



SEEKONK PUBLIC SCHOOLS

**COORDINATED PROGRAM REVIEW
REPORT OF FINDINGS**

Dates of Onsite Visit: May 8-12, 2000

Date of Draft Report: June 16, 2000

Due Date for Comments: July 3, 2000

Date of Final Report: August 9, 2000

Action Plan Due: September 27, 2000

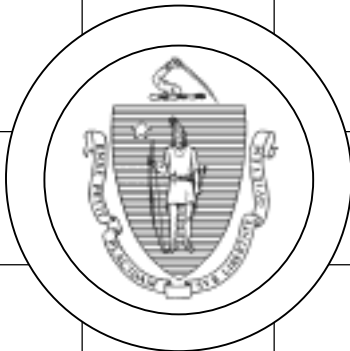
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**MASSACHUSETTS DEPARTMENT OF EDUCATION
COORDINATED PROGRAM REVIEW**

Seekonk Public Schools

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MASSACHUSETTS DEPARTMENT OF EDUCATION

COORDINATED PROGRAM REVIEW REPORT

SEEKONK PUBLIC SCHOOLS

OVERVIEW OF REVIEW PROCEDURES

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

Coordinated Program Review Elements

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

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

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

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

- Interviews of administrative, instructional and support staff across all grade levels;
- School Committee representatives, Parent Advisory Council (PAC) representatives,

School Council representatives and other interviews as requested by persons from the general public;

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

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

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

REPORT INTRODUCTION

A four member Massachusetts Department of Education team visited Seekonk Public Schools during the week of May 8, 2000 to evaluate the implementation of selected criteria in the program areas of the Special Education, Civil Rights Methods of Administration (MOA) and Safe and Drug Free Schools. The Team appreciated the opportunity to interview staff and parents, observe classroom facilities and to review the program efforts underway in the District. The 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 Seekonk School District. These areas are as follows:

The Department's Coordinated Program Review Team commends the Seekonk School District for its Early Intervention Program, a district-wide program which strives to maintain a successful balance between maximizing individualism and inclusion. In most cases, the program successfully channels students from the preschool classroom to in-district programs. The program is tightly constructed and offers the additional component of a half-day K Ready Program that operates in conjunction with the district's half-day regular Kindergarten program.

The Department's Coordinated Program Review Team commends the Seekonk School District for the practice of staffing each of its five schools with its own full time school psychologist; additionally, the district contracts with a behavioral psychologist who serves as a consultant for both regular education and special education staff. The success of this practice may be defined by the number of students who are serviced in regular education programs with the addition of a behavioral component.

The Department's Coordinated Program Review Team commends the Seekonk School District for the open, constructive way in which it fosters an atmosphere of collaboration and cooperation with its special education Parent Advisory Council. Additionally, high school students, particularly those who might be interested in a career in special education, are encouraged to participate.

The Department's Coordinated Program Review Team commends the Seekonk School District for its conscientious evaluation of out-of-district placements. Recently, this has resulted in the addition of two relatively new district programs: summer school for special education students who might experience a regression and a program at the middle school level for autistic children previously served in out-of-district placements.

The Department's Coordinated Program Review Team commends the Seekonk School District for the manner in which it uses carefully constructed, written 504 Plans to aid in the transition following the termination of an IEP. Clearly, the responsibility for providing a quality education to all students, both in special education and regular education, is viewed as a shared process.

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 seven (7) administrative staff;
- Interviews of thirty-six (36) teaching and support services staff across all levels;

- Interviews of two (2) School Committee representatives, one (1) Parent Advisory Council (PAC) representative, two (2) School Council representatives and other interviews as requested by persons from the general public;
- Student Record Reviews: A sample of eighteen (18) 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 six (6) instructional classrooms and school facilities used in the delivery of programs and services was visited to determine general levels of compliance with program requirements.

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

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

COORDINATED PROGRAM REVIEW REPORT

Seekonk 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

The district has implemented an assessment system to ensure that students with disabilities are appropriately identified and serviced. State and local assessments are conducted and students with disabilities participate in MCAS. Possible accommodations are clearly stated on the IEP Addendum. School psychologists act as Team Chairpersons and have the authority to commit the resources of the district.

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

Component II: Student Identification and Program Placement

Interviews and documentation support that the district is meeting procedural requirements regarding the screening of community three and four year olds, the development of student IEPs and a timely delivery of assistive technology to those students whose IEPs require it.

At the time of the Coordinated Program Review, the district had a markedly low incidence of limited-English proficient students; students are formally screened for English proficiency at the time of enrollment by a certified ESL teacher who is under contract with the district.

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

Component III: Parental Involvement

The district experiences a low incidence of limited-English proficient students; however, through the use of its world language department and community and school resources, the district has ensured that parents for whom English is a second language are notified in their native language. The ESL-certified educator screens students for whom English language proficiency may be an issue and then intervenes and monitors their immersion into subject area studies.

Frequent contacts between the school and parents and multiple notifications through newsletters, cable, and parent-teacher groups publicize school and community events, assuring

that parents have the opportunity to be active participants in the education of their children.

