



STONEHAM PUBLIC SCHOOLS

**COORDINATED PROGRAM REVIEW
REPORT OF FINDINGS**

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Due Date for Comments: June 12, 2000

Date of Final Report: August 10, 2000

Action Plan Due: September 29, 2000

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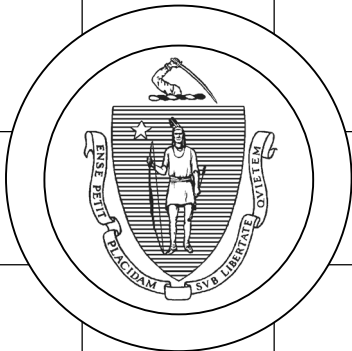
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**MASSACHUSETTS DEPARTMENT OF EDUCATION
COORDINATED PROGRAM REVIEW**

Stoneham Public Schools

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MASSACHUSETTS DEPARTMENT OF EDUCATION

COORDINATED PROGRAM REVIEW REPORT

STONEHAM PUBLIC SCHOOLS

OVERVIEW OF REVIEW PROCEDURES

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

Coordinated Program Review Elements

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

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

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

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

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

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

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

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

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

REPORT INTRODUCTION

A six member Massachusetts Department of Education team visited Stoneham Public Schools during January 4-14, 2000 to evaluate the implementation of selected criteria in the program areas of the Massachusetts Education Reform Act of 1993, Special Education, Civil Rights Methods of Administration (MOA), Title I, and Nutrition. 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 district for the development of a booklet which describes for Stoneham staff, students and families their rights under Title IX title VI and Section 504 civil rights laws. The document developed by Stoneham is exemplary in all regards, and is currently being provided by the Department to other school districts statewide for their use as model in meeting the notice requirements of these laws.

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 19 administrative staff;
- Interviews of 42 teaching and support services staff across all levels;
- Interviews of 5 School Committee representatives, Parent Advisory Council (PAC) representatives, School Council representatives and other interviews as requested by persons from the general public;
- Student Record Reviews: A sample of 23 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 13 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

STONEHAM PUBLIC SCHOOLS

EXECUTIVE SUMMARY

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

Component I: Assessment of Student Progress

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

Required assessments are appropriately conducted and interpreted. Eligibility determinations are made within the required timelines including those received late in the academic year. MCAS results are utilized to determine program needs. The district needs to implement modification in how it documents accommodations to be made for disabled students when taking MCAS. TEAM meetings held in the district do not always have a regular educator as a member. Consistency in progress report quality needs to be improved.

Component II: Student Identification and Program Placement

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

The district has conducted appropriate outreach and screening and students start to receive services no later than their third birthday. Services accepted by the parent are promptly implemented by the district in the least restrictive educational environment. IEP service delivery grids require additional information in order to be clear. The district must implement enhanced procedures regarding the identification of limited English proficient students. The district must take steps to ensure that students are not entered into special education solely on account of their gender. Male students are enrolled into special education twice as often as their female peers.

Component III: Parental Involvement

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

Parents are routinely notified in writing regarding their participation in the special education and Title I programs. Written parental consent is not always obtained, however, prior to the District performing evaluations of students. Also, the district does not translate documents into the home language when that language is other than English. Parental involvement in Title I programming needs to be improved.

Component IV: Curriculum and Instruction

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

The district has established high expectations and standards for all students, and the district has implemented a block schedule in an attempt to maximize student learning. At the middle school, the district has elected to hold itself to the highest standard of student learning time. At the high school, however, there is very little flexibility given the number of hours in the current schedule. The district has implemented a full continuum of services for special education students. Pre-referral activities at the high school require some improvement, and the district must obtain waivers in instances where class sizes exceed the maximum allowable under the regulations.

Component V: Student Support Services

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

District programs, activities, hiring practices and educational services are all delivered in a manner free of bias or discrimination. Procedures are in place to protect the rights of disabled students in the discipline process. Related services are provided by the district as necessary. The district has developed a civil rights handbook which is commendable, however, the district must expand discipline policies which prohibit harassment to include areas beyond only sexual harassment.

Title I services supplement and do not supplant other programmatic areas, and parent teacher conferences are held as required.

Component VI: Faculty, Staff and Administration

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

The district maintains certified staff in all program areas. The district needs to implement a system for the evaluation of teachers such that teacher evaluations are more thorough, occur with greater frequency, are performed within designated time lines, and lead to individual professional development plans which are directly linked to weaknesses identified during the evaluation phase of the process. Evaluations of administrators require additional specificity and clarity in regard to strategies for remediation of noted deficiencies. The three-phase staff review process is uneven. Phase I is excellent. Phase II needs to be more clearly linked to the results obtained in Phase I. Phase III is inadequate, and must be restructured by the district.

