is submitted by a parent. Perkins grant programs are aligned with the Curriculum Frameworks , and an integration of technical and academic programs has begun. Computers across the district have been updated; additional staff training is now required, especially at Dean Voc-Tech. Spanish language arts classes are needed at Dean and additional classes on Puerto Rican culture are needed at the high school. Title I services are school-wide across the district, are appropriately designed, and are appropriately coordinated with other district programs.

Component V: Student Support Services

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

The district has made efforts to ensure that all students have access to all programs and services. New behavioral programs have been developed, TBE programs have been integrated within each school, and inclusion programs are in every school, having been started in the Dean Voc-Tech and middle schools. These efforts should continue and should include providing related services prescribed in IEPs for suspended students, expanding the availability of alternative behavioral programs at the middle and high schools, and providing the full range of curriculum and extracurricular activities to students at the Holyoke Alternative Program (HAP). Occupational-vocational education information is given to students but also needs to be sent to parents. TBE students in all schools have access to all educational and extracurricular activities, and, as previously noted, almost all district information is available in Spanish. The district has a comprehensive student handbook printed in both English and Spanish. Students in vocational classes are supported in non-traditional roles. The Title I program design supports other district programs and provides equivalent services for students in district parochial schools.

Component VI: Faculty, Staff and Administration

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

The district maintains certified staff in most program areas, but has had difficulty filling some bilingual positions and keeping some experienced teachers due to the low salaries it has compared to other districts in the area. There is a disproportionately low number of Hispanic teachers and administrators. The district should be more actively engaged in the recruitment of Hispanic teachers and administrators, possibly at colleges serving minority students. The district evaluation system includes the Principles of Effective Teaching and Principles of Effective Administrative Leadership established by the state, but is administered inconsistently. Some teacher and administrator evaluations do not include areas for growth; special education teachers are evaluated by the principal, and not also by someone with special education expertise. The teacher contract, which has expired, does not include the staff evaluation process or standards of teacher conduct. Staff indicated a need for a more proactive response to teacher concerns. There is an impressive array of professional development in the district; however, most professional development is voluntary and accordingly does not ensure that adequate training regarding special populations is provided for all regular education teachers. Paraprofessionals need more training and more access to professional development activities. The district professional development plan has long range goals but very limited (one day each year) mandatory professional development time. The district documents staff participation in professional development activities, but there is no systematic way of coordinating training with evaluation results. The district professional development plan is developed with input from administrators and other staff, but without meaningful parent and community involvement. The school committee review of school improvement plans is so late in the year as to prohibit meaningful input into the plans. Goals and objectives established for each school are often "ongoing" in nature with no clear accountability or target date for completion.

Component VII: School Facilities

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

The elementary level buildings and the Dean Technical High School are fully accessible. The Holyoke High School and three middle schools do not meet ADA accessibility guidelines. The high school does not meet guidelines for handicapped signage or accessible door handles or bathrooms. The Lynch Middle School was cited in the 1996 CPR Report for its unsafe ceilings and is still not repaired and not fully accessible. The HAP is located in Chicopee in an inaccessible building. The Magnet Middle School is also in an inaccessible building. All middle schools do not have fully accessible bathrooms or door handles or required signage. The district has made significant progress in integrating TBE, ESL and special education classes throughout the district. However, the resource room cluster at the Peck Middle School segregates special education students. The practice of having TBE programs split a classroom with ESL, or with special education, or having students from two different levels of need (bilingual and Spanish-only), in the same class limits teachers' ability to provide a full program. This 'team teaching' is identified by teachers as two separate incompatible classes.

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 has recently begun the process of strategic planning. The strategic planning committee includes a cross-section of administration, staff, parents and community representatives and has met to identify goals and procedures. Working committees are now being formed to implement the strategic plans. The district has also set up an internal evaluation committee, made up of administrators, teachers, maintenance workers, parents and community representatives, to review programs and services at the Lynch Middle School (in response to its poor rating by the state). This committee should be formalized, with specific guidelines, timelines and follow-up procedures, and should review all district schools. The district has had evaluations from regulatory agencies over the past few years, however, it does not have a specific internal evaluation plan for the special education program. The Perkins vocational program and the Title I program have self-evaluation goals and processes in place. The Title I program needs additional data analysis in order to develop its school-wide plans adequately, and the Perkins program evaluation does not address all required areas. Required reports are submitted for the TBE program in a timely manner.

Component IX: Record keeping

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

The district maintains the required records and documentation for all reviewed programs. The special education student register and child count have appropriate information. The design, monitoring and amendment process for the special education Federal Entitlement Grant is appropriate. Title I program comparability is verified and all required reports have been filed. The Title I Entitlement Grant design, amendment and oversight process is monitored effectively. The Perkins Grant records are appropriately maintained. TBE cumulative records contain the required information and are also appropriately maintained.

Component X: School Governance

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

District administrator and teacher evaluations are completed consistent with the goals of the Education Reform Act of 1993. School improvement plans are developed by councils and reviewed by the school committee. However, goals and objectives often do not have target dates for completion, nor are any progress reports completed during the year to monitor their implementation. School improvement plans for the year are often reviewed by the school committee between November and March, limiting any effective input from the committee. District standards appear to promote high student performance, but principals and teachers are not always held to the same standards. The student conduct handbook is comprehensive and published in both English and Spanish. There is no teacher conduct policy, other than the harassment policy. Teacher standards of behavior are not included in the teacher contract or in other district policy. District grievance procedures appear to be ineffective in resolving concerns in a timely manner. District policies have included the use of MCAS results for all students and for evaluating the effectiveness of teachers and programs at each school. There is a significant under-representation of Hispanic persons throughout all administrative and oversight leadership in the district. Twelve of fourteen school councils have a disproportionately low number of Hispanic members in every category (principals, staff, parents, and community representatives). There are no student representatives on the school council at the Holyoke Alternative Program. The district needs to address the poor representation of Hispanic persons on school councils and the school committee, perhaps taking ideas from what has worked for the Title I program.

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.
Not Rated	During the 1999-2000 monitoring cycle, Education Reform requirements have not been rated by the Department of Education.

COMPONENT I: ASSESSMENT OF STUDENT PROGRESS

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

- Special Education (Report Issues # SE 1- SE 11)
 - Title I (Report Issues # TI 1-4)
- Perkins Vocational and Technical Education (Report Issues # P 1-4)
 - Transitional Bilingual Education (Report Issues # 1-2A)

CRITERION NUMBER	SPECIAL EDUCATION I. ASSESSMENT OF STUDENT PROGRESS	
	Legal Standard	
SE 1	<p>Assessments are appropriately selected and interpreted</p> <p>1. Tests and other evaluation materials are:</p> <ul 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. <p>2. In interpreting evaluation data and making decisions, the District:</p> <ul 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

Department of Education Findings:

A review of student records and interviews with staff indicate that the district appropriately selects and interprets tests and other evaluation materials. A variety of assessment tools and sources are used, and efforts are made to provide services in the least restrictive environment.

CRITERION NUMBER	
	Legal Standard
SE 2	<p>Required assessments</p> <ol style="list-style-type: none"> 1. The required assessments are completed for each referred student: <ol style="list-style-type: none"> a. Specialist Assessment(s) in all areas related to the suspected need for special education and related services b. Educational Status Assessment by an administrative representative of the school department c. Teacher Assessment by a current or recent teacher 2. At the re-evaluation of a student, if no additional assessments are needed to determine whether the student continues to be eligible for special education, the school district recommends to the student's parents the following: <ol style="list-style-type: none"> a. that no further assessments are needed and the reasons for this; and b. the right of such parents to request an assessment. <p>State Regulations 320.2(a)</p> <p>Federal Requirements 20 U.S.C. Chapter 33, Section 1414(a)(1)</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

A review of student records indicates that they contain the Educational Status Assessment form but it is consistently not completed. Documents relating to the student's educational history are attached to the form, however, there is no narrative describing student progress and status. Narratives called for by the form under the headings "School Progress" and "Current Standing" are not completed.

CRITERION NUMBER	
	Legal Standard
SE 2A	<p>Participation in general State and district-wide assessment programs</p> <ol style="list-style-type: none"> a. All students with disabilities are included in the Massachusetts Comprehensive Assessment System (MCAS) and other district-wide assessment programs. b. The District's IEP Teams designate how each student will participate and, if necessary, devise an alternate assessment. <p>State Regulations</p> <p>Federal Requirements 20 U.S.C. Chapter 33, Section 1412(a)(17)</p>
	<p>Rating: Commendable District Response Required: No</p>

Department of Education Findings:

The district is commended for including all students in the MCAS or alternative testing, and especially for developing an alternative assessment tool. Staff from the Donahue Elementary School, Peck Middle School and Dean Vocational-Technical High School participated in a pilot program to develop an alternative assessment tool that may be used by the state. IEP TEAMS consistently indicate

how each student will participate in MCAS testing and what accommodations are required. Tests are administered in Spanish for TBE students.

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 style="text-align: right;">Federal Requirements IDEA-97</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

Although a review of student records indicates that the Statement of Needed Transition Services is used for all 16-year-old students, interviews at the three middle schools determined that all staff are not aware that transition planning should be considered for students at least by age 14. IEP TEAM Chairpersons (Programmers) are aware of this requirement. However, both regular education and special education staff at the middle schools are not aware of this requirement, thinking it must only be done at the high school.

CRITERION NUMBER	
SE 4	<p style="text-align: center;">Legal Standard</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 style="text-align: right;">Federal Requirements IDEA-97</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

In interviews, IEP TEAM members did not consistently recognize the authority of the programmer (TEAM chairperson) to commit the resources of the district. Staff and parents felt that the central office had to approve of expenditures and placements. This misperception could cause TEAMS to restrict recommendations to services that are readily available.

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

Department of Education Findings:

A review of student records and interviews of staff and parents indicate that an annual review of student progress is consistently held.

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

Department of Education Findings:

A review of documentation indicates that the district has used MCAS testing to measure the proficiency of students and to evaluate the needs of the program.

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

Department of Education Findings:

Interviews of staff and parents and a review of documentation indicate that the district assesses all students in the required grade spans.

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

Department of Education Findings:

A review of documentation indicates that the district assesses all Title I students in non-public schools. All public school Title I programs are school-wide.

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

Department of Education Findings:

A review of documentation indicates that the district has analyzed MCAS results and used the results to determine program needs.

CRITERION NUMBER	PERKINS VOCATIONAL I. ASSESSMENT OF STUDENT PROGRESS	
	Legal Standard	
P 1	Appropriate individual academic assessments are provided to all in-coming students. (Section 135) Appropriate individual career & technical assessments are provided to all incoming students. (Section 135)	
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings:

Staff interviews and a review of documentation indicate that the district does not provide appropriate career and technical assessments to all incoming students. Career and technical assessments should be given before students' exploratory, to assist students in choosing appropriate career and technical programs.