Component IV: Curriculum and Instruction

The district is in the process of a five year cycle of aligning its curriculum with the State Curriculum Frameworks and has adopted the Massachusetts Board of Education Five Year Master Plan. The district has met time and learning requirements at both the elementary and secondary levels.

Special education services begin with early intervention in pre-kindergarten programs and continue through graduation with appropriate community transition services. Currently, the district is in the process of adding a highly specialized program to serve its autistic students with an in-district placement. The district complies with state regulations regarding class size and student-teacher ratios.

The pre-referral process at all levels is commendable. A systematic problem-solving process involving the identification of problem areas, the development and implementation of strategies for assistance, and the evaluation of the outcome to determine if further action must be taken.

Component V: Student Support Services

The district holds as a high priority the provision of inclusive programs for students with disabilities. Particularly noteworthy is the co-teaching model in place at North Elementary School. All students have equal access to facilities, lunch, recess, transportation, and health and guidance services. The location of common areas maximizes the opportunity for integration of special education students.

Component VI: Faculty, Staff and Administration

The district is staffed with personnel certified in the appropriate subject area. Professional development opportunity is primarily handled through individual requests; there was little, if any, evidence of systematic in-service relative to mandatory basic methods of Civil Rights administration. Interviews and the lack of documentation indicate the need for additional training in the area of Civil Rights.

Component VII: School Facilities

The Department's Coordinated Program Review Team toured each building and found, with the exception of areas that are scheduled for renovations at the end of this school year, facilities to be well maintained, conducive for learning, and designed to promote equal access for all students.

Component VIII: Program Plan and Evaluation

The district has a written program evaluation plan for the area of special education. Areas of focus include the pre-referral process for regular education, the referral process for special education, and inclusion.

Component IX: Record keeping

The district has procedures in place to keep current records for special education students. The December 1 Report ensures that an accurate child count is taken each year.

DEFINITION OF TERMS
FOR THE RATING OF EACH COMPLIANCE CRITERION

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

COMPONENT I: ASSESSMENT OF STUDENT PROGRESS

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

- Special Education (Report Issues # SE 1- SE 11)

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

CRITERION NUMBER	
	Legal Standard
<p style="text-align: center;">SE 2</p>	<p>Required assessments</p> <p>a. The required assessments are completed for each referred student:</p> <ol style="list-style-type: none"> 1. Specialist Assessment(s) in all areas related to the suspected need for special education and related services 2. Educational Status Assessment by an administrative representative of the school department 3. Teacher Assessment by a current or recent teacher <p>b. 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:</p> <ol style="list-style-type: none"> 1. that no further assessments are needed and the reasons for this; and 2. the right of such parents to request an assessment. <p>State Regulations 320.2(a)</p> <p style="text-align: right;">Federal Requirements 20 U.S.C. Chapter 33, Section 1414(a)(1)</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
<p style="text-align: center;">SE 2A</p>	<p>Participation in general State and district-wide assessment programs</p> <p>a. All students with disabilities are included in the Massachusetts Comprehensive Assessment System (MCAS) and other district-wide assessment programs.</p> <p>b. The District's IEP Teams designate how each student will participate and, if necessary, devise an alternate assessment.</p> <p>State Regulations</p> <p style="text-align: right;">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 has 100% participation in MCAS. Documentation and onsite interviews provided consistent verification of carefully designed IEPs that reflected clear, well-designed accommodations for students whose IEPs require them. Additionally, when terminating an IEP it is the district's policy to provide a written 504 Plan to students for a full school year to aid in the transition from special education to regular education.*

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

Department of Education Findings: *The district’s efforts to coordinate needed transition services for students who are about to graduate are exceptional. Not only does the district comply with Chapter 766 Regulations relating to transition services, but it also provides personal follow-up in the form of phone calls and letters to students and their families to guide them through the transition from school to community placement in jobs and other programs.*

CRITERION NUMBER	
	Legal Standard
<p>SE 4</p>	<p>TEAM composition The following persons are members of the evaluation TEAM:</p> <ul style="list-style-type: none"> a. A representative of the school district who acts as Chairperson and who is (1) qualified to supervise or provide special education; (2) is knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources of the District. b. A representative of the school district who has the authority to commit the resources of the District (and who may act as the Chairperson) c. A teacher who has recently had or currently has the student in a classroom or other teaching situation. If the student is involved or may be involved in a regular education program, a regular education teacher should be included as a TEAM member. d. The student, age fourteen and older, if he/she chooses e. The parent f. Other individuals at the request of the student's parents g. At least one teacher or specialist trained in the area of the student's suspected special needs h. The individuals who have conducted assessments as part of the evaluation (A registered nurse may represent a physician for the comprehensive health assessment) i. Other individuals who may be necessary to write an IEP for the child, as determined by the Administrator of Special Education j. When one purpose of the TEAM meeting is to discuss transition services, the student age sixteen, or younger, is a part of TEAM process. If the student does not attend the TEAM meeting, the school district ensures that the TEAM is informed of the student's interests and preferences k. When one purpose of the TEAM meeting is to discuss transition services, a representative of any public agency who may be responsible for providing or paying for transition services is invited to the TEAM meeting. If the representative(s) does not attend the meeting, the school district takes other steps to obtain the participation of these agencies. <p>State Regulations 314.1-314.7</p> <p style="text-align: right;">Federal Requirements IDEA-97</p>
	<p>Rating: Commendable District Response Required: No</p>