The district has developed a thorough system for the training of Phase I evaluators. The opportunities for professional development offered by the district are quite extensive, but staff selection among those opportunities is not data-driven. The district has done an excellent job of training staff in the area of the curriculum frameworks, and in the use of educational technology. Training in effective classroom practices requires enhancement, and staff training must better address the specific needs of the Title I staff in selecting training priorities.

Staff training in the area of special education is implemented, and the district recruits staff, conducts employment interviews and hiring in a non-discriminatory manner. Staff training regarding their civil rights responsibilities must be improved.

Component VII: School Facilities

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

The district maintains facilities for the provision of special education which are at least comparable to those provided for regular education students in the district. Facilities promote integration of disabled students into the mainstream life of the school and all programmatic areas are accessible to the students of limited mobility.

Component VIII: Program Plan and Evaluation

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

The district's special education programs are internally reviewed on an ongoing basis. Curricular materials as well as district policies and programs are evaluated annually to ensure they are provided without bias or discrimination. The district must clarify how changes in Title I programming will result from the self-evaluations performed in that program area.

Component IX: Record keeping

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

Special Education records are maintained in a manner consistent with the regulations including a current register or students in need of special education and an accurate child count on which federal reimbursements are claimed. The Title I program does not maintain a log of split funded staff persons, nor does it document its verification of comparability requirements.

Component X: School Governance

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

School councils are established and staffed in ratios consistent with the requirements of the Act. School improvement plans are developed in a timely manner, but the quality of those plans need to be improved. The process must be more data-driven in order to be effective including a breakdown of results by individual school buildings at all levels. School improvement plans are submitted to the school committee as required. The school district has adopted tobacco product prohibitions as required, but has had difficulty in enforcing its policy at the high school. The district's disciplinary policies have some commendable components, but there needs to be clarity and coordination of information across levels within the system.

DEFINITION OF TERMS
FOR THE RATING OF EACH COMPLIANCE CRITERION

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

COMPONENT I: ASSESSMENT OF STUDENT PROGRESS

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

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

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

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

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

CRITERION NUMBER	
	Legal Standard
	<p>commit the resources of the District (and who may act as the Chairperson)</p> <p>c. A teacher who has recently had or currently has the student in a classroom or other teaching situation. If the student is involved or may be involved in a regular education program, a regular education teacher should be included as a TEAM member.</p> <p>d. The student, age fourteen and older, if he/she chooses</p> <p>e. The parent</p> <p>f. Other individuals at the request of the student's parents</p> <p>g. At least one teacher or specialist trained in the area of the student's suspected special needs</p> <p>h. The individuals who have conducted assessments as part of the evaluation (A registered nurse may represent a physician for the comprehensive health assessment)</p> <p>i. Other individuals who may be necessary to write an IEP for the child, as determined by the Administrator of Special Education</p> <p>j. When one purpose of the TEAM meeting is to discuss transition services, the student age sixteen, or younger, is a part of TEAM process. If the student does not attend the TEAM meeting, the school district ensures that the TEAM is informed of the student's interests and preferences</p> <p>k. When one purpose of the TEAM meeting is to discuss transition services, a representative of any public agency who may be responsible for providing or paying for transition services is invited to the TEAM meeting. If the representative(s) does not attend the meeting, the school district takes other steps to obtain the participation of these agencies.</p> <p>State Regulations 314.1-314.7</p> <p>Federal Requirements IDEA-97</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings: *The review of records and interviews with staff indicated that a regular education teacher is not always present at TEAM meetings. The district employs practices which are exceptionally inclusive of students in the TEAM process.*

CRITERION NUMBER	
	Legal Standard
SE 5	<p>Eligibility determination: Timelines for evaluation, provision of IEP and/or identification of other needed instructional programs</p> <p>1. Within forty-five school working days after receipt of the parent's</p>

CRITERION NUMBER	
	Legal Standard
	<p>written consent to an initial evaluation or re-evaluation, the School district:</p> <ol style="list-style-type: none"> a. provides an evaluation b. convenes a TEAM meeting c. determines whether the student (1) has a disability and (2) by reason of that disability, requires special education in order to make progress in education d. develops an IEP where the student is found to need special education e. provides the parent with two copies of the proposed IEP, or a written explanation of the finding of no eligibility. <p>2. If a TEAM determines that a student's lack of progress is due to a lack of instruction in reading or math or limited English proficiency, the student is determined by the TEAM to be ineligible to receive special education and is referred to a more appropriate instructional program.</p> <p>3. Where a TEAM finds students only in need of "monitoring services", such students are found not eligible for special education and are supported through the District's regular education program..</p> <p>State Regulations 319.0</p> <p>Federal Requirements 20 U.S.C. Chapter 33, Section 1414(b)(5)</p>
	<p>Rating: Implemented District Response Required: No</p>