CRITERION NUMBER		
	Legal Standard	
P 2	Academic and career & technical assessments provided to in-coming students are used in planning students' career & technical and academic program. (Sec. 235 D)	
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings:

Interviews of staff and students and a review of documentation indicate that the district does not adequately assess incoming students (see P 1) in career and technical areas; therefore, the district does not use assessment results in planning students' programs.

CRITERION NUMBER		
	Legal Standard	
P 3	Methods of measuring academic competency gain and competency attainment are appropriate. (Sec. 122)	
	Rating: Implemented	District Response Required: No

Department of Education Findings:

A review of student records indicates that competency-based assessments are used in measuring academic progress.

CRITERION NUMBER	
	Legal Standard
P 4	Methods of measuring career & technical competency gain and competency attainment are appropriate. (Section 122)
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Documentation indicates that competency checklists are available for all career and technical programs. However, a number of students that were interviewed were not aware of the use of specific technical competency lists to evaluate their technical competencies.

CRITERION NUMBER	TRANSITIONAL BILINGUAL EDUCATION I. ASSESSMENT OF STUDENT PROGRESS
	Legal Standard
TBE 1	Pupil's progress reports and report cards are: a) sent to parents or guardians of students enrolled in Transitional Bilingual Education program in the same manner and frequency as progress reports and reports cards are sent to parents or guardians of other students enrolled in the school district; b) written in English and the native language of parents or guardians of the student. 603 CMR 14.03(2)
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Interviews of staff and a review of documentation indicate that the district has a full-time employee to translate key documents. Additional translators are available at each school. Some schools within the district are not consistently using a bilingual version of report cards: most progress reports from bilingual classes or English-only classes are provided only in English.

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

Department of Education Findings:

A review of student records indicates that appropriate assessments are administered and interpreted by qualified staff. Assessment information is properly used to make student placement determinations.

CRITERION NUMBER	
	Legal Standard
TBE 2A	As required by the Department of Education, the district has determined the participation of TBE and ESL students in the state mandated (MCAS) testing program and provides testing accommodations as appropriate to ensure equal participation of these students.
	Rating: Implemented District Response Required: No

Department of Education Findings:

A review of documentation and student records indicates that the district has determined the participation of TBE and ESL students in MCAS testing and has provided a Spanish version of the test for identified students.

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)
- Perkins Vocational and Technical Education (Report Issues # P 5-6)
- Transitional Bilingual Education (Report Issues # TBE 3-7)

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

Department of Education Findings:

Staff interviews and a review of documentation and student records indicate that the district does an excellent job of community outreach at the Dean Vocational-Technical High School. The district also participates in the Holyoke Early Childhood Partnership, which includes Headstart, private-parochial pre-schools, day care centers, and the Holyoke Pediatric Association and Skinner Clinic.

CRITERION NUMBER		
	Legal Standard	
<p>SE 14</p>	<p>Services start by child's third birthday</p> <p>a. The school district accepts in a timely manner referrals from such persons and agencies, as stated in Criterion 11.3, in order to ensure that if a child is determined to need special education, the IEP is implemented by the date of the child's third birthday.</p> <p>b. The district implements procedures to ensure the effective transition of young children with disabilities from Early Intervention Programs through participation in transition planning conferences arranged by such programs.</p> <p>State Regulations 304.7 304.8</p>	<p>Federal Requirements 20 U.S.C. Chapter 33, Section 1412(a)(9)</p>
	<p>Rating: Partially Implemented</p>	<p>District Response Required: Yes</p>

Department of Education Findings:

Interviews of parents and a review of student records indicate that the district does not consistently identify children for evaluation and often does not complete the initial evaluation in time for services to begin by the third birthday. Evaluations routinely take three to six months to complete (after receiving parental consent).

CRITERION NUMBER		
	Legal Standard	
<p>SE 15</p>	<p>Students 16-21 informed of their program options</p> <p>The School district advises (in writing with a copy to parents) students age 16-21 who have left or are about to leave school without obtaining a high school diploma or its equivalent the following:</p> <p>a. their attendance is voluntary</p> <p>b. their rights under these regulations</p> <p>c. all program options available to them.</p> <p>State Regulations 207.0-207.2</p>	<p>Federal Requirements</p>
	<p>Rating: Partially Implemented</p>	<p>District Response Required: Yes</p>

Department of Education Findings:

Interviews of staff and a review of documentation and student records indicate that the district does not include a list of all available program options in its notice to students who have left school.

Department of Education Findings:

A review of student records indicates that the least restrictive program is consistently provided.

CRITERION NUMBER	
	Legal Standard
SE 21	Accepted services are immediately provided 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. State Regulations 330.1, 325.2 Federal Requirements IDEA-97
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

A review of documentation and student records, as well as staff and parent interviews, indicates that the district is occasionally late in providing services after parental consent is received. At times, the district has difficulty hiring paraprofessionals. There is also a waiting list of students for whom Behavioral Intervention Plans need to be developed. See also SE 5 above.

CRITERION NUMBER	
	Legal Standard
SE 22	Specialized materials and assistive technology 1. Specialized materials and equipment specified in IEPs are provided, are of good quality and are suitable for the role they play in the IEP. 2. 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. State Regulations 507.0 Federal Requirements IDEA-97
	Rating: Implemented District Response Required: No

Department of Education Findings:

Interviews of staff and parents indicate that the district provides specialized materials and assistive technology in a timely manner.

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION II. STUDENT IDENTIFICATION AND PLACEMENT	
	Legal Standard	
MOA 4	Identification of limited English proficient students The district uses qualified staff and appropriate procedures and assessments to annually classify and evaluate students who are limited English proficient and who need special language assistance. Title VI; MGL, Ch.76, Section 5	
	Rating: Implemented	District Response Required: No

Department of Education Findings:

A review of documentation and interviews with staff indicate that the district uses qualified staff and appropriate procedures and assessments to evaluate students' English proficiency.

A language assessment team is well staffed and often does evaluations twice a year.

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: Implemented	District Response Required: No

Department of Education Findings:

A review of student records and interviews of staff indicate that the district makes modifications to serve limited English proficient students.

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

Department of Education Findings:

Interviews of staff and a review of documentation indicate that students at the Magnet Middle School and the HAP (Holyoke Alternative Program) do not have access to all district programs as do their counterparts in regular education. Special education students at the Magnet Middle School do not have computer classes. Students at the Magnet School are often dismissed ten minutes early, to accommodate transportation, and thereby do not meet learning time calculations. Students at the HAP, in Chicopee, are physically segregated and do not have full access to other district programs. HAP students are restricted from participation in the district sports program until they earn the right to participate "by acceptable attitude, behavior, attendance, class participation and academic performance." These students must have the same right to participate in sports and all other district extracurricular activities as their regular education peers, and must only lose that right on the same basis as their peers. The HAP was denied use of space at the high school based on a vote of the high school staff, and not based on student and program needs.

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

Department of Education Findings:

Interviews of staff and parents indicate that Hispanic students are under-represented in honors classes and in some after-school activities and organizations. Documentation indicates there are no Hispanic students on the high school council.

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

Department of Education Findings:

A review of student records and staff interviews indicates that knowledgeable persons are present at 504 and IEP TEAM meetings. Some special education students remain at Holyoke High School (in a 502.4 class) for four years, to complete pre-vocational training and more intensive academic work, and then transfer to Dean Vocational-Technical High School until they turn 22. Documentation and interviews indicate that there are limited opportunities for special education students at Dean to participate in regular classes, as the inclusion program has not been fully implemented.

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

Department of Education Findings:

A review of documentation and interviews indicate that pregnant students are involved in regular education classes to the full extent that their physical condition allows.

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

Department of Education Findings:

The only targeted assistance schools in the district are parochial. A review of documentation indicates that multiple criteria are used to identify eligible students.

CRITERION NUMBER	Legal Standard
	TI 6
	Rating: Implemented District Response Required: No

Department of Education Findings:

A review of documentation indicates that the appropriate consultation is conducted.

CRITERION NUMBER	Legal Standard
	TI 7
	Rating: Implemented District Response Required: No

Department of Education Findings:

Documentation indicates that equal opportunity is provided for participation of limited English proficient students in district Title I programs.

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: Not Applicable District Response Required: No

Department of Education Findings:
There are no targeted assistance schools in the district.

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

Department of Education Findings:
Documentation and a review of student records indicate that special education students participate fully in the Title I program.

CRITERION NUMBER	PERKINS VOCATIONAL II. STUDENT IDENTIFICATION AND PLACEMENT	
	Legal Standard	
P5	Career & technical education students are appropriately identified for Perkins funded services and activities. (Section 135)	
	Rating: Implemented	District Response Required: No

Department of Education Findings:

A review of documentation indicates that the district has a formal system for determining which students will be enrolled in vocational education programs.

CRITERION NUMBER		
	Legal Standard	
P 6	Special population students are appropriately identified for services. (Section 134)	
	Rating: Partially implemented	District Response Required: Yes

Department of Education Findings:

The district has a system for determining participation of special education students in vocational and technical programs. However, some students are expected to participate only after completing four years at Holyoke High School, because there are limited opportunities at Dean Vocational-Technical High School for special education students to receive pre-vocational training and to participate in regular education classes.

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

Department of Education Findings:

A majority of students in the district are Spanish-speaking. The district has extensive TBE and ESL programs at all schools. A review of documentation indicates that the district includes appropriate information on the October 1 school census report.

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

Department of Education Findings:

The district is commended for its use of qualified staff and extensive procedures to measure English language proficiency. A language assessment team often evaluates students twice a year to make student placement determinations. All teachers and parents are informed of assessment results.

CRITERION NUMBER	
	Legal Standard
TBE 5	<p>Placement procedures of limited English-speaking students are implemented district-wide as follows:</p> <ol style="list-style-type: none"> 1. when the district has fewer than twenty students of limited English-speaking ability from a particular language classification, the students receive native language and English language instruction, English as a Second Language, or other curriculum offerings of a supportive nature as appropriate. G.L. c.76, § 5 and 603 CMR 26.03(4) 2. when there are twenty or more students of limited English-speaking ability from the same language classification within the district, then the students are placed in an appropriate (by age and language) full-time TBE program. Upon placement in the TBE program, a notice is mailed to the parents in the following manner: <ol style="list-style-type: none"> a. not later than ten days after each student's enrollment; b. containing a simple, non-technical explanation of TBE; c. (iii) written in the primary/home language as well as in English; d. stating the parent's right to visit the TBE program; e. stating the parent's right to withdraw the child; and f. stating the parent's right to a conference to discuss the TBE program. <p>G.L. c.71A, § 2 and § 5</p>
	<p>Rating: Implemented District Response Required: No</p>

Department of Education Findings:

A review of documentation indicates that the district consistently implements these placement procedures for limited English proficient students.