Department of Education Findings: *Documentation and onsite interviews indicated the district's commitment to providing excellent Team composition consisting of the following: a school psychologist, who chairs the meeting and has the authority to commit the resources of the district; a*

CRITERION NUMBER	
	Legal Standard
	319.0 IDEA-97
	Rating: Implemented District Response Required: No

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

Department of Education Findings: *The district’s provision for independent evaluations extends beyond the scope of the district’s legal responsibilities. Requests for independent evaluations, particularly neuropsychological evaluations, are encouraged and handled in a timely manner. Additionally, the district supports an active Parent Advisory Council by providing guest speakers, and, has, in the past, provided open forum meetings with student’s advocates and parents to educate in issues relative to special education regulations.*

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

CRITERION	
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NUMBER		
	Legal Standard	
SE 9	<p>Progress Reports and content</p> <p>a. Parents receive reports on the student's progress toward reaching the goals set in the IEP at least as often as parents are informed of the progress of non-disabled students.</p> <p>b. Progress report information sent to parents includes narrative information on the student's progress toward the annual goals in the IEP, including information on the extent to which such progress is sufficient to enable the child to achieve the goals by the end of the year.</p> <p>State Regulations 335.1, 502.13</p> <p>Federal Requirements 20 U.S.C. Chapter 33, Section 1414(d)(1)(A)(viii)</p>	
	Rating: Commendable	District Response Required: No

Department of Education Findings: *Progress reports noted in the students' records selected for review included specific narrative that was clearly connected to IEP goals and objectives. Progress reports are routinely issued quarterly; however, parents may request them much more frequently.*

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>	
	Rating: Implemented	District Response Required: No

COMPONENT II: STUDENT IDENTIFICATION AND PLACEMENT

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

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

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

CRITERION NUMBER		
	Legal Standard	
SE 13B	<p>Screening</p> <ul style="list-style-type: none"> a. The school district makes provision for annual registration, optional on the part of the parent, of all children of ages 3 and 4, including the following: <ul style="list-style-type: none"> 1. parents are notified of the registration 2. parents are given information on purpose and availability of orientation sessions and screening for their children 3. parents are requested (not required) to submit a copy of the most recent physical and other relevant information 4. information for parents is in their primary language 5. interpreters are available at the time of registration; b. Screening instrument for three and four year olds is comparable in content to the kindergarten entry screening, is adapted as necessary to be appropriate, and is optional on the part of parents of such children; c. Screening instrument for kindergarten includes all required areas: <ul style="list-style-type: none"> 1. developmental history 2. medical history (by physician) 3. vision 	

CRITERION NUMBER	
	Legal Standard
	<p>4. hearing</p> <p>5. visual, auditory, and motor functioning</p> <p>6. language functioning in English and in student's primary language when other than English;</p> <p>d. Screening instrument is as free as possible from cultural and linguistic bias, and is provided in the student's native language or other mode of communication where feasible.</p> <p>e. Kindergarten screening is held no later than October 31 of each year;</p> <p>f. Provision is made for ongoing and periodic screening of all students;</p> <p>g. Parents are informed of the results of the screening and of the opportunity upon request of the parents to discuss those results with the appropriate personnel.</p> <p>State Regulations 306.0, 306.1(a-f), 320.1(e, f), 306.2, 307.0 308.0, 304.1, 304.1(a), (b), 203.0</p> <p style="text-align: right;">Federal Requirements IDEA-97</p>
	<p>Rating: Commendable District Response Required: No</p>

Department of Education Findings: *The district has assembled a preschool team comprised of a preschool teacher, a speech and language pathologist, and a school psychologist to implement a district-wide preschool program for children aged three-to-five. The program's function is to facilitate a successful early intervention from the preschool classroom to an in-district placement whenever possible.*

Additionally, the district closely monitors its students in its half-day K Ready Program to allow for a successful transition into its half-day regular education kindergarten.

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

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

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

Department of Education Findings: *The district provides program options to students (and their parents) who are about to leave school without a diploma. Additionally, the district's proactive response is to provide counseling to students and their families urging them to stay in school. If students elect to leave school without a diploma, which is a rare occurrence, the district provides one-on-one counseling for students and their parents to explore their options.*

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

CRITERION NUMBER	
	Legal Standard
	State Regulations Federal Requirements 20 U.S.C. Chapter 33, Section 1414(c) and (d)
	Rating: Implemented District Response Required: No

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

Department of Education Findings: *The district’s commitment to serving its students in the least restrictive environment was readily apparent through the course of interviews and documentation reviews. Currently, the district is in the process of developing a program to serve the needs of autistic students in middle and high school who would normally be housed in out-of-district placements. Additionally, support for serving students in the least restrictive environment is evidenced by the side-letter agreement to the current teachers’ contract which provides for the inclusion of students.*