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

CRITERION NUMBER			
	Legal Standard		
SE 9	<p>Progress Reports and content</p> <p>a. Parents receive reports on the student's progress toward reaching the goals set in the IEP at least as often as parents are informed of the progress of non-disabled students.</p> <p>b. Progress report information sent to parents includes narrative information on the student's progress toward the annual goals in the IEP, including information on the extent to which such progress is sufficient to enable the child to achieve the goals by the end of the year.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 335.1, 502.13</td> <td style="width: 50%;">Federal Requirements 20 U.S.C. Chapter 33, Section 1414(d)(1)(A)(viii)</td> </tr> </table>	State Regulations 335.1, 502.13	Federal Requirements 20 U.S.C. Chapter 33, Section 1414(d)(1)(A)(viii)
State Regulations 335.1, 502.13	Federal Requirements 20 U.S.C. Chapter 33, Section 1414(d)(1)(A)(viii)		
	<p>Rating: Partially Implemented District Response Required: Yes</p>		

Department of Education Findings: *Progress reports were consistently found in the student records, and the review of the records indicated that reports are issued with sufficient frequency. However, the Stoneham Public Schools need to improve the consistency of progress reports throughout the district. In many cases the reports reviewed were excellent, but others lacked the required information, particularly specificity regarding progress/lack of progress toward the goals and objectives stated in the IEP. In other cases, stated goals were sometimes vague and/or the narrative commentary was not always comprehensive nor expressed in measurable terms.*

CRITERION NUMBER			
SE 11	Legal Standard		
	<p>Annual Review of student progress</p> <p>a. At least annually, on or before the anniversary date of the implementation of the IEP, a TEAM meeting (including the major service providers and the parent) is held to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a reevaluation, as appropriate.</p> <p>b. Within ten days of the meeting, the school district provides the required notice and seeks the consent of the parent for a reevaluation or a new or amended IEP.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 333.0, 333.1, 333.5, 333.6</td> <td style="width: 50%;">Federal Requirements IDEA-97</td> </tr> </table>	State Regulations 333.0, 333.1, 333.5, 333.6	Federal Requirements IDEA-97
State Regulations 333.0, 333.1, 333.5, 333.6	Federal Requirements IDEA-97		
	<p>Rating: Implemented District Response Required: No</p>		

CRITERION NUMBER	TITLE 1 I. ASSESSMENT OF STUDENT PROGRESS	
	Legal Standard	
TI 1	MCAS testing has been used to measure the proficiency of students in the academic subjects which Massachusetts has adopted which includes challenging content and student performance standards. 1111(b)(3)(D)	
	Rating: Not Applicable	District Response Required: No

Department of Education Findings:

The Stoneham Public Schools' Title I program serves only students pre-school through grade 2.

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

Department of Education Findings:

See TI 1.

CRITERION NUMBER		
	Legal Standard	
TI 3	In Targeted Assistance Schools (schools with less than 50% poverty) either: 1. all Title I identified students who are being served, or 2. all students are assessed in at least one grade of each of the spans (3-5, 6-9, and 10-12.) 1115 (c)(1)(A) ESEA,IASA	
	Rating: Not Applicable	District Response Required: No

Department of Education Findings:

See TI 1.

CRITERION NUMBER	
	Legal Standard
TI 4	MCAS and other local assessment results are analyzed in FY'99 in at least mathematics and reading/language arts and are used to determine program needs of students most at risk. 1111 (b)(3) ESEA,IASA
	Rating: Not Applicable District Response Required: No