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

Department of Education Findings:

A review of documentation and student records indicates that the district uses appropriate procedures to continue a student in the TBE program.

CRITERION NUMBER	
	Legal Standard
TBE 7	Transfer procedures of students from the bilingual to the monolingual program have been implemented on a district-wide basis as follows: 1) no school committee shall transfer a student of limited English-speaking ability out of a program of TBE prior to the student’s third year, unless: 2) the parents approve of the transfer in writing; and the student receives a score on the examination of oral comprehension, speaking, reading and writing of English which reflects a level of English language skills appropriate to his/her grade level, OR (ii) the parents request the transfer in writing. G.L. c.71A § 2 3) once a student is transferred into regular classes, the student continues to be provided with other curriculum offerings of a supportive nature as appropriate. G.L. c.76, § 5 and 603 CMR 26.03(4)
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

A review of documentation indicates that the district adequately supports students who have moved from the TBE program into the ESL program. However, the district has limited opportunities to receive supportive curriculum offerings, such as Spanish culture classes, once a student transfers to a regular education class. Spanish for Native Speakers is an elective course at Holyoke High School that includes Spanish language arts and some Hispanic culture and history. Limited consultation services are also provided.

COMPONENT III: PARENTAL INVOLVEMENT

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

- Special Education (Report Issues # SE 23-32)
- Civil Rights Methods of Administration (MOA) (Report Issue # MOA 3)
 - Title I (Report Issues # TI 10-11B)
- Perkins Vocational and Technical Education (Report Issues # P 7-8)
 - Transitional Bilingual Education (Report Issue # TBE 8)

to the five-day timeline cannot be determined.

CRITERION NUMBER	
	Legal Standard
SE 25	<p>Parent notification of TEAM meeting The Administrator of Special Education notifies parent(s) in writing of any TEAM meeting early enough to ensure that they have an opportunity to attend; schedules the meeting at a mutually agreed upon time and place; and documents such efforts. If neither parent can attend, the district shall use other methods to ensure parent participation.</p> <p>State Regulations 321.1</p> <p>Federal Requirements IDEA-97</p>
	<p>Rating: Implemented</p> <p>District Response Required: No</p>

Department of Education Findings:

A review of student records indicates that the district provides parents with timely notice of IEP TEAM meetings. Meetings are consistently rescheduled to accommodate parents.

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

Department of Education Findings:

A review of documentation and student records indicates that the notice of TEAM meetings sent to parents includes the required elements.

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

Department of Education Findings:

A review of documentation indicates that the district provides notice to parents on all of the required occasions.

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

Department of Education Findings:

A review of documentation and student records indicates that parent notices contain the required elements.

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> <p>State Regulations Federal Requirements 208.1, ,334.1, 333.5, 335.2, 320.4</p>
	<p>Rating: Implemented District Response Required: No</p>

Department of Education Findings:

A review of documentation and student records indicates that parental consent is consistently obtained before a re-evaluation or subsequent placement is considered.

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

Department of Education Findings:

A review of documentation indicates that district notices are consistently sent in Spanish as well as English. The district has developed an IEP/Special Education Dictionary written in both English and Spanish.

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> <ol style="list-style-type: none"> 1. plans/policies are developed to ensure parents are involved in program planning, implementation and review; 2. 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; 3. parents are involved in School-Parent Compacts and annual assessment of the effectiveness of parent involvement; and 4. holding an annual Title I informational meeting for parents. <p>1118 (a)(2) ESEA,IASA</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

A review of student documentation does not indicate that school-parent compacts are consistently used, nor was the onsite team able to verify the existence of a process to evaluate the effectiveness of parental involvement.

CRITERION NUMBER	
	Legal Standard
TI 11	<p>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.</p> <p>1118 (a)(2) ESEA,IASA</p>
	<p>Rating: Implemented District Response Required: No</p>

Department of Education Findings:

A review of documentation indicates that Title I policies and procedures regarding parental involvement are in writing and distributed to parents in both English and Spanish.

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

Department of Education Findings:

The district is commended for its consistent efforts to provide materials and training, reflecting current educational practice, to Title I parents. The greatest parent involvement in the district is within the Title I program.

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

Department of Education Findings:

A review of school council membership and outreach indicates that parents of Title I students have equal opportunity to be represented.

CRITERION NUMBER	PERKINS VOCATIONAL III. PARENT AND COMMUNITY INVOLVEMENT	
	Legal Standard	
P 7	Parents, students, teachers, representatives of business and industry, labor organizations, advisory committees and/or school councils, representatives of special populations, and other interested individuals are involved in the development, implementation and evaluation of career & technical programs. (Section 135)	
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings:

A review of documentation and interviews of staff and parents indicate that parents are not active in determining how Perkins resources are allocated. It is not evident that all shops have developed a system to ensure the active participation of parents, advisory councils and employers in ongoing planning and evaluation of career and technical programs.

CRITERION NUMBER		
	Legal Standard	
P 8	Appropriate information concerning career & technical education programs is provided to students and to their parents at least once a year before students enter the programs, and in no case later than the beginning of the ninth grade. Such information shall include: (a) the opportunities available in career & technical education (b) eligibility requirements for enrollment in career & technical programs (c) specific courses that are available (d) employment and/or further education opportunities; and (e) placement	
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings:

A review of documentation indicates that written information concerning career and technical education programs is not consistently sent to parents.

CRITERION NUMBER	TRANSITIONAL BILINGUAL EDUCATION III. PARENTAL INVOLVEMENT
	Legal Standard
TBE 8	Each school district required to provide Transitional Bilingual Education programs shall develop means for including parents or guardians of students participating in such programs in matters pertaining to their children’s education. This involvement may be through the development of a parent advisory council on Transitional Bilingual Education, through membership on a school-based council, or through other means determined by the district. 603 CMR 14.03(1)
	Rating: Implemented District Response Required: No

Department of Education Findings:

Parents of Hispanic students are represented on each school council. The district has an active TBE Parent Advisory Committee (PAC) that meets regularly with the TBE director and assists in the ongoing review of the TBE program.

COMPONENT IV: CURRICULUM AND INSTRUCTION

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

- Education Reform Act of 1993 (Report Issue # ER 14-15)
 - Special Education (Report Issues # SE 33A-43)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 15-16)
 - Title I (Report Issues # TI 12-14A)
- Perkins Vocational and Technical Education (Report Issues # P 9-14)
 - Transitional Bilingual Education (Report Issues # TBE 9-11)

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

Department of Education Findings:

A review of documentation indicates that the district has scheduled the required 185 school days. Students are scheduled to attend for 180 school days. There is one full professional development day. Teachers attend 181 days. The district should consider adding professional development days, full or half, to increase the amount of mandatory professional development.

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

Department of Education Findings:

A review of documentation indicates that the district has scheduled the required number of learning time hours at each school. However, observation and interviews indicate that students at the Magnet Middle School are often dismissed ten minutes before the scheduled time to accommodate transportation schedules (2:20 instead of 2:30). This causes the learning time calculations to be incorrect. The district must reschedule the transportation or alter the class schedules to ensure the required learning time is provided.

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>

Department of Education Findings:

Although there are over 100 students placed outside the district, staff interviews and a review of student records indicate that the district does attempt to place students within the district and has developed additional programs to accommodate students who might otherwise be placed outside the district. See, however, SE 35.

CRITERION NUMBER	
	Legal Standard
SE 35 B	<p>Procedures used to provide services to eligible students enrolled in private schools at private expense</p> <ol style="list-style-type: none"> 1. On or before December 1, the district determines the number of eligible private school students in consultation with private school representatives. 2. Annually, the district develops a Plan for Services to eligible private school students which includes <ol style="list-style-type: none"> a. consultation with private school representatives b. a determination of who will be served, what services will be provided, the location of the services and an evaluation plan for such services c. services which provide individualized benefit to eligible private school students d. services which are funded at least at a level where eligible private schools students receive a proportionate share of federal funds. 3. The district provides services as planned or at least to requirements of "proportionate share." 4. Services are provided by qualified (i.e., appropriately certified) personnel in appropriate settings. <p>State Regulations 205.0</p> <p style="text-align: right;">Federal Requirements 34 CFR 300.450-300.462</p>
	<p>Rating: Implemented</p> <p style="text-align: right;">District Response Required: No</p>

Department of Education Findings:

As a result of action of the Massachusetts Legislature in an outside section of the FY 2000 state budget, requirements for the development of the "Plan for Services" described under item "2" above no longer apply.

A review of documentation indicates that the district appropriately consults with private schools and identifies students eligible for special education.

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

Department of Education Findings:

Interviews of staff and a review of student records indicate that the district essentially meets this standard. Referrals for special education services are often delayed, however, due to scheduling difficulties.

CRITERION NUMBER	
	Legal Standard
SE 37	<p>Components of the pre-referral</p> <p>Pre-referral efforts may include, but are not limited to, modification of the curriculum, teaching strategies, teaching environments, or materials; and use of support services, and building-based Teams.</p> <p>State Regulations 309.0</p> <p>Federal Requirements IDEA-97</p>
	<p>Rating: Implemented</p> <p>District Response Required: No</p>

Department of Education Findings:

Staff interviews and a review of documentation indicate that the district has a formal pre-referral process. School-based teams are active in each school. Mandatory training should now be provided

for all regular education teachers regarding potential program modifications and accommodations. See SE 54 in Component VI below.

CRITERION NUMBER	
	Legal Standard
SE 38	Documentation of regular education pre-referral efforts All pre-referral efforts are documented in student records. State Regulations Federal Requirements 309.0
	Rating: Implemented District Response Required: No

Department of Education Findings:
Staff interviews and a review of student records indicate that the documentation of pre-referral activities has recently been improved.

CRITERION NUMBER																	
	Legal Standard																
SE 39	Student/teacher ratios for 502.2 and 502.3 prototype programs 502.2 and 502.3 prototype programs meet the following group size requirements: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Staffing Pattern</th> <th style="width: 20%;">Number of Students</th> <th style="width: 20%;">SPED Administrator approval</th> <th style="width: 40%;">DOE Approved waiver</th> </tr> </thead> <tbody> <tr> <td>1 Teacher</td> <td style="text-align: center;">8</td> <td style="text-align: center;">10</td> <td style="text-align: center;">12</td> </tr> <tr> <td>1 Teacher 1 Aide</td> <td style="text-align: center;">12</td> <td style="text-align: center;">14</td> <td style="text-align: center;">16</td> </tr> <tr> <td>1 Teacher 2 Aides</td> <td style="text-align: center;">16</td> <td style="text-align: center;">18</td> <td style="text-align: center;">20</td> </tr> </tbody> </table> State Regulations Federal Requirements 502.2(b), 502.3	Staffing Pattern	Number of Students	SPED Administrator approval	DOE Approved waiver	1 Teacher	8	10	12	1 Teacher 1 Aide	12	14	16	1 Teacher 2 Aides	16	18	20
Staffing Pattern	Number of Students	SPED Administrator approval	DOE Approved waiver														
1 Teacher	8	10	12														
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1 Teacher 2 Aides	16	18	20														
	Rating: Partially Implemented District Response Required: Yes																

Department of Education Findings:
Staff interviews and a review of documentation indicate that some resource rooms have exceeded the

maximum student-teacher ratios without a waiver application. The Magnet Middle School had a class with 19 students and one special education teacher for much of the year, and a class at the White Elementary School had up to 11 students with one teacher and no paraprofessional.