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

CRITERION NUMBER	
	Legal Standard
	mutually agreed upon services. State Regulations 330.1, 325.2 Federal Requirements IDEA-97
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 22	Specialized materials and assistive technology a. Specialized materials and equipment specified in IEPs are provided, are of good quality and are suitable for the role they play in the IEP. b. School district provides evidence that assistive technology is considered for each eligible student and, if necessary, described in the IEP and provided by the district. State Regulations 507.0 Federal Requirements IDEA-97
	Rating: Implemented District Response Required: No

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

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

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

Department of Education Findings: *The district experiences a relatively low incidence of limited-English proficient students; it does, however, provide those students and their families for whom English proficiency is an issue with a certified ESL instructor who assists not only the student but also the family in transitioning into the school and the community.*

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

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

CRITERION NUMBER	
	Legal Standard

MOA 12	<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: Commendable District Response Required: No</p>

Department of Education Findings: *The district is particularly vigilant when transitioning students from school through graduation; a TEAM Meeting is held prior to each special education student’s graduation. The district provides for occupational and vocational programs and services through community partnerships (i.e., Walmart, McDonalds, and various independent businesses) and through South Coast Collaborative.*

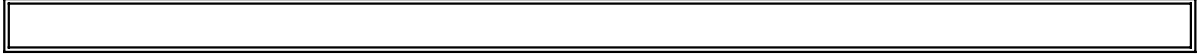
CRITERION NUMBER	
	Legal Standard
MOA 13	<p>Availability of in-school programs for pregnant students Pregnant students are permitted to remain in regular education classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave. Title IX</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings: *Interviews with district personnel verified that pregnant students do, indeed, remain in regular education classes and participate in extra-curricula activities with non-pregnant students and return to their same academic and extra-curricula programs; however, the district could provide no written policy to this effect.*

COMPONENT III: PARENTAL INVOLVEMENT

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

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



CRITERION NUMBER	
	Legal Standard
	participation. State Regulations 321.1 Federal Requirements IDEA-97
	Rating: Implemented District Response Required: No

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

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

CRITERION NUMBER	
	Legal Standard
SE 28	Communications are in English and primary language of home Communications are in both English and the primary language of the home if such primary language is other than English. Any interpreter used in fulfilling these

CRITERION NUMBER	
	Legal Standard
317.2(a-m)	20 U.S.C. Chapter 33, Section 1412(a)(10)(C); Section 1412(a)(17); Section 1412(m); Section 1415(d); Section 1415(b)(3); Section 1415(c)
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 32	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. State Regulations 208.1, 334.1, Federal Requirements 333.5, 335.2, 320.4
	Rating: Implemented District Response Required: No

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION III. PARENTAL INVOLVEMENT
	Legal Standard
MOA 3	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
	Rating: Implemented District Response Required: No

CRITERION NUMBER	SAFE AND DRUG FREE SCHOOLS III. PARENTAL INVOLVEMENT
	Legal Standard
SDF 1	The local education agency coordinates such agency's programs and projects with community-wide efforts to achieve such agency's goals for drug and violence prevention.

CRITERION NUMBER	SAFE AND DRUG FREE SCHOOLS III. PARENTAL INVOLVEMENT
	Legal Standard
	[Title IV Sec. 4115 (b) (2) (D)]
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings: *Interviews indicated insufficient coordination within the Safe and Drug Free Schools and Communities Act, SDFSCA, program. With the exception of the DARE program, there was little documentation to suggest participation by community agencies. At the time of the Department's onsite visit there were no program plans available for review.*

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

Department of Education Findings: *The district coordinates its SDFSCA program with the Health Protection Fund program; additionally, documentation and interviews suggested a well-supported Gay and Straight Alliance at the high school level.*

CRITERION NUMBER	
	Legal Standard
SDF 2A	The Safe and Drug Free Schools Advisory Council is representative of community agencies. The Council includes parents, students and representatives from the schools and prevention community. [Title IV Sec. 4115 (b) (2)]
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings: *Interviews indicated that programs and projects are being*

implemented throughout the district; however, at the time of the Department’s onsite visit, despite verbal acknowledgment of the practice, there was no written documentation to review.

CRITERION NUMBER	
	Legal Standard
SDF 2B	There is evidence of an ongoing role for the Advisory Council in program planning and implementation through a comprehensive set of activities.
	Rating: Not Implemented District Response Required: Yes

Department of Education Findings: *Interviews indicated that the Advisory Council has not been involved in gathering data, establishing measurable goals and objectives, designing or selecting program strategies to meet goals and objectives, or reviewing evaluation data.*

CRITERION NUMBER	
	Legal Standard
SDF 3	There are program activities implemented to promote the involvement of parents. [Title IV Sec. 4116 (a)(1)]
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings: *Interviews indicated that parents have not been asked to participate in surveys or focus groups; parents are unaware of the goals and objectives of the local SDFSCA program and have not been provided with progress reports relative to program outcomes and accomplishments.*

COMPONENT IV: CURRICULUM AND INSTRUCTION

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

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



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

Department of Education Findings: Interviews and documentation indicated that the district's commitment to providing special education students with access to the general curriculum is extensive. Most noteworthy is Seekonk's practice to periodically review the numbers of students placed in out-of-district placements and evaluate the practicality of developing programs to return these students to the district.