Department of Education Findings:*See TI 1.*

COMPONENT II: STUDENT IDENTIFICATION AND PLACEMENT

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

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

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

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

CRITERION NUMBER					
	Legal Standard				
	<p style="text-align: center;">4. hearing 5. visual, auditory, and motor functioning 6. language functioning in English and in student's primary language when other than English;</p> <p>d. Screening instrument is as free as possible from cultural and linguistic bias, and is provided in the student's native language or other mode of communication where feasible.</p> <p>e. Kindergarten screening is held no later than October 31 of each year;</p> <p>f. Provision is made for ongoing and periodic screening of all students;</p> <p>g. Parents are informed of the results of the screening and of the opportunity upon request of the parents to discuss those results with the appropriate personnel.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations</td> <td style="width: 50%;">Federal Requirements</td> </tr> <tr> <td>306.0, 306.1(a-f), 320.1(e, f), 306.2, 307.0 308.0, 304.1, 304.1(a), (b), 203.0</td> <td>IDEA-97</td> </tr> </table>	State Regulations	Federal Requirements	306.0, 306.1(a-f), 320.1(e, f), 306.2, 307.0 308.0, 304.1, 304.1(a), (b), 203.0	IDEA-97
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	<p>Rating: Implemented District Response Required: No</p>				

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

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: Not Implemented	District Response Required: Yes

Department of Education Findings: *Upon enrollment, students whose native language is other than English are evaluated for English language proficiency only through an oral interview with a non-ESL-certified staff person. The district must use qualified staff (i.e. an individual certified in English as a Second Language) to administer a full assessment upon enrollment to students who identify their native language as one other than English.*

Currently, grant funding is used to support ESL services in the Stoneham Public Schools. The district's services, however, must be maintained even if the grant should terminate.

CRITERION NUMBER		
	Legal Standard	
MOA 5	Placement and program modification for limited English proficient students For students requiring special language assistance, the district makes necessary program modifications to effectively serve limited English proficient students. Title VI; MGL, Ch.76, Section 5	
	Rating: Implemented	District Response Required: No

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

Department of Education Findings:

Consistent with placement patterns throughout Massachusetts and nationwide, males outnumber females in special education enrollment at a ratio of 2:1. Procedures must be developed and implemented to ensure that the decision whether or not to enroll students in special education is based solely on need and not on account of gender.

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: Implemented District Response Required: No</p>

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

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

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

CRITERION NUMBER	
	Legal Standard
TI 7	There is evidence that equal opportunity is being provided for participation of limited-English proficient and/or special populations. 200.63 (c)(3)(ii) (Federal Register) CFR
	Rating: Implemented District Response Required: No

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

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

COMPONENT III: PARENTAL INVOLVEMENT

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

- Special Education (Report Issues # SE 23-32)
- Civil Rights Methods of Administration (MOA) (Report Issue # MOA 3)
 - Title I (Report Issues # TI 10-11B)

CRITERION NUMBER			
	Legal Standard		
SE 28	<p>Communications are in English and primary language of home Communications are in both English and the primary language of the home if such primary language is other than English. Any interpreter used in fulfilling these requirements is fluent in the primary language of the home. If the parents or the student are unable to read in any language or are blind or deaf, communications required by these regulations are made orally in English with the use of a foreign language interpreter, in Braille, in sign language, via TTY, or in writing, whichever is appropriate, and that all such communications are documented.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">State Regulations 203.2, 203.3 300.9</td> <td style="width: 50%;">Federal Requirements IDEA-97</td> </tr> </table>	State Regulations 203.2, 203.3 300.9	Federal Requirements IDEA-97
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Rating: Not Implemented	District Response Required: Yes		

Department of Education Findings:

The district has not implemented the required procedures under this criterion. Technical assistance in the form of translated documents has been provided to the district as part of the onsite visit.

CRITERION NUMBER			
	Legal Standard		
SE 29	<p>Notice to parents Notice is provided to parents, and to the student if age eighteen or older, on the required occasions, including but not limited to:</p> <ol style="list-style-type: none"> a. proposal to conduct an initial evaluation, re-evaluation or emergency evaluation b. offer of a new or amended IEP c. finding of no special needs d. suspension or exclusion of a student with special needs for more than ten cumulative days in the school year e. any proposed change of placement f. consideration of transition services, including notice that the student will be invited and any agency that will be invited to send a representative g. termination of services, including graduation from high school before age twenty-two <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">State Regulations 317.1(a)</td> <td style="width: 50%;">Federal Requirements IDEA-97</td> </tr> </table>	State Regulations 317.1(a)	Federal Requirements IDEA-97
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Rating: Implemented	District Response Required: No		

CRITERION NUMBER			
	Legal Standard		
SE 30	<p>Elements of notice to parents The notice contains all required elements included the Massachusetts Parent's Rights Brochure, including the Department's October 1997 Supplement.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">State Regulations 317.2(a-m)</td> <td style="width: 50%; vertical-align: top;">Federal Requirements 20 U.S.C. Chapter 33, Section 1412(a)(10)(C); Section 1412(a)(17); Section 1412(m); Section 1415(d); Section 1415(b)(3); Section 1415(c)</td> </tr> </table>	State Regulations 317.2(a-m)	Federal Requirements 20 U.S.C. Chapter 33, Section 1412(a)(10)(C); Section 1412(a)(17); Section 1412(m); Section 1415(d); Section 1415(b)(3); Section 1415(c)
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	Rating: Implemented District Response Required: No		