CRITERION NUMBER																
	Legal Standard															
SE 40	Student/teacher ratios for 502.4 prototype programs 502.4 prototype programs meet the following class size requirements, which also apply when one or more students in this prototype are receiving special education with students from other prototypes: <table border="0" data-bbox="391 506 1419 785"> <thead> <tr> <th data-bbox="391 506 630 575">Staffing Pattern</th> <th data-bbox="630 506 915 575">Number of Students</th> <th data-bbox="915 506 1203 575">SPED Administrator approval</th> <th data-bbox="1203 506 1419 575">DOE Approved waiver</th> </tr> </thead> <tbody> <tr> <td data-bbox="391 575 630 644">1 Teacher</td> <td data-bbox="630 575 915 644">8</td> <td data-bbox="915 575 1203 644">Not Allowed</td> <td data-bbox="1203 575 1419 644">10</td> </tr> <tr> <td data-bbox="391 644 630 714">1 Teacher 1 Aide</td> <td data-bbox="630 644 915 714">12</td> <td data-bbox="915 644 1203 714">Not Allowed</td> <td data-bbox="1203 644 1419 714">14</td> </tr> </tbody> </table> State Regulations 502.4(b)				Staffing Pattern	Number of Students	SPED Administrator approval	DOE Approved waiver	1 Teacher	8	Not Allowed	10	1 Teacher 1 Aide	12	Not Allowed	14
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1 Teacher 1 Aide	12	Not Allowed	14													
	Rating: Implemented		District Response Required: No													

Department of Education Findings:

Staff interviews and a review of documentation indicate that the district maintains appropriate student-teacher ratios for 502.4 prototype programs.

CRITERION NUMBER				
	Legal Standard			
SE 41	Age span requirements for 502.4 prototype programs In 502.4 prototype programs the age of the youngest and oldest child in each instructional group does not differ by more than forty-eight months, unless a request for an age-span waiver has been approved by the Department. State Regulations 502.4 (c)			
	Rating: Partially Implemented		District Response Required: Yes	

Department of Education Findings:

Staff interviews indicate that the maximum age span is exceeded in the high school RISE program. No waiver application has been submitted.

CRITERION NUMBER			
	Legal Standard		
SE 42	<p>Ages of children served in a 502.8 program 502.8 prototype programs serve solely three-and four-year old students. A child who turns five remains in the 502.8 program for the duration of the school year in which the child's fifth birthday occurs only when the TEAM determines that it is developmentally appropriate.</p> <table> <tr> <td>State Regulations 502.8</td> <td>Federal Requirements</td> </tr> </table>	State Regulations 502.8	Federal Requirements
State Regulations 502.8	Federal Requirements		
	Rating: Implemented District Response Required: No		

Department of Education Findings:

A review of documentation indicates that the district policy determines that all children will remain in pre-school if they turn five during the school year.

CRITERION NUMBER																											
	Legal Standard																										
SE 43	<p>Student teacher ratio for 502.8 prototype programs 502.8 prototype programs meet the following class size and ratio requirements:</p> <p>a. <u>502.8(a) Home-based programs</u> No class size limitations apply.</p> <p>b. <u>502.8(b) Integrated center-based programs</u> Include up to 50% children with special needs</p> <table> <thead> <tr> <th>Staffing Pattern</th> <th>Number of Students</th> <th>SPED Administrator approval</th> <th>DOE Approved waiver</th> </tr> </thead> <tbody> <tr> <td>1 Teacher</td> <td>10</td> <td>Not Allowed</td> <td>12</td> </tr> <tr> <td>1 Teacher 1 Aide</td> <td>15</td> <td>Not Allowed</td> <td>17</td> </tr> </tbody> </table> <p>c. <u>502.8(c) Separate center-based programs</u> Include more than 50% children with special needs</p> <table> <thead> <tr> <th>Staffing Pattern</th> <th>Number of Students</th> <th>SPED Administrator approval</th> <th>DOE Approved waiver</th> </tr> </thead> <tbody> <tr> <td>1 Teacher</td> <td>6</td> <td>Not Allowed</td> <td>8</td> </tr> <tr> <td>1 Teacher 1 Aide</td> <td>9</td> <td>Not Allowed</td> <td>11</td> </tr> </tbody> </table> <table> <tr> <td>State Regulations 502.8(b), 502.8(c)</td> <td>Federal Requirements</td> </tr> </table>	Staffing Pattern	Number of Students	SPED Administrator approval	DOE Approved waiver	1 Teacher	10	Not Allowed	12	1 Teacher 1 Aide	15	Not Allowed	17	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
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	Rating: Implemented District Response Required: No																										

Department of Education Findings:

A review of documentation indicates that the district is in compliance with this standard.

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION IV. CURRICULUM AND INSTRUCTION
	Legal Standard
MOA 15	<p>Accessibility of extra curricular activities Extra curricular activities sponsored by the district are non-discriminatory in that:</p> <ol style="list-style-type: none"> 1. the school provides equal opportunity for male and female students to participate in intramural and interscholastic sports 2. extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, color, religion, national origin, sexual orientation and disability. <p>Title II; Title IX ; S. 504; MGL, Ch.76, Section 5</p>
	<p>Rating: Implemented District Response Required: No</p>

Department of Education Findings:

A review of district policies indicates that the district does not discriminate regarding participation in intramural, interscholastic or extracurricular activities.

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION IV. CURRICULUM AND INSTRUCTION
	Legal Standard
MOA 16	<p>Promotional, recruitment, and employment practices of prospective employers of students The district ensures that promotional efforts and recruitment and employment practices and materials aimed at students, including career days, work study, cooperative work experience and apprenticeship training programs, are free of bias and discrimination by:</p> <ol style="list-style-type: none"> 1. depicting students from both sexes and under represented groups in all pictorial representations 2. making clear in written materials that all options are open to students regardless of race, color, sex, religion, national origin, sexual orientation or disability 3. 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:

A review of documentation and interviews of staff and community members indicate that the district complies with this standard.

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

Department of Education Findings:

Staff interviews and a review of documentation indicate that services are appropriately designed.

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

Department of Education Findings:

A review of documentation indicates that there is an established process. Title I services are routinely made available to regular education, special education, TBE and ESL students.

CRITERION NUMBER	TITLE 1 IV. CURRICULUM AND INSTRUCTION
	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:

Staff interviews and observation indicate that although some students are removed from the regular classroom (pull-out), efforts are being made to minimize these removals.

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:

A review of documentation and staff interviews indicate that Title I students participate in after-school and summer school programs.

CRITERION NUMBER	PERKINS VOCATIONAL IV. CURRICULUM AND INSTRUCTION
	Legal Standard
P 9	Strategies to improve academic and career & technical skills of all students exist. (Section 135)
	Rating: Implemented District Response Required: No

Department of Education Findings:

Staff interviews and documentation review indicate that academic and technical courses at the Dean Vocational-Technical High School have been aligned with the Curriculum Frameworks. The integration of academic and technical education has begun, and courses incorporate applied learning methods and set high standards for all students.

CRITERION NUMBER	
	Legal Standard
P 10	Technology is used to improve academic and career & technical education. (Section 135)
	Rating: Implemented District Response Required: Yes

Department of Education Findings:

The Dean Vocational-Technical High School has updated its computers and software. Additional training in technology is now needed for all staff.

CRITERION NUMBER	
	Legal Standard
P 11	Linkages between secondary and post-secondary programs exist and are accessible to all students. (Section 135)
	Rating: Implemented District Response Required: No

Department of Education Findings:

Documentation reviewed indicates that Tech Prep activities are provided.

CRITERION NUMBER	
	Legal Standard
P 12	All students are provided with strong experience in and an understanding of all aspects of a modern industry. (Section 135)
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Staff interviews and record reviews indicate that instruction in all aspects of a modern industry is not integrated into career and technical courses. In addition, professional development offerings do not address this area.

CRITERION NUMBER	
	Legal Standard
P 13	Instructional supplies and equipment meet the demands of the workforce. (Section 135)
	Rating: Implemented District Response Required: nN

Department of Education Findings:

Classroom observation and interviews with students and staff indicate that instructional supplies and equipment are adequate.

CRITERION NUMBER	
	Legal Standard
P 14	The required 15% minimum expenditure is being expended for activities consistent with the two priorities of the Massachusetts State Plan for Professional Development. (Section 135)
	Rating: Implemented District Response Required: No

Department of Education Findings:

A review of documentation indicates that the 15% set-aside is being expended for professional development in the priority areas. All staff have access to Perkins-funded professional development.

CRITERION NUMBER	TRANSITIONAL BILINGUAL EDUCATION IV. CURRICULUM AND INSTRUCTION
	Legal Standard
TBE 9	The Transitional Bilingual Education program is a full-time program of instruction that includes: a) all courses required by law and by the school district taught in English and in the native language; b) reading and writing taught in the native language; c) oral comprehension, speaking, reading, and writing in English; d) courses in the history and culture of the native land of the students' parents; and e) courses in the history and culture of the United States. G.L. c.71A, <input type="checkbox"/> 1 and <input type="checkbox"/> 2
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Observation and staff interviews indicate that several schools have TBE classes that are required to share a subdivided room. Classes in back-to-back spaces with non-soundproof dividers make it impossible to provide a full program. Although the district describes these as Team Teaching, staff indicate they are scheduled as separate classes and require teaching in two different languages at the same time. Classes observed sharing space include TBE with ESL, TBE with bilingual special education, and TBE with a language class. Interviews and a review of documentation indicate that there is no Spanish language arts class at Dean Vocational Technical High School, or any required class on the Puerto Rican culture for some TBE/ESL students at the Holyoke High School. Limited cultural programming is included in an elective, Spanish for Native Speakers, provided at Holyoke High School.

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

Department of Education Findings:

Staff interviews and a review of documentation and student records indicate that TBE students participate in some regular education classes with appropriate instructional supports.

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

Department of Education Findings:

A review of documentation indicates that the maximum age spans are not exceeded. The district is cautioned, however, that a new retention policy being considered may extend the age spans beyond the maximum.