CRITERION NUMBER	
	Legal Standard
SE 35	Continuum of Special Education Services The School district provides or arranges for the provision of each of the elements of the IEPs of students in need of special education from the ages of three through twenty-one, ensuring that a continuum of services and alternative placements is available to meet the needs of all students with special needs, and takes all steps necessary to ensure compliance with all elements of the IEPs including, if appropriate, the provision of an extended school year or school day. State Regulations Federal Requirements 110.0, 500.0 20 U.S.C. Chapter 33, Section 1412(a)(10)(A)
	Rating: Commendable District Response Required: No

Department of Education Findings: The district provides an excellent continuum of programs and services to meet the needs of their students aged three through twenty-one. Additionally, the district has recently created an extended year program to offer summer school to its special education students who might otherwise be prone to regression during the summer months.

CRITERION NUMBER	
	Legal Standard
SE 35A	<p>Procedures used in implementing 502.5 and 502.6 private school programs Programs provided under prototypes 502.5 and 502.6 comply with all required procedures:</p> <ul style="list-style-type: none"> a. the student is placed outside his/her district only when there is no suitable program within the city or town of the district; b. the Administrator of Special Education and the Director of the program being considered sign the IEP and assure that the school is able to provide the services; c. the day or residential program is approved by the Department; where no approved program can be located, the district only places the student in a private program which meets the requirements developed under the Department's Sole Source of Care approval procedures; d. the School district notifies the Department on the mandated form (SPED 766-13) of any placement in these prototypes where the Department bears any financial responsibility. <p>State Regulations 502.5(b), 502.6(b), 504.1, 504.3, 504.4(e), 323.2</p> <p>Federal Requirements IDEA-97</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
35 B	<p>Procedures used to provide services to eligible students enrolled in private schools at private expense</p> <ul style="list-style-type: none"> a. On or before December 1, the district determines the number of eligible private school students in consultation with private school representatives. b. Annually, the district develops a Plan for Services to eligible private school students which includes <ul style="list-style-type: none"> - consultation with private school representatives - a determination of who will be served, what services will be provided, the location of the services and an evaluation plan for such services - services which provide individualized benefit to eligible private school students - services which are funded at least at a level where eligible private schools students receive a proportionate share of federal funds.

CRITERION NUMBER	
	Legal Standard
	<p>c. The district provides services as planned or at least to requirements of "proportionate share."</p> <p>d. Services are provided by qualified (i.e., appropriately certified) personnel in appropriate settings.</p> <p>State Regulations 205.0</p> <p>Federal Requirements 34 CFR 300.450-300.462</p>
	<p>Rating: Implemented District Response Required: No</p>

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

CRITERION NUMBER	
	Legal Standard
SE 37	<p>Components of the pre-referral</p> <p>Pre-referral efforts may include, but are not limited to, modification of the curriculum, teaching strategies, teaching environments, or materials; and use of support services, and building-based Teams.</p> <p>State Regulations 309.0</p> <p>Federal Requirements IDEA-97</p>

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

Department of Education Findings: *Interviews and documentation reviewed indicated the district uses a well developed, clearly understood pre-referral model within the regular education setting prior to any referrals to special education. This pre-referral model includes a well-trained teacher support team and an extensive list of pre-referral strategies ranging from physical interventions to monitoring for comprehension and listening skills.*

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

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 style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Staffing Pattern</th> <th style="text-align: left;">Number of Students</th> <th style="text-align: left;">SPED Administrator approval</th> <th style="text-align: left;">DOE Approved waiver</th> </tr> </thead> <tbody> <tr> <td>1 Teacher</td> <td>8</td> <td>10</td> <td>12</td> </tr> <tr> <td>1 Teacher 1 Aide</td> <td>12</td> <td>14</td> <td>16</td> </tr> <tr> <td>1 Teacher 2 Aides</td> <td>16</td> <td>18</td> <td>20</td> </tr> </tbody> </table> 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														
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1 Teacher 1 Aide	12	14	16														
1 Teacher 2 Aides	16	18	20														
	Rating: Implemented District Response Required: No																