CRITERION NUMBER			
	Legal Standard		
SE 32	<p>Written consent obtained before re-evaluation/subsequent placement Written parental consent is obtained before conducting a re-evaluation and before placing a student in a special education placement subsequent to the initial placement.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">State Regulations 208.1, ,334.1,</td> <td style="width: 50%; vertical-align: top;">Federal Requirements 333.5, 335.2, 320.4</td> </tr> </table>	State Regulations 208.1, ,334.1,	Federal Requirements 333.5, 335.2, 320.4
State Regulations 208.1, ,334.1,	Federal Requirements 333.5, 335.2, 320.4		
	Rating: Partially Implemented District Response Required: No		

Department of Education Findings:

See SE 24 above.

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION III. PARENTAL INVOLVEMENT
	Legal Standard
MOA 3	<p>General information and materials in languages other than English When persons with limited English language skills reside in the community, the following are published in language(s) other than English and disseminated to all relevant recipients: general announcements, counseling materials, notices of extracurricular activities, and information regarding school recruitment and promotional activities. Title VI; MGL, Ch.76, Section 5</p>
	Rating: Not Implemented District Response Required: Yes

Department of Education Findings:

The district does not currently provide documents in translated form. See also SE 28 above.

CRITERION NUMBER	TITLE 1 III. PARENTAL INVOLVEMENT
	Legal Standard
TI 10	<p>The program demonstrates evidence of having met the following Title I requirements:</p> <ul style="list-style-type: none"> • plans/policies are developed to ensure parents are involved in program planning, implementation and review; • goals, objectives and time lines have been established for parent training sessions which reflect the need of parents to be trained in methods of program planning and building capacity for the effective involvement of parents; • parents are involved in School-Parent Compacts and annual assessment of the effectiveness of parent involvement; and • holding an annual Title I informational meeting for parents. <p>1118 (a)(2) ESEA,IASA</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

The district provided documentation of the parent-school compact and written policies. The documentation did not include goals, objectives or timelines for parent training sessions. Also, methods of training for parents who are to be involved in program planning were not included, nor were results of the annual assessment of the effectiveness of parent involvement or a schedule of annual meetings for parents.

CRITERION NUMBER	Legal Standard
TI 11	<p>All policies and procedures regarding parental involvement are in writing and available and/or distributed to Title I parents in a language and form that is understandable.</p> <p>1118 (a)(2) ESEA,IASA</p>
	<p>Rating: Implemented District Response Required: No</p>

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

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

COMPONENT IV: CURRICULUM AND INSTRUCTION

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

- Education Reform Act of 1993 (Report Issue # ER 14-15)
 - Special Education (Report Issues # SE 33A-43)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 15-16)
 - Title I (Report Issues # TI 12-14A)

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

Department of Education Findings: *The district has implemented a schedule for all its schools which includes the required number of days in the school year. The school councils have not adequately addressed student learning time needs in the school improvement plans. (See also ER 11.) Despite this, the district has modified the high school schedule to a block schedule in an attempt to maximize student achievement. Although it had not done so at the time of the onsite visit, the district has indicated that it intends to increase the length of the school day by 15 minutes at all levels in the upcoming academic year.*

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

Department of Education Findings: *The structured learning time established at the elementary level, while meeting the requirement, totals only 901 hours in at least one case, a mere one hour above the minimum number of hours required. This leaves the school extremely little flexibility in addressing needs as they arise. The middle school has opted to set 990 hours as its objective for hours of instruction, rather than the lower 900 hours. The district's adoption of the more rigorous standard is noted by the onsite team. The high school allows students to select a study hall, which in the block schedule meets every second day. The study hall is not a directed study, and the resultant loss of hours for students selecting this option brings their total below the 990 hours required. The addition of 15 minutes per school day referred to under ER 14 above would greatly enhance district flexibility in programming.*

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

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

Department of Education Findings:

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

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

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>	
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings:

Pre-referral procedures at the high school must be enhanced in order to meet the requirements of the criterion. The procedures currently employed do not provide sufficiently for the modification of teaching strategies and curriculum in the regular education setting before a referral for special education.