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)
- Perkins Vocational and Technical Education (Report Issues # P 15-17)
- Transitional Bilingual Education (Report Issues # TBE 12-13)

CRITERION NUMBER	
	Legal Standard
SE 47	<p>Procedures for suspension up to 10 days and after 10 days: General requirements</p> <ul style="list-style-type: none"> 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 pattern of suspension) in any school year. (see SE 48) <p>State Regulations Federal Requirements 20 U.S.C. Chapter 33, Section 1415(k) 34 CFR 300.519-300.529</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

Staff interviews and a review of documentation indicate that all students receive the code of conduct in a comprehensive student handbook that is in both English and Spanish. Regular education and special education students who are suspended for more than ten days often receive two hours of tutoring each day in a room provided by the police department at the police station. However, students receiving these services often do not also receive related services prescribed by their IEPs.

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> <ul style="list-style-type: none"> 1. 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. 2. Prior to a suspension that constitutes a change in placement of a student with

CRITERION NUMBER	
	<p style="text-align: center;">Legal Standard</p> <p>disabilities, the TEAM convenes</p> <ol style="list-style-type: none"> a. to develop or review a functional behavioral assessment of the student’s behavior and to develop or modify a behavior intervention plan; b. to identify appropriate alternative educational setting(s); and c. 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>3. 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>4. 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"> a. if the behavior involves weapons or illegal drugs or another controlled substance while at school or a school function; or b. if the district provides evidence that the student is “substantially likely” to injure him/herself or others and a hearing officer orders the alternative placement; and c. the interim alternative education setting enables the student to continue in the general curriculum, to continue receiving services identified on the IEP, and provides services to address the problem behavior. <p>5. If the TEAM determines that the behavior <u>IS</u> a manifestation of the disability, then the district takes steps (with the consent of the parent) to correct the IEP, the placement, or the behavior intervention plan and does not suspend the student again during the school year.</p> <p>6. The school district provides written notice to the parent of all rights to appeal and to an expedited hearing. If the parent chooses to appeal, during the appeal the student stays put in the placement on the last accepted IEP or the interim alternative placement, unless the parent and the school district agree otherwise.</p> <p>State Regulations</p> <p style="text-align: right;">Federal Requirements 20 U.S.C. Chapter 33, Section 1415(k) 34 CFR 300.519-300.529</p>
	<p>Rating: Implemented</p> <p style="text-align: right;">District Response Required: No</p>

Department of Education Findings:

Staff interviews and a review of student records indicate that a functional behavioral assessment is not always done before conducting a manifestation determination. This limits the data available for consideration in making an objective determination and developing a more useful behavioral

intervention plan. However, the IEP TEAM does meet to develop an assessment plan and therefore meets this standard.

CRITERION NUMBER	
	Legal Standard
SE 48A	<p>Procedural requirements applied to students not yet determined to be eligible for special education</p> <ol style="list-style-type: none"> 1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if: <ol style="list-style-type: none"> a. the parent had expressed concern in writing; or b. the parent had requested an evaluation; or c. school district staff had expressed concern that the student had a disability. 2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures to conduct an expedited evaluation to determine eligibility. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility. 3. The school district has developed procedures consistent with IDEA-97 requirements to expedite evaluations. <p>State Regulations Federal Requirements 20 U.S.C. Chapter 33, Section 1415(k)</p>
	<p>Rating: Implemented District Response Required: No</p>

Department of Education Findings:

Interviews of staff and parents indicate that appropriate procedures are followed if a parent makes a special education referral when notified of a suspension. Tutorial services are provided to suspended students who are referred for an evaluation.

CRITERION NUMBER	
	Legal Standard
SE 49	<p>FAPE: Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education</p> <p>Students with special needs, including those in private schools, institutions and restrictive settings, have equal opportunity to participate in, and where appropriate, receive credit for educational, non-academic, extracurricular and ancillary programs, services and activities with students in the regular education program to the maximum extent appropriate. Programs, services and activities include, but are not limited to:</p> <ul style="list-style-type: none"> a. art and music b. vocational, industrial arts, consumer and homemaking education c. work study and employment opportunities d. counseling services e. health services f. transportation g. recess and physical education, including adaptive physical education h. athletics and recreational activities i. school-sponsored groups or clubs j. meals <p>State Regulations 502.13, 502.4(e), 502.4(i), 502.12(d)</p> <p>Federal Requirements IDEA-97</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

Interviews of staff and parents and a review of student records indicate that students at the Holyoke Alternative Program (HAP) and at the Magnet Middle School are not offered all the same programs offered to students in other schools and programs. Computer training is limited at the Magnet School. A full range of regular education curriculum, including music, taught by subject-certified teachers, is not available at the HAP.

CRITERION NUMBER	
	Legal Standard
SE 50	<p>Related services</p> <p>For each student with special needs found to require related services, the School district provides or arranges for the provision of such services which include but are not limited to:</p> <ol style="list-style-type: none"> 1. vocational, career and rehabilitation counseling 2. school health services 3. orientation and mobility services (peripatology) 4. occupational therapy 5. physical therapy 6. speech and language therapy 7. social and psychological services, limited to: <ol style="list-style-type: none"> a. group sessions conducted within the public school, provided that such services provided to parents are directly related to the objectives in the IEP b. individual consultation by school counseling staff c. crisis intervention d. individual counseling e. consultation between school counseling staff and a regular education teacher 8. audiology 9. medical services for diagnostic and evaluative purposes provided by a licensed physician 10. parent-child instruction 11. transportation 12. other services as recommended by the TEAM <p>State Regulations 127.0, 503.2(a)-(j)</p> <p style="text-align: right;">Federal Requirements 20 U.S.C. Chapter 33, Section 1401(22)</p>
	<p>Rating: Partially Implemented</p> <p style="text-align: right;">District Response Required: Yes</p>

Department of Education Findings:

Interviews with staff and parents and a review of student records indicate that students who have been suspended receive two hours of daily tutoring but do not receive related services, such as occupational therapy, physical therapy, and speech therapy. There is also a waiting list for students to be placed in alternative behavioral programs at the middle school and high school levels.. See also SE 47 above.

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> <ol style="list-style-type: none"> 1. notified that all programs, activities and employment opportunities are offered without regard to race, color, sex, religion, national origin, sexual orientation and disability 2. given the name(s), address(es) and telephone number(s) of Title VI, Title IX and Section 504 coordinator(s) <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:

A review of documentation indicates that the district provides students, parents and employees with a comprehensive handbook each year. This Code of Conduct and Discipline Policy includes non-discrimination statements and contact information. There is no indication, however, that the general public is notified, at the start of each year, that the district does not discriminate, or is given the name address and phone number of civil rights coordinators.

CRITERION NUMBER	
	Legal Standard
MOA 2	<p>Publication of notices of non-discrimination Major publications for students, parents and employees contain notices of non-discrimination. Title VI; Title IX; S. 504; MGL, Ch.76, Section 5</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

A review of documentation indicates that the district does not include notices of non-discrimination in all of its publications and public notices. The required statement is in the Code of Conduct and Discipline Policy provided to all students and parents, and an abbreviated form is in the High School Rules and the Course Selection Guide. However, a non-discrimination notice is missing in the Middle School Rules and Elementary School Rules, in district brochures, and in newspaper notices about school enrollment.

CRITERION NUMBER	
	Legal Standard
MOA 6	<p>Grievance procedures Written grievance procedures for students and for employees covering Title VI (race, national origin), Title IX (sex equity), and Section 504 (disability) have been adopted and published, and a grievance process is in place that provides prompt and equitable resolution. Title II, Title VI, Title IX, S. 504</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

A review of documentation indicates that written grievance policies and procedures are in place. However, a review of grievances and staff interviews indicate that this process does not provide a prompt and equitable resolution. No clear written finding and next step is provided in a timely manner. Several staff report that bilingual program equity issues identified by staff more than a year ago, such as inadequate space and insufficient curriculum materials, were not responded to in writing or in a timely manner. Despite the no recrimination/reprisal clause in the teacher contract, staff interviewed stated that they were not aware of grievance procedures, felt that lodging a complaint is not adequately addressed by the district, or are afraid to file a grievance for fear of retribution.

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>

Department of Education Findings:

Staff and parent interviews and a review of documentation indicate that all students receive information and counseling regarding the availability of occupational/vocational programs in the district. It is recommended that this information also be sent to parents.

CRITERION NUMBER	
	Legal Standard
MOA 9	<p>Counseling materials and activities free from bias and stereotypes To ensure that materials and activities are free from bias and stereotypes on the basis of race, color, sex, religion, national origin, sexual orientation or disability, all counselors:</p> <ol style="list-style-type: none"> 1. encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills 2. examine testing materials for bias and counteract any found bias when administering and interpreting test results 3. communicate effectively with limited English-proficient and disabled students and facilitate their access to all programs and services offered by the district 4. support students in non-traditional educational and occupational pursuits for their gender <p>Title II, Title VI; Title IX; S. 504; MGL, Ch.76, Section 5</p>
	<p>Rating: Implemented District Response Required: No</p>

Department of Education Findings:

Staff interviews and a review of documentation and student records indicate that district counseling materials and activities are free from bias and stereotypes.

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> <ol style="list-style-type: none"> 1. 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 2. 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>

Department of Education Findings:

Staff interviews and a review of documentation indicate that the administration of scholarships, prizes

and athletic awards is non-discriminatory.

CRITERION NUMBER	TITLE 1 V. STUDENT SUPPORT SERVICES
	Legal Standard
TI 15	The program design serves to supplement, not supplant: 1. regular education 2. special education 3. transitional bilingual education 4. 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

Department of Education Findings:

A review of documentation indicates that the Title I program design serves to support other district programs.

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

Department of Education Findings:

A review of documentation indicates that there are no N or D homes in the district, and that representatives of non-public schools are consulted regarding private school student needs and priorities.

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

Department of Education Findings:

Staff interviews, observations and a review of documentation indicate that Title I services provided in non-public schools are equivalent to those provided in public schools..

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:

Staff and parent interviews and a review of documentation indicate that additional assistance is provided as needed to students receiving Title I services.

CRITERION NUMBER	PERKINS VOCATIONAL V. STUDENT SUPPORT SERVICES
	Legal Standard
P 15	Individuals who are members of special populations {which include (A) individuals with disabilities; (B) individuals from economically disadvantaged families, including foster children; (C) individuals preparing for nontraditional training and employment; (D) single parents, including single pregnant women; (E) displaced homemakers; and (F) individuals with other barriers to educational achievement including individuals with limited English proficiency} are provided with equal access to activities, opportunities and course of study without regard to race, color, gender, religion, national origin, English language proficiency, disability or sexual orientation, and with programs that enable them to meet or exceed state adjusted levels of performance. (Section 122)
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Staff interviews and classroom observation indicate that all special populations are not taught to the same challenging standards as other students. Some special education students in a 502.4 program at the high school are expected to complete four years at Holyoke High School before being allowed to

transfer to Dean Vocational Technical High School. This provides students with the intensive pre-vocational training and stronger academic emphasis that should also be available at Dean.