CRITERION NUMBER	
	Legal Standard

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 style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Staffing Pattern</th> <th style="text-align: center;">Number of Students</th> <th style="text-align: center;">SPED Administrator approval</th> <th style="text-align: center;">DOE Approved waiver</th> </tr> </thead> <tbody> <tr> <td>1 Teacher</td> <td style="text-align: center;">10</td> <td style="text-align: center;">Not Allowed</td> <td style="text-align: center;">12</td> </tr> <tr> <td>1 Teacher 1 Aide</td> <td style="text-align: center;">15</td> <td style="text-align: center;">Not Allowed</td> <td style="text-align: center;">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 style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Staffing Pattern</th> <th style="text-align: center;">Number of Students</th> <th style="text-align: center;">SPED Administrator approval</th> <th style="text-align: center;">DOE Approved waiver</th> </tr> </thead> <tbody> <tr> <td>1 Teacher</td> <td style="text-align: center;">6</td> <td style="text-align: center;">Not Allowed</td> <td style="text-align: center;">8</td> </tr> <tr> <td>1 Teacher 1 Aide</td> <td style="text-align: center;">9</td> <td style="text-align: center;">Not Allowed</td> <td style="text-align: center;">11</td> </tr> </tbody> </table> <p>State Regulations 502.8(b), 502.8(c)</p> <p style="text-align: right;">Federal Requirements</p>	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
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1 Teacher 1 Aide	9	Not Allowed	11																						
	Rating: Implemented District Response Required: No																								

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

Department of Education Findings: *Interviews and documentation indicated that the district fosters an atmosphere of acceptance and tolerance that ensures that special education students feel welcomed to participate in all extra curricular activities. Particularly evident through interviews with district personnel and parents is the district’s personal commitment to providing its special education population with quality programs and services.*

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

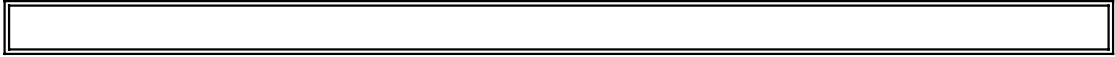
CRITERION NUMBER	SAFE AND DRUG FREE SCHOOLS IV. CURRICULUM AND INSTRUCTION
	Legal Standard
SDF 4	<p>Local SDFSCA activities (where applicable) are integrated with the following federal programs under IASA and Goals 2000: the Educate America Act: [Title IV Sec. 4115 (c) (2) (B) (iii)]</p>

CRITERION NUMBER	SAFE AND DRUG FREE SCHOOLS IV. CURRICULUM AND INSTRUCTION		
	Legal Standard		
	1.		
	Rating: Not Applicable	District Response Required:	No

COMPONENT V: STUDENT SUPPORT SERVICES

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

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



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

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

CRITERION NUMBER		
	Legal Standard	
SE 47	<p>Procedures for suspension up to 10 days and after 10 days: General requirements</p> <p>a. All students, including students with disabilities, receive prior written notice regarding the school's Code of Conduct.</p> <p>b. The school's Code of Conduct includes required procedural safeguards such as opportunity for a hearing (per Goss v. Lopez).</p> <p>c. Any student may be suspended up to 10 days in any school year.</p> <p>d. After a student has been suspended for 10 days in any school year, during any subsequent removal the public school must provide sufficient services for the student to continue to receive a free and appropriate public education.</p> <p>e. The school must provide additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year. (see SE 48)</p>	
	State Regulations	Federal Requirements

CRITERION NUMBER	
	Legal Standard
	20 U.S.C. Chapter 33, Section 1415(k) 34 CFR 300.519-300.529
	Rating: Implemented District Response Required: No

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

CRITERION NUMBER	
	Legal Standard
	<p>address the problem behavior.</p> <p>e. If the TEAM determines that the behavior <u>IS</u> a manifestation of the disability, then the district takes steps (with the consent of the parent) to correct the IEP, the placement, or the behavior intervention plan and does not suspend the student again during the school year.</p> <p>f. The school district provides written notice to the parent of all rights to appeal and to an expedited hearing. If the parent chooses to appeal, during the appeal the student stays put in the placement on the last accepted IEP or the interim alternative placement, unless the parent and the school district agree otherwise.</p> <p>State Regulations</p> <p>Federal Requirements 20 U.S.C. Chapter 33, Section 1415(k) 34 CFR 300.519-300.529</p>
	<p>Rating: Implemented District Response Required: No</p>

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

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

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 education, industrial arts, and consumer and homemaking education c. work study and employment opportunities d. counseling services e. health services f. transportation g. recess and physical education, including adaptive physical education h. athletics and recreational activities i. school-sponsored groups or clubs j. meals <p>State Regulations 502.13, 502.4(e), 502.4(i), 502.12(d)</p> <p>Federal Requirements IDEA-97</p>
	Rating: Commendable District Response Required: No

Department of Education Findings: *The district's special education students have full access to all programs and services; additionally, students are provided with counseling services and interest inventories to help discover and encourage opportunities for participation in extra curricular activities such as sports, clubs, and organizations.*

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

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> <ul style="list-style-type: none"> X notified that all programs, activities and employment opportunities are offered without regard to race, color, sex, religion, national origin, sexual orientation and disability X given the name(s), address(es) and telephone number(s) of Title VI, Title IX and Section 504 coordinator(s) <p>Title VI; Title IX; S. 504; MGL, Ch.76, Section 5</p>

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION V. STUDENT SUPPORT SERVICES
	Legal Standard
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings: *Records and interviews revealed that the district generally has not provided adequate notifications as required under this criterion. Few of the staff interviewed reported knowing of or receiving any notification at the beginning of the year regarding the above state and federal statutes, regulations or laws. Interviews revealed, however, that some staff had occasionally heard Title IX-related topics discussed in some staff meetings. Documents did not include provision of required notice in regard to sexual orientation.*