CRITERION NUMBER	Legal Standard			
	1 Teacher	8	Not Allowed	10
	1 Teacher 1 Aide	12	Not Allowed	14
	State Regulations 502.4(b)		Federal Requirements	
	Rating: Implemented		District Response Required:	No

CRITERION NUMBER	Legal Standard			
SE 41	Age span requirements for 502.4 prototype programs In 502.4 prototype programs the age of the youngest and oldest child in each instructional group does not differ by more than forty-eight months, unless a request for an age-span waiver has been approved by the Department.			
	State Regulations 502.4 (c)		Federal Requirements	
	Rating: Implemented		District Response Required:	No

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

CRITERION NUMBER																												
	Legal Standard																											
<p>SE 43</p>	<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 border="1" data-bbox="391 577 1412 787"> <thead> <tr> <th>Staffing Pattern</th> <th>Number of Students</th> <th>SPED Administrator approval</th> <th>DOE Approved waiver</th> </tr> </thead> <tbody> <tr> <td>1 Teacher</td> <td>10</td> <td>Not Allowed</td> <td>12</td> </tr> <tr> <td>1 Teacher 1 Aide</td> <td>15</td> <td>Not Allowed</td> <td>17</td> </tr> </tbody> </table> <p>c. <u>502.8(c) Separate center-based programs</u> Include more than 50% children with special needs</p> <table border="1" data-bbox="391 871 1412 1081"> <thead> <tr> <th>Staffing Pattern</th> <th>Number of Students</th> <th>SPED Administrator approval</th> <th>DOE Approved waiver</th> </tr> </thead> <tbody> <tr> <td>1 Teacher</td> <td>6</td> <td>Not Allowed</td> <td>8</td> </tr> <tr> <td>1 Teacher 1 Aide</td> <td>9</td> <td>Not Allowed</td> <td>11</td> </tr> </tbody> </table> <p>State Regulations 502.8(b), 502.8(c)</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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	Rating: Implemented		District Response Required: No																									

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION IV. CURRICULUM AND INSTRUCTION			
	Legal Standard			
<p>MOA 15</p>	<p>Accessibility of extra curricular activities Extra curricular activities sponsored by the district are non-discriminatory in that:</p> <p>X the school provides equal opportunity for male and female students to participate in intramural and interscholastic sports</p> <p>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> <p>Title II; Title IX ; S. 504; MGL, Ch.76, Section 5</p>			
	Rating: Implemented		District Response Required: No	

CRITERION NUMBER	
	Legal Standard
MOA 16	<p>Promotional, recruitment, and employment practices of prospective employers of students The district ensures that promotional efforts and recruitment and employment practices and materials aimed at students, including career days, work study, cooperative work experience and apprenticeship training programs, are free of bias and discrimination by:</p> <ul style="list-style-type: none"> X depicting students from both sexes and under represented groups in all pictorial representations X making clear in written materials that all options are open to students regardless of race, color, sex, religion, national origin, sexual orientation or disability 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	TITLE 1 IV. CURRICULUM AND INSTRUCTION
	Legal Standard
TI 12	<p>Title I services provided to students are designed to assist the students to meet the expectations and standards of the regular education curriculum and of the state curriculum frameworks. 1115 (c)(1)(D) (ii) ESEA,IASA; 1001 (a)(1); 1001 (d)(1) ESEA,IASA</p>
	<p>Rating: Implemented District Response Required: No</p>

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

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

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

COMPONENT V: STUDENT SUPPORT SERVICES

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

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

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>d. 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>	

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

CRITERION NUMBER	
	Legal Standard
SE 48	<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
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>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

Interview evidence indicated that the alternative education program at the high school requires enhanced supports in the form of additional counseling services and career development guidance in order to meet the identified needs of students enrolled in the program.

CRITERION NUMBER	
	Legal Standard
SE 50	<p>Related services</p> <p>For each student with special needs found to require related services, the School district provides or arranges for the provision of such services which include but are not limited to:</p> <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

CRITERION NUMBER		
Legal Standard		
	e. physical therapy f. speech and language therapy g. social and psychological services, limited to: . group sessions conducted within the public school, provided that such services provided to parents are directly related to the objectives in the IEP . individual consultation by school counseling staff . crisis intervention . individual counseling . consultation between school counseling staff and a regular education teacher h. audiology i. medical services for diagnostic and evaluative purposes provided by a licensed physician j. parent-child instruction k. transportation l. other services as recommended by the TEAM State Regulations 127.0, 503.2(a)-(j)	Federal Requirements 20 U.S.C. Chapter 33, Section 1401(22)
	Rating: Implemented	District Response Required: No

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

Department of Education Findings:

As a result of a self-assessment completed before the Department’s program review, the district has implemented a new procedure which brings it into compliance with this criterion. A new handbook has been developed which is an excellent resource document, covers all required areas, and identifies required contact persons. The Department will conduct a follow-up onsite visit to ensure that the

amended practice continues to be implemented.