CRITERION NUMBER	
	Legal Standard
P 16	Programs and services exist that support student participation in and completion of nontraditional training and employment activities. (Section135)
	Rating: Implemented District Response Required: No

Department of Education Findings:

Observations, interviews and a review of documentation indicate that programs and services support student participation in nontraditional activities.

CRITERION NUMBER	
	Legal Standard
P 17	The needs of students in alternative education programs are adequately addressed? (Section 122)
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

The career and technical programs available at Dean Vocational-Technical High School are not easily accessible to students in alternative programs.

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

Department of Education Findings:

Staff interviews and a review of student records and documentation indicate that limited English proficient students have equal access to educational services and extracurricular activities.

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

Department of Education Findings:

A review of documentation and student records indicates that all TBE students and their parents receive the district Code of Conduct and Discipline Policy, which is written in both English and Spanish. This document includes the provisions regarding Place of Attendance, Anti-Discrimination and access to student records.

COMPONENT VI: FACULTY, STAFF AND ADMINISTRATION

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

- Education Reform Act of 1993 (Report Issues # ER 1-8)
 - Special Education (Report Issues # SE 51-54)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 18-21)
 - Title I (Report Issues # TI 19-22)
- Perkins Vocational and Technical Education (Report Issue # P 18)
- Transitional Bilingual Education (Report Issues # TBE 15-17)

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

Department of Education Findings:

Although the teacher contract does not describe the specific evaluation process or standards that will be applied, the district has established an evaluation system for all teachers, principals and administrators that conforms to the state principles.. No supplemental performance standards have been established by the school committee for teachers or principals. Written guidelines indicate that teachers with professional status are evaluated at least every other year and teachers without professional status at least annually. Interviews indicate that all teachers and principals expect to be evaluated each year, teachers by the principal and principals by the superintendent. New teachers are evaluated by the principal at least twice a year. The superintendent also evaluates the central office administrators annually. Staff interviews and a review of documentation indicate that most teachers, principals and administrators have been evaluated within the past year. One principal, however, promoted at the beginning of the year, has not been evaluated in the past ten years... The school committee evaluates the superintendent each year: members of a subcommittee do individual evaluations, based on district goals, and a summary is presented to the full committee.

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

Department of Education Findings:

A review of documentation indicates that the school committee has established performance standards for teachers consistent with the Principles of Effective Teaching. Interviews of teachers indicate that they are not always aware of the standards used for their evaluations. Most principals use a checklist to compare performance with the standards. Principals who do not use the checklist do not always address the required performance standards. Most evaluations involve a pre-evaluation meeting to identify goals for a class, observation of the class, a written review of the class and opportunity for written comment by the teacher. In some cases the written evaluation is not provided in a timely manner and in some cases the teacher and the principal do not have any post-observation discussion before the principal writes the report. For teachers who may require improvement, areas of strength and weakness are noted with clear recommendations for improvement. Areas for additional growth are not always included for teachers who are rated highly. The district provides an exceptionally wide variety of training opportunities for teachers. However, most of the training is voluntary, and so all teachers do not receive all of the training suggested to support the bilingual and inclusionary nature of student services in the district.

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

Department of Education Findings:

A review of documentation indicates that performance standards for administrators are consistent with and meet the Principles of Effective Administrative Leadership. Administrators are evaluated by the superintendent annually in the same manner as principals. Evaluations of principals and administrators, however, often list areas for growth but no specific measurable goals. A review of principal evaluations indicates that the concerns of teachers in two elementary and two middle schools regarding the ability of the principals of those schools to administer and manage effectively have not been addressed in their evaluations. The superintendent does visit each school numerous times each year, meets and speaks to staff, parents and students, and receives ongoing reports from all principals. The superintendent evaluates each principal using the Baldrige Scale.

The district does make available to principals and administrators numerous training given by area colleges, the Department, and outside consultants. The majority of professional development for administrators is voluntary, with some specific mandatory training provided to address individual needs, such as training in supervision and evaluation for newly appointed principals. The superintendent is evaluated each year by members of the school committee, based on the established goals for the district. Individuals on a subcommittee consolidate the superintendent evaluations into one comprehensive report.

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

Department of Education Findings:

The district has established an appropriate cycle for conducting staff evaluations. Teachers with professional status are scheduled at least every other year, with principals being reviewed annually. New teachers are evaluated twice a year. However, a review of documentation indicates that written timelines for evaluations are not followed. Most administrators were evaluated during the past year, even if scheduled for next year.

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

Department of Education Findings:

Interviews of administrators and of school committee members indicate that the school committee does not review a summary of district personnel strengths and needs, compiled from evaluations, to determine future staffing and professional development needs. Some evaluations may be reviewed by a subcommittee before voting to continue or drop a new staff member. Evaluators do not consistently set specific professional development goals for individuals in their evaluations. The district provides only one full day for mandatory professional development. Most training is voluntary. The limited nature of mandatory professional development limits the district in addressing systemic issues, such as programmatic initiatives and changes in state and federal regulations.

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

Department of Education Findings:

Staff interviews and a review of documentation indicate that the district provided training to all evaluators in the principles of supervision and evaluation (the Research for Better Teaching system), during the FY 99 school year. Since then, summer courses have been provided for new supervisors at a local college. Principals and administrators also receive training at scheduled administrator meetings, for instance in personnel law, non-discrimination, grievances, and harassment. The district policy requires principals to evaluate all staff in their school. There is documentation to indicate that occasionally a principal will use a program head, such as the bilingual director, to assist in the evaluation of a teacher. However, this is not consistently done. The local teachers contract, which has expired, requires local program directors to participate in classroom observations only when requested by the principal. There is no indication that special education teachers are evaluated by someone with special education expertise, such as the special education director, special education supervisor or school IEP TEAM chairperson (programmer).

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

Department of Education Findings:

A review of documentation indicates that the district adopts and implements an annual professional development plan. The plan is aligned with the State Professional Development Plan. The superintendent works with principals, the curriculum director and other administrators in identifying school district needs. Student assessment results and staff evaluations are considered. A report on the previous year's goals is referred to a subcommittee of the school committee in September. The curriculum director presents the new district professional development plan to the school committee in October. The subcommittee reviews the plan, and it is accepted at the next monthly school committee meeting in November. Because the plan is accepted in November, many of the listed

activities are already completed before the school committee review and acceptance. The retroactive nature of this process limits the effectiveness of the oversight and input of the committee.

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

Department of Education Findings:

The district professional development plan identifies four priorities: educational equity for diverse learners, literacy development for all, Curriculum Frameworks implementation, and development of educational technology. The plan addresses required areas including curriculum alignment and implementation, instructional quality, school climate, effective classroom assessment and the use of educational technology. The plan also addresses the need for training in second language acquisition and in working with culturally and linguistically diverse students. However, the plan does not address training in participatory decision making, parent and community support and involvement, or the need for training school council members. , Most of the district's professional development is voluntary, as previously noted, and addresses individual staff e-certification needs. There is one mandatory professional development day each year, as well as monthly meetings of teachers and of administrators where additional information is presented. The district provides many opportunities for teachers and administrators to participate in professional development at area colleges during the summer and throughout the year.

CRITERION NUMBER	SPECIAL EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION		
	Legal Standard		
SE 51	<p>Appropriate teacher certifications -- special education services Individuals who provide direct special education services described under 503.2, or who supervise the provision of special education services by paraprofessionals, are appropriately certified or licensed.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 502.12(c)(i)</td> <td style="width: 50%;">Federal Requirements IDEA-97</td> </tr> </table>	State Regulations 502.12(c)(i)	Federal Requirements IDEA-97
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Department of Education Findings:

A review of documentation indicates that special education teachers in the district are appropriately certified.

CRITERION NUMBER	SPECIAL EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION		
	Legal Standard		
SE 52	<p>Appropriate certifications or other credentials -- related services Any person, including non-educational personnel, who provides the related services described in Regulation 503.2, who supervises paraprofessionals in the provision of related services, or who provides support services directly to the regular or special classroom teacher is appropriately certified, licensed, board-registered or otherwise approved to provide such services by the relevant professional standards board or agency for the profession. If no such board exists, the Administrator of Special Education ensures the appropriateness of using non-educational personnel in each individual case.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 502.12(c)(ii), 502.12(c)(iii)(2)</td> <td style="width: 50%;">Federal Requirements IDEA-97</td> </tr> </table>	State Regulations 502.12(c)(ii), 502.12(c)(iii)(2)	Federal Requirements IDEA-97
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Department of Education Findings:

A review of documentation indicates that related service providers in the district are appropriately licensed or certified.

CRITERION NUMBER		
	Legal Standard	
SE 53	<p>Use of paraprofessionals</p> <p>a. Paraprofessionals and assistants (e.g., teacher aides, tutors and student teachers) are appropriately trained to assist in providing special education or related services.</p> <p>b. Persons employed as paraprofessionals and assistants are under the direct supervision of an appropriately certified or licensed professional.</p> <p>State Regulations 502.12(c)(i)</p>	<p>Federal Requirements 20 U.S.C. Chapter 33, Section 1412(a)(15)</p>
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings:

Staff interviews and a review of documentation indicate that the training provided for paraprofessionals is inadequate. For those hired after the annual October in-service day, formal orientation is limited to 'on the job' training. Paraprofessionals are not paid to attend workshops and training held after normal school hours.

CRITERION NUMBER		
	Legal Standard	
SE 54	<p>Training topics</p> <p>Over a three year period, the required training topics are addressed for professional and paraprofessional staff:</p> <p>a. special education requirements;</p> <p>b. local special education policies and procedures;</p> <p>c. confidentiality of student records;</p> <p>d. all other training topics indicated in Local Special Education Program Plan;</p> <p>e. instructional practices for students with diverse learning needs; and</p> <p>f. transportation</p> <p>State Regulations</p>	<p>Federal Requirements 20 U.S.C. Chapter 33, Section 1412(a)(15)</p>
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings:

Although staff interviews and documentation indicate that the required training is provided for all special education teachers, these training topics should also be mandatory for all regular education teachers who are providing inclusion services for special needs students.