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

Department of Education Findings: *Documents provided revealed that only the student and faculty handbooks listed references to notification of non-discrimination. No publications to parents contained such notices.*

CRITERION NUMBER	
	Legal Standard
MOA 6	Grievance procedures Written grievance procedures for students and for employees covering Title VI (race, national origin), Title IX (sex equity), and Section 504 (disability) have been adopted and published, and a grievance process is in place that provides prompt and equitable resolution. Title II, Title VI, Title IX, S. 504
	Rating: Not Implemented District Response Required: Yes

Department of Education Findings: *Interviews revealed widespread lack of knowledge of existence of written grievance procedures for students or staff regarding above federal and state statutes, regulations. Documents provided revealed that the complainant is directed first to submit complaint*

CRITERION NUMBER	
	Legal Standard

to his or her direct supervisor when the direct supervisor could be the source of the complainant's grievance. There is no provision for an alternative objective route for the complainant.

CRITERION NUMBER	
	Legal Standard
MOA 8	Availability of information to prospective occupational/vocational students All students in grades 7-9, including those in special education and English as a second language programs, receive counseling and information on the full range of general curricular and any occupational/vocational opportunities available to them. Title VI, Title IX, S. 504
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
MOA 9	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: X encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills X examine testing materials for bias and counteract any found bias when administering and interpreting test results X communicate effectively with limited English-proficient and disabled students and facilitate their access to all programs and services offered by the district X support students in non-traditional educational and occupational pursuits for their gender Title II, Title VI; Title IX; S. 504; MGL, Ch.76, Section 5
	Rating: Implemented District Response Required: No

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

COMPONENT VI: FACULTY, STAFF AND ADMINISTRATION

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

- Special Education (Report Issues # SE 51-54)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 18-21)

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

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

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

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

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

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

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

CRITERION NUMBER	
	Legal Standard
MOA 20	<p>Non-discriminatory personnel policies and procedures District personnel policies and procedures are free of discrimination and bias in the following areas: X employee hiring, upgrading, award of tenure, demotion, return from layoff and retirement are the same for both sexes X employee pay schedules and rates of other compensation for all job categories provide equal pay for equal work X fringe benefits for all job categories such as medical, dental, insurance, leave (sick, personal, professional, parental, dependent care, bereavement) etc. are the same for all employees Title I, Title VI, Title IX, S. 504</p>
	<p>Rating: Not Implemented District Response Required: Yes</p>

Department of Education Findings: *Documentation provided for this area was scanty and often incomplete or outdated. The Seekonk Policies and Procedures Manual (1995-1998) was silent on Civil Rights non-discrimination policies and practices. The Seekonk Contract Agreement (1995-1998) provided contained nothing on Civil Rights non-discrimination policies and practices.*

CRITERION NUMBER	
	Legal Standard

CRITERION NUMBER	
	Legal Standard
MOA 21	Staff training regarding civil rights responsibilities New hires to the district are provided in-service training regarding civil rights responsibilities, and existing staff and administrators are provided periodic in-service training regarding civil rights responsibilities. Title VI, Title IX, S. 504
	Rating: Not Implemented District Response Required: Yes

Department of Education Findings: *Interviews revealed widespread lack of knowledge regarding the existence training concerning civil rights requirements. For the most part, interviews also revealed that few had participated in such school sponsored training. A small percentage of staff interviewed reported that they had attended a staff meeting or two where the Title IX Coordinator had made a presentation.*

COMPONENT VII: SCHOOL FACILITIES

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

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

CRITERION NUMBER	SPECIAL EDUCATION VII. SCHOOL FACILITIES		
	Legal Standard		
SE 55	<p>Comparability of facilities Programs are provided in rooms that are at least equal in all physical respects to the average standards for regular education facilities.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 508.1</td> <td style="width: 50%;">Federal Requirements IDEA-97</td> </tr> </table>	State Regulations 508.1	Federal Requirements IDEA-97
State Regulations 508.1	Federal Requirements IDEA-97		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 50%;">District Response Required: No</td> </tr> </table>	Rating: Implemented	District Response Required: No
Rating: Implemented	District Response Required: No		

CRITERION NUMBER	SPECIAL EDUCATION VII. SCHOOL FACILITIES		
	Legal Standard		
SE 56	<p>Facilities maximize integration The facilities in which programs are provided maximize the integration of students into the life of the school and minimize separation and stigmatization.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 508.2 (a-c)</td> <td style="width: 50%;">Federal Requirements IDEA-97</td> </tr> </table>	State Regulations 508.2 (a-c)	Federal Requirements IDEA-97
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	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 50%;">District Response Required: No</td> </tr> </table>	Rating: Implemented	District Response Required: No
Rating: Implemented	District Response Required: No		

CRITERION NUMBER	SPECIAL EDUCATION VII. SCHOOL FACILITIES		
	Legal Standard		
SE 57	<p>Equal Access Students with limited mobility, visual, hearing, or other physical impairments have equal access to all school programs and facilities necessary to implement their IEPs.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 508.3</td> <td style="width: 50%;">Federal Requirements IDEA-97, Section 504 of the Rehabilitation Act of 1973</td> </tr> </table>	State Regulations 508.3	Federal Requirements IDEA-97, Section 504 of the Rehabilitation Act of 1973
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	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 50%;">District Response Required: No</td> </tr> </table>	Rating: Implemented	District Response Required: No
Rating: Implemented	District Response Required: No		

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

CRITERION NUMBER	
	Legal Standard
MOA 14	<p>Comparability of facilities and programs Where the district provides separate facilities or programs for members of a specific group, facilities and programs are comparable to those offered other students in the district, including: X separate classes and facilities for disabled, limited English-proficient or pregnant students that are comparable to the facilities, programs, equipment and services offered other students in the district; X changing rooms, showers and other facilities for students of one gender that are comparable in size, number and location to those provided students of the other gender. Title II, Title VI, Title IX, S. 504, MGL, Ch. 76, Section 5</p>
	<p>Rating: Not Applicable District Response Required: Yes</p>

Department of Education Findings: *The district reports that it does not have separate facilities for specific groups.*

CRITERION NUMBER	SPECIAL EDUCATION VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
SE 58	<p>Special education programs and services are evaluated a. Special education programs, services and administrative areas are regularly evaluated.</p>

CRITERION NUMBER	SPECIAL EDUCATION VIII. PROGRAM PLAN AND EVALUATION	
	Legal Standard	
	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.	
	State Regulations 506.0, 506.1, 506.3(a)	Federal Requirements IDEA-97
	Rating: Implemented	District Response Required: No

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

CRITERION NUMBER		
	Legal Standard	
MOA 23	Institutional self-evaluation The district has in place a comprehensive evaluation process to examine and remedy policies and programs that discriminate or limit educational access due to race, color, sex, religion, national origin, sexual orientation, or disability. Title VI; Title IX; S. 504; MGL, Ch.76, Section 5	
	Rating: Not Implemented	District Response Required: Yes

Department of Education Findings: *The district could offer no documentation to suggest that it had a formal evaluation process in place to examine or remedy policies and programs that would discriminate or limit educational access due to race, color, sex, religion, national origin, or sexual orientation.*

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

Department of Education Findings: *Documentation and interviews indicated that there is a lack of sufficient data to create a thorough assessment of the nature and extent of drug use and violence problems. Currently, the data collection process does not include data other than school disciplinary records and the student behavior survey information.*

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

CRITERION NUMBER	SAFE AND DRUG FREE SCHOOLS VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
SDF 7	Each recipient designs and implements its programs for youth based on research or evaluation that provides evidence that programs used actually prevent or reduce drug use, violence or disruptive behavior among youth. [Title IV Sections 4111 – 4116, 20 U.S.C. 7111 – 7116]
	Rating: Not Implemented District Response Required: Yes

Department of Education Findings: *Interviews indicated that while the locally developed SDFSCA program is being implemented, it has not been evaluated.*

CRITERION NUMBER	
	Legal Standard
SDF 8	Each recipient evaluates its programs periodically to assess its progress toward achieving its goals and objectives, and uses its evaluation results to refine, improve and strengthen its programs, and to refine its goals and objectives as appropriate.
	Rating: Not Implemented District Response Required: Yes

Department of Education Findings: *Interviews indicated that evaluation of the SDFSCA program has not taken place.*

COMPONENT IX: RECORD KEEPING

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

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

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

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

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

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

Department of Education Findings: *The district has approved and current budget pages on file with the Department of Education. Time distribution logs are being maintained for individuals employed with SDFSCA funds.*

APPENDIX
SCHOOL DISTRICT PROFILE INFORMATION

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

SCHOOL AND DISTRICT PROFILES

Definitions of Terms

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

GENERAL INFORMATION

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

Programs*:

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

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

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

STUDENT TEST RESULTS

Massachusetts Comprehensive Assessment System (MCAS): The Massachusetts Comprehensive Assessment System is the Commonwealth's new statewide assessment program for public schools. MCAS measures the performance of students, schools and districts on the academic learning standards contained in the Massachusetts *Curriculum Frameworks*. In May 1998 and 1999, 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 tests were administered, many schools were still in the process of aligning their curriculum, instruction and assessment practices with the state's new learning standards. For these reasons, results from this first MCAS administration should be interpreted as a baseline against which improvement in the future will be measured.

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

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

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

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

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

ENROLLMENT AND STAFF

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

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

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

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

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

FINANCE

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

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

Foundation Budget Spending Comparison*: The education reform act established a foundation budget for each school district. This budget represents the minimum level of spending needed to provide an adequate education for the district's students. The foundation budget is made up of 19 separate categories. The chart shows the district's actual spending in each category for the 1997-98

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

OTHER DATA

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

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

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

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

* District level data only.

REPORT 8:
SPECIAL EDUCATION , MOA, SAFE AND DRUG FREE SCHOOLS
File Name: Seekonk Program Review Final Report 2000.doc
Last Revised on: August 9, 2000
Prepared by: SLB/DL/JDS