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

Department of Education Findings:

The required notices are not present in all of the district's major publications. See also ER 13 under Component X below..

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

Department of Education Findings:

The district has developed a comprehensive and clear policy regarding sexual harassment, but has failed to address adequately harassment or discrimination on any other basis, such as race or disability. The district's anti-discrimination policy makes no mention of discrimination on the basis of religion. The district may wish to consider an umbrella non-discrimination policy which refers to all prohibited forms of discrimination and lists potential remedies for all of them.

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

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

CRITERION NUMBER	
	Legal Standard
MOA 17	<p>Non-discriminatory administration of scholarships, prizes and athletic awards Scholarships, prizes and athletic awards sponsored or administered by the district are free of restrictions based upon race, color, sex, religion, national origin, sexual orientation or disability with the following exceptions:</p> <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>
	Rating: Implemented District Response Required: No

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

CRITERION NUMBER	
	Legal Standard
TI 16	<p>Representatives from non-public school and/or Neglected or Delinquent (N or D) homes are consulted and informed about the availability of Title I services and the priority needs of their schools.</p> <p>200.10 (a) (Federal Register) CFR</p>
	Rating: Not Applicable District Response Required: No

Department of Education Findings:

The district does not operate Title I programs in the areas addressed by the criterion.

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

Department of Education Findings:*See TI 16.*

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

COMPONENT VI: FACULTY, STAFF AND ADMINISTRATION

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

- Education Reform Act of 1993 (Report Issues # ER 1-8)
 - Special Education (Report Issues # SE 51-54)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 18-21)
 - Title I (Report Issues # TI 19-22)

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

Department of Education Findings: *The district has not established an evaluation system which comports with the requirements, in that a thorough evaluation of teachers with professional status by qualified personnel trained in principles of supervision does not occur every other year as required.*

Teachers without professional status, principals and administrators are evaluated annually through a procedure which is consistent with the requirements. Professional staff persons are reviewed repeatedly during the first year of the review cycle by the principal and by department heads. Principals and other administrative staff are reviewed by the superintendent of schools, who in turn is evaluated by the school committee. Teachers with professional status, however, are assured of receiving a rigorous and thorough review only once in every three years.

The process as it currently is constituted is clearly described in the collective bargaining agreement and in district policies and procedures. Many of the staff evaluations reviewed had not been completed within the timelines established by the district; otherwise the district's evaluation procedures correspond to those described in their written policies.

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

Department of Education Findings: *The Stoneham Public Schools have established performance standards for teachers which address the Principles of Effective Teaching adopted by the Board of Education. The performance evaluations, however, do not include any examples to support the statements made in the evaluation. Evaluations describe both the strengths and the weaknesses of the individual's performance.*

The staff evaluation cycle in Stoneham includes a first year (Phase I) in which the teacher is repeatedly observed by and is evaluated by an administrator trained in principles of supervision as described under ER 6. In the second year (Phase II), the teacher designs a program of study which, while requiring administrative approval, can be as little as a single course, based only on the teacher's individual interests. The final year (Phase III) is one in which the teacher is reviewed by a peer of his or her own choosing. It is described in district literature as an opportunity for "reflection."

Although all teacher evaluations refer to "Promotion of Equity and Appreciation of Diversity", the district misapplies the standard. Teachers must not only be sensitive to diversity and equity issues themselves, but also must actively promote these values among their students through the use of programs and curricula.

Connections are not sufficiently concrete between the performance evaluations and subsequent training for individual teachers. Where a staff person has been rated as needing improvement, they must address that through the Phase II staff training. However, a teacher may have areas that require strengthening, even though they have not received a formal rating of "Needs Improvement." In Phase II, therefore, there need to be clearer connections between weaknesses which may have been discussed in the individual's evaluation and the ensuing course selection by the individual staff. The district does, however, have a system of peer support and mentor teachers to guide individuals in areas in which they were deemed not to meet performance standards.

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

Department of Education Findings: *The district's performance evaluations for administrators contain all the Principles of Effective Administrative Leadership adopted by the Board of Education. Evaluations of administrative staff contain discussions of both strengths and weaknesses. Recommendations for improving performance should be more specific, however, and include clear strategies for remediation.*

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

Department of Education Findings:

Stoneham Public Schools have established a three-year cycle for the evaluation and review of teachers with professional status, as described under ER 1 above. Phase I involves a formal evaluation of the teacher by an administrator or department head. Phase II entails the teacher's writing his or her own objectives for that year, such as the enhancement of some skill or the completion of additional coursework in a particular area. Finally, Phase III involves a review of the teacher by a peer of his or her own choosing.

Teachers without professional status are maintained in Phase I of the program until professional status is attained. Phase I is a rigorous process in which teachers are observed and reviewed repeatedly throughout the year by persons trained in the principles of supervision and evaluation. Phase I of the Stoneham Public Schools' staff evaluation process is exemplary, and the review procedures for teachers without professional status are therefore structured in accordance with education reform requirements.

The evaluation procedure employed by the district for its personnel with professional teacher status, however, does not meet the requirements. As described above, Phase I of the process is excellent. Phase II is deficient because the program of study must be directly connected to weaknesses identified in the evaluation.

Phase III is deficient for several reasons: first, a peer review is not sufficient to meet the requirement that an evaluation be performed at least every other year. As part of the requirement for an individual to be qualified to perform as an evaluator, that person must undergo training to develop expertise in principles of supervision and evaluation, as described in ER 6. The peer reviewers have not received this training. Even if the peer reviewers were trained as described in ER 6, a system which allows staff to select their own evaluators does not provide sufficient safeguards to ensure that the review process will be rigorous in every case.

Second, Phase III of the evaluation cycle is described in the district's literature as "an opportunity for reflection on one's own work." As worthwhile as this may be, it is not the rigorous evaluation envisioned in the Education Reform legislation as taking place every second year.

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

Department of Education Findings: *There is no evidence that additional resources are necessary for the effective implementation of the Education Reform requirements. However, the level of school committee involvement is insufficient to monitor implementation of these criteria effectively.*

The evaluation results summary prepared by the district is an insufficient basis for the school committee to act on in determining policy or allocating resources to improve instruction or student outcomes. No data exists except for the number of staff who received a “Needs Improvement” rating on their evaluation. Although the review of this information was included on the school committee agenda, adequate school committee oversight of the evaluation process is not possible since the district has not developed the necessary data for school committee consumption.

Finally, the district uses inconsistent language to refer to individuals who perform evaluations. In the contract, in district forms and in memoranda the terms “supervisor,” “evaluator,” “observer” and “peer” are all used in reference to the individual responsible for performing the Phase III review. The nature of the relationship between the individual performing the evaluation and the individual undergoing the evaluation needs to be clarified in order for the process to be effective.

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

Department of Education Findings: *The district has established a thorough and reliable system of training for evaluators. The district has engaged a consultant (Research for Better Teaching) to*

conduct training sessions, which can be taken either for professional development points or for graduate level course credit. The trainings are conducted annually with follow-up sessions conducted during the year.

Individuals used as evaluators during Phase I, including principals, department heads and selected senior teachers, have the appropriate expertise and training to evaluate. The peer reviewers, who are selected by the individuals under review, do not possess the appropriate qualifications to perform as evaluators. Peer reviewers may or may not have sufficient skills and experience to serve in the role of an evaluator, and may or may not have been trained in the Principles of Effective Supervision described in ER 3.

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

Department of Education Findings:

The district has developed a professional development plan for all of its principals, teachers and other professional staff. The plan was developed by a committee of representatives from each school and each grade level, the teachers' union and the school administration. The committee surveyed the staff and identified those areas in which staff wished additional training to be made available. The committee does not appear, however, to have taken additional steps to identify areas for staff development. The plan developed by the district is aligned with the State Professional Development Plan.

Although the district provides for a wide array of professional development offerings, the selection of those offerings is not data driven. The Phase II professional development activities planned by individual staff are not linked to the areas of weakness identified in their evaluations. The topics chosen at the school level for after-school workshops for staff are not effectively coordinated with the goals identified by the district.

The district has developed an extensive system of professional development, but it needs to be unified under a district-wide strategy. This strategy, in the form of a plan, must be developed as a result of a review of teacher and administrator evaluations, MCAS and other standardized tests and other key indicators. That data analysis must then be employed in developing coordinated strategies for the improvement of instruction and student outcomes. This strategy will drive staff development efforts and course offerings at the district and school levels as well as individual plans for professional development.

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

Department of Education Findings:

The district offers a wide array of professional development opportunities for staff, including training in the curriculum frameworks. The professional development plan does not, however, adequately address parent or community involvement or provide for the training of school council members.

The professional development plan implemented by the district includes four early release days (with two hours of training each day), a variety of district workshops whose topics are selected by the district, and after-school workshops conducted by teachers. The district provides six professional development