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VI. FACULTY, STAFF AND ADMINISTRATION	
	Legal Standard	
MOA 18	<p>School district employee recruitment activities The district's employee recruitment activities are aimed at reaching all groups, including bilingual/bicultural persons, females/males in nontraditional roles and persons with disabilities. When certain categories of employment show a disproportionate number of females/males, racial and ethnic group members or disabled persons, the district makes efforts to recruit for such positions members of the under represented groups. Title I, Title VI, Title IX, S. 504</p>	
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings:

Observations, interviews of teachers, administrators and community members, and a review of documentation indicate that there is a disproportionately low number of Hispanic teachers and administrators in the district. In addition, Hispanics are under-represented on school councils. Although district policies are non-discriminatory and the district has recruited Hispanic persons, affirmative action has not been successful. Recruitment is adversely affected by the district's teacher salary base, which is lower than that of other area cities. New initiatives need to be developed.

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

Department of Education Findings:

A review of documentation and staff interviews indicate that district employment practices conform to the requirements for pre-employment inquiries.

CRITERION NUMBER	
	Legal Standard
MOA 20	<p>Non-discriminatory personnel policies and procedures District personnel policies and procedures are free of discrimination and bias in the following areas:</p> <ol style="list-style-type: none"> 1. employee hiring, upgrading, award of tenure, demotion, return from layoff and retirement are the same for both sexes 2. employee pay schedules and rates of other compensation for all job categories provide equal pay for equal work 3. fringe benefits for all job categories such as medical, dental, insurance, leave (sick, personal, professional, parental, dependent care, bereavement) etc. are the same for all employees <p>Title I, Title VI, Title IX, S. 504</p>
	<p>Rating: Implemented District Response Required: No</p>

Department of Education Findings:

A review of documentation indicates that district personnel policies and procedures are non-discriminatory and provide equal pay for equal work.

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

Department of Education Findings:

There is one mandatory professional development day, at the start of the school year. Interviews of staff hired during the year indicate that training topics presented during the mandatory training are not adequately covered for staff hired later. Most staff interviewed did not know what it means to be a mandated reporter and did not remember receiving training regarding their civil rights responsibilities. A 1998-99 survey indicated that 62% of district staff did not understand Section 504. No follow-up survey was completed, to document understanding after district training. Documentation indicates that civil rights training was provided during the past year at the high schools and elementary schools, but not at the middle schools.

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

Department of Education Findings:

A review of documentation indicates that all staff providing Title I services are appropriately certified.

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

Department of Education Findings:

Staff interviews and a review of documentation indicate that Title I paraprofessionals receive supervision from certified teachers.

CRITERION NUMBER		
	Legal Standard	
TI 21	Professional development activities: 1. 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 2. are provided to all of the district's instructional staff who serve Title I eligible students. 1119 (b)(1)(A) ESEA, IASA	
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings:

Staff interviews and documentation review indicate that Title I paraprofessional staff do not have adequate access to district professional development activities. Most training is provided on the job.

See SE 53 above.

CRITERION NUMBER	
	Legal Standard
TI 22	Title I professional development activities are designed by principals, teachers, and other school staff to ensure that Title I students' needs are addressed. The district devotes sufficient resources to effectively carry out its responsibilities for professional development. 1119 (a)(2) ESEA, IASA; 1114(b)(1)(H)(i).
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Staff interviews indicate that the district does not pay paraprofessional staff to attend training. Initial training and orientation is limited to 'on the job' training and attendance at the one full day October in-service day. Attendance at training is voluntary. See TI 21 above.

CRITERION NUMBER	PERKINS VOCATIONAL VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
P 18	Staff in all Perkins funded positions (teachers, counselors, tutors, aides etc.) are appropriately certified, approved, or otherwise qualified. (M.G.L. c.74 s. 18, M.G.L. c.71.s.38G)
	Rating: Implemented District Response Required: No

Department of Education Findings:

A review of documentation indicates that all staff in Perkins-funded positions are appropriately certified or licensed or are otherwise qualified.

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

Department of Education Findings:

A review of documentation indicates that teachers in the TBE and ESL programs are appropriately certified. There is a certified administrator for the TBE program.

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

Department of Education Findings:

Observations and a review of documentation indicate that district TBE classes do not exceed the maximum student-teacher ratios.

CRITERION NUMBER	
	Legal Standard
TBE 17	The school district is implementing a professional development plan that addresses the need for training and skills for all staff in second language acquisition and in working with culturally and linguistically diverse student populations. G.L. c.71, § 59C
	Rating: Implemented District Response Required: No

Department of Education Findings:

Interviews and a review of documentation indicate that the district provides professional development relating to second language acquisition and cultural diversity. The district provides encouragement for staff to attend, such as stipends and P.D.P.s. However, as stipulated in the district teacher contract, most training is voluntary. This limits the number of regular education staff included in staff development focused on issues of second language learners.

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)
 - Perkins Vocational and Technical Education (Report Issue # P 19)
 - Transitional Bilingual Education (Report Issues # TBE 18-19)

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> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 508.3</td> <td style="width: 50%;">Federal Requirements IDEA-97, Section 504 of the Rehabilitation Act of 1973</td> </tr> </table>	State Regulations 508.3	Federal Requirements IDEA-97, Section 504 of the Rehabilitation Act of 1973
State Regulations 508.3	Federal Requirements IDEA-97, Section 504 of the Rehabilitation Act of 1973		
	<p>Rating: Partially Implemented District Response Required: Yes</p>		

Department of Education Findings:

A review of all district facilities determined that the Holyoke High School and all three middle schools do not meet ADA standards. See MOA 7 below.

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: Not Implemented District Response Required: Yes</p>

Department of Education Findings:

Observations of all district facilities and a review of documentation indicate that the Holyoke High School and all three middle schools are not ADA-compliant. Bathrooms used by physically limited students are not fully accessible, handicapped signage and accessible door handles are absent, and fire alarms do not include a visual component. Elevators and shower facilities also do not meet accessibility codes. The Magnet program and alternative behavioral program (HAP) are not accessible to students with limited physical mobility.

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> <ol style="list-style-type: none"> 1. 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; 2. 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: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

Observations in all district facilities indicate that several buildings have classrooms which are split to include two programs. TBE and ESL classes, or TBE and special education classes, may be held with only a screen or curtain separating the two sides. This division limits teachers significantly and results in spaces that are not comparable to regular education spaces. The alternative behavioral program in Chicopee, HAP, is located in a substandard facility whose segregation from the district limits access to district resources. The Magnet program is located in a facility that is not accessible to students with limited mobility. (See SE 55)

CRITERION NUMBER	PERKINS VOCATIONAL VII. SCHOOL FACILITIES
	Legal Standard
P 19	<p>Instructional facilities meet the demands of the workforce including those for state of the art facilities as well as for a healthy, safe environment. (Section 122 and Sec. 135)</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

Observations throughout the Dean Vocational-Technical High School indicate that areas around individual pieces of equipment are not outlined with tape. Documentation does not indicate that both the fire and building inspectors regularly inspect Dean, or that all staff have had recent training in health and safety requirements. Documentation also does not indicate that the district uses the career and technical program advisory committees, or other similar entity, to review program equipment and facilities regularly to ensure instructional facilities meet the demands of the workforce for state-of-the-art facilities.

CRITERION NUMBER	TRANSITIONAL BILINGUAL EDUCATION VII. SCHOOL FACILITIES	
	Legal Standard	
TBE 18	Whenever feasible, the TBE program is located in regular public schools rather than separate facilities. G.L. c.71A, § 5	
	Rating: Implemented	District Response Required: No

Department of Education Findings:

Observations in all district facilities indicate that TBE and ESL programs are located in regular public school facilities throughout the district. Every district school provides a TBE and/or ESL program.

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

Department of Education Findings:

Observations indicate that some TBE and ESL classes are required to share classrooms using an inadequate divider that does not screen out sound. See MOA 14 above. As previously noted, teachers felt these shared but divided rooms are scheduled as separate classes, and not as one class with team teaching.

Interviews indicate that adequate bilingual curriculum materials are not always provided in a timely manner. It is noted that market availability has limited their access to translated materials. Teachers felt, however, that some requested ESL curriculum materials were not made available until mid-year due to budget constraints.

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)
- Perkins Vocational and Technical Education (Report Issue # P 20)
 - Transitional Bilingual Education (Report Issue # TBE 20)

CRITERION NUMBER	SPECIAL EDUCATION VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
SE 58	<p>Special education programs and services are evaluated</p> <p>a. Special education programs, services and administrative areas are regularly evaluated.</p> <p>b. The school district's program evaluation plan includes methods for determining the effectiveness of programs in assisting students to achieve the goals set forth in their IEPs in the least restrictive environment, describes how the school district uses information it gathers from annual IEP reviews to measure the effectiveness of special education programs, and identifies programs, services and administrative areas that need improvement or must be developed.</p> <p>State Regulations 506.0, 506.1, 506.3(a)</p> <p>Federal Requirements IDEA-97</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

Interviews and a review of documentation indicate that the special education program has not been formally reviewed district-wide, except by outside regulatory agencies. The district has, however, established a review committee that has begun the process of reviewing all programs in the district, school by school. The committee is representative of administration, teachers, maintenance, and parents and has completed an evaluation of all programs at the Lynch Middle School. This committee should be formalized, along with the process, which should continue for all remaining schools in the district.

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> <ol style="list-style-type: none"> 1. existing curriculum materials present fair perspectives of the culture, history, activities and contributions of persons and groups of different races, nationalities, sexes and colors 2. 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: Implemented District Response Required: No</p>

Department of Education Findings:

The district has a curriculum review process that includes a review of potential curriculum material by department heads before it is purchased.

CRITERION NUMBER	
	Legal Standard
MOA 23	<p>Institutional self-evaluation The district has in place a comprehensive evaluation process to examine and remedy policies and programs that discriminate or limit educational access due to race, color, sex, religion, national origin, sexual orientation, or disability. Title VI; Title IX; S. 504; MGL, Ch.76, Section 5</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

As previously noted, there is a significant under-representation of Hispanics on most district committees and councils. Interviews and a review of documentation indicate that the district has begun an informal evaluation of its programs and policies for discrimination. This process has not been formalized. The district has also begun strategic planning activities. See SE 58 above.

CRITERION NUMBER	TITLE 1 VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
TI 23	<p>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)</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

A review of documentation and staff interviews indicate that a needs assessment, to establish the type of Title I instruction to be provided and the subject areas for that instruction, is not done each year for each school. Assessments are not conducted in consultation with school staff and parents.

CRITERION NUMBER		
	Legal Standard	
TI 23A	a. b.	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. The Title I School wide Plan is integrated into the school's Improvement Plan. IASA 1115 (c)(2)(B)
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings:

A review of Title I records and documentation indicates that the district has not always conducted an annual evaluation of the Title I program .

CRITERION NUMBER	PERKINS VOCATIONAL VIII. PROGRAM PLAN AND EVALUATION	
	Legal Standard	
P 20	The school has developed and implemented a system of program evaluation that includes, at a minimum, the following four core indicators: (i) Student attainment of challenging State established academic and career & technical skill proficiencies. (ii) Student attainment of a secondary school diploma or its recognized equivalent, proficiency credentials in conjunction with a secondary school diploma or a post secondary degree or credential. (iii) Placement in, retention in, and completion of, post-secondary education or advanced training, placement in military service, or placement or retention in employment/ (iv) Student participation in and completion of career & technical education programs that lead to nontraditional training and employment. (Section 113)	
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings:

A review of Perkins student records indicates that the four core indicators listed above are not included in evaluation reports. The district must now develop a plan to fully implement these recently promulgated indicators.

CRITERION NUMBER	TRANSITIONAL BILINGUAL EDUCATION VIII. PROGRAM PLAN AND EVALUATION	
	Legal Standard	
TBE 20	The school district provides information as requested to the Department of Education that describes an Annual Performance Evaluation of its program of Transitional Bilingual Education in accordance with G.L. c.69, § 1I, § 10.	
	Rating: Implemented	District Response Required: No

Department of Education Findings:

A review of documentation indicates that the district has completed an annual performance evaluation of the TBE program. A review of the evaluation has resulted in an increase of ESL curriculum offerings and an introduction of more content areas to ESL classes.

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)
- Perkins Vocational and Technical Education (Report Issue # P 21)
 - Transitional Bilingual Education (Report Issue # TBE 21)

CRITERION NUMBER	SPECIAL EDUCATION IX. RECORD KEEPING				
	Legal Standard				
SE 59	<p>Register of students in need of special education An annual ever current register of students in need of special education is maintained that contains all required areas:</p> <ul style="list-style-type: none"> a. name of student b. address/telephone number c. date of birth d. full name of parent e. date referral received f. date(s) of TEAM meetings and reviews g. date of acceptance or rejection of IEP h. beginning date of special education i. current program prototype j. name of school or other place where special education is delivered <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations</td> <td style="width: 50%;">Federal Requirements</td> </tr> <tr> <td>300.1 - 300.10</td> <td>IDEA-97</td> </tr> </table>	State Regulations	Federal Requirements	300.1 - 300.10	IDEA-97
State Regulations	Federal Requirements				
300.1 - 300.10	IDEA-97				
	<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:

A review of documentation indicates that the district maintains a register of students in need of special education that includes all of the required elements.

CRITERION NUMBER		
	Legal Standard	
SE 60	<p>Child Count</p> <p>a. A child count is maintained representing students with current, accepted IEPs who are provided, at a minimum, direct special education services to each student. The count is filed as part of annual school report by December 1 of each school year and provides an unduplicated listing of the number of students with IEPs in each program prototype and does not reveal the identity of individual students or their parents.</p> <p>b. The child count includes students with disabilities determined eligible for special education who are attending private schools at private expense and are receiving publicly funded services according to a "services plan" developed by the TEAM.</p> <p>State Regulations 301.0</p>	<p>Federal Requirements 20 U.S.C. Chapter 33, Section 412(a)(3)(A)</p>
	Rating: Implemented	District Response Required: No

Department of Education Findings:

A review of documentation indicates that the district maintains an appropriate child count that includes students with disabilities eligible for special education and attending private schools at private expense.

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

Department of Education Findings:
A review of documentation indicates that the federal entitlement grant is designed, administered and monitored by the administrator of special education. DOE approval has been obtained for all amendments.

CRITERION NUMBER	TITLE 1 IX. RECORD KEEPING
	Legal Standard
TI 24	<p>Each split-funded staff member maintains an appropriate log (time and efforts record) verifying the time spent on Title I activities. 200.63 (Federal Register) CFR</p>
	<p>Rating: Not Applicable District Response Required: No</p>

Department of Education Findings:
Interviews and a review of documentation indicate that the district has no split-funded Title I staff.

CRITERION NUMBER	
	Legal Standard
TI 25	Documentation is on file at the local Title I office verifying comparability and the LEA is in compliance with comparability. 1120 (A)(c) ESEA, IASA
	Rating: Implemented District Response Required: No

Department of Education Findings:

A review of filed documentation indicates that this criterion is met.

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

Department of Education Findings:

A review of documentation indicates that the district has filed all required reports.

CRITERION NUMBER	
	Legal Standard
TI 26A	Federal Title I Entitlement Grant: 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. 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. 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. d. The district has secured the approval of the Department of Education for all amendments prior to their implementation.
	Rating: Implemented District Response Required: No

Department of Education Findings:

Staff interviews and a review of documentation indicate that the federal Title I Entitlement Grant is designed, amended and monitored by the local Title I director.

CRITERION NUMBER	PERKINS VOCATIONAL IX. RECORD KEEPING
	Legal Standard
P 21	The district maintains a record keeping system which allows for student records to be maintained with up-to-date information and relevant documents in accordance with Perkins program requirements.
	Rating: Implemented District Response Required: No

Department of Education Findings:

A review of documentation indicates that the district has established a record-keeping system which maintains up-to-date student records and allows for the security of student records while allowing appropriate access.

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

Department of Education Findings:

A review of student records indicates that cumulative records on bilingual students contain the appropriate information and are appropriately maintained.

COMPONENT X: SCHOOL GOVERNANCE

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

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

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

Department of Education Findings:

Interviews of staff and parents and a review of documentation indicate that a school council has been established for each school in the district. The membership of each council in most cases includes an equal number of staff and parents and at least one community representative. The high school council has student representatives but does not have a community representative. The HAP council has four staff and three parents and no student representative. Councils meet with the school principal monthly. Although the community and student population majorities are Hispanic (over 68% of the student population), Hispanic staff and parents are under-represented on almost all school councils. A survey of the representation on fourteen school councils shows that there are only two Hispanic principals and that 10 of 46 teachers are Hispanic, 19 of 49 parents are Hispanic, and only 4 of 17 community representatives are Hispanic. At the Holyoke High School both student representatives are non-Hispanic. Written guidelines for school councils provide that parent members are elected. Documentation indicates that at least some councils do attempt to recruit parent members by letter. The district needs to focus its efforts on improving district-wide participation of Hispanic parents on school councils and in school improvement planning.

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

Department of Education Findings:

A review of documentation indicates that each principal has developed a school improvement plan in consultation with the school council. Each plan addresses the required elements and incorporates seven generic goals for the district, with numerous objectives for each school. The seven district goals have not changed over the past three years. They are philosophical and not measurable.

The goals are:

- 1. To engage students in a comprehensive learning experience that provides a foundation from which the individual's intellectual, physical, social and emotional potential can be fully realized.*
- 2. To encourage student related activities which promote self-esteem, responsibility, respect for other individuals and cultures, and the value of lifelong learning.*
- 3. To establish an organizational and curricular design based on the needs of students which when implemented will provide consistency and stability, excellence and growth; and to monitor such design through consistent curriculum supervision.*
- 4. To maintain an educationally sound environment which is safe and secure.*
- 5. To promote initiative, cooperation, responsibility and accountability among all Holyoke Public School personnel.*
- 6. To provide, to all school personnel, staff development activities designed to enhance their skills and knowledge. And*
- 7. To encourage the involvement of parents and other concerned citizens, as well as the participation of community businesses, organizations and educational institutions in supporting public education.*

Most objectives do not include a completion date, person responsible for implementation or timelines for review. In the high school plan, for example, only 10 of 61 objectives have target dates. Many of the objectives are descriptions of activities to be scheduled without any statement of an outcome for the activity by which to measure its success. Each council reviews the plan when identifying objectives for the new school year. Objectives address educational goals, the assessment of school needs, the improvement of student performance, the impact of class size and student/teacher ratios, parental involvement, school safety and discipline, and tolerance and respect. Staff and council members felt that the plans do not address professional development for staff.. Staff felt that each plan was being implemented. Council members did not know, as there is no ongoing status review. School councils are presented overviews of the school budget and of the outcomes of student assessments, such as MCAS

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

Department of Education Findings:

Each school council presents the school improvement plan to the school committee each year. The school committee refers it to the program subcommittee for review and then votes to adopt the plan at the following meeting. The report on implementation of the previous year's plan is presented in the same manner. The plans, however, are reviewed and adopted between November and April for the current year. Plans often do not include specific timelines for completion, evaluation methodology, or any requirement for progress reports. Only two councils of the 14 have added goals beyond the district-mandated seven. The mid-year timing of review by the school committee, for plans covering the previous summer and current school year, prevents the opportunity for meaningful oversight by the school committee and for dialogue between the school committee and the school councils. This results in the district plan being integrated into the individual school improvement plans, rather than the local school improvement plans being integrated into the district plan.. The use of "ongoing" as a target date for completion renders the plans ineffective and without accountability. .

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

Department of Education Findings:

The district has developed a comprehensive handbook, in both English and Spanish, that includes policies and procedures regarding student conduct, including disciplinary policy and procedures for students with disabilities. This handbook is used at all schools and covers all of the required elements, such as the prohibition of smoking, disciplinary hearings and due process, standards for suspension and expulsion, and school security and safety. The handbook also includes copies of related state and federal regulations. Principals and other key administrators interviewed have a good working knowledge of district disciplinary procedures. The high school council annually reviews the student code of conduct. There is no evidence that the school council at the alternative school (HAP) reviews the student code of conduct. The district has no specific guidelines for teacher conduct except for an employee sexual harassment policy: district policies for teachers include grievance procedures but not standards for teacher conduct. The district has an interpersonal relationships 'civility' statement indicating that staff who violate that policy are subject to disciplinary procedures consistent with state law and contractual agreements. However, the teacher contract does not include a teacher code of conduct, identification of unacceptable behavior, or specific disciplinary measures. A 1998 letter from the superintendent, identifying the district as a drug-free workplace, is also not reflected in the contract.

APPENDIX:
SCHOOL DISTRICT PROFILE INFORMATION

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

SCHOOL AND DISTRICT PROFILES

Definitions of Terms

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

GENERAL INFORMATION

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

Programs*:

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

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

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

STUDENT TEST RESULTS

Massachusetts Comprehensive Assessment System (MCAS): The Massachusetts Comprehensive Assessment System is the Commonwealth's new statewide assessment program for public schools. MCAS measures the performance of students, schools and districts on the academic learning standards contained in the Massachusetts *Curriculum Frameworks*. In May 1998, students in grades four, eight and ten took the MCAS tests in English Language Arts, Mathematics, and Science and Technology. When interpreting the MCAS results and making comparisons between schools and districts, it is important to recall that a single year's test results provide limited information about overall performance. This is particularly true of test results from the first administration of a new testing program. Test results are most meaningful when compared with other indicators and when examined over several years to establish long-term trends. Furthermore, at the time the 1998 and 1999 tests were administered, many schools were still in the process of aligning their curriculum, instruction and assessment practices with the state's new learning standards. For these reasons, results from this first MCAS administration should be interpreted as a baseline against which improvement in the future will be measured.

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

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

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

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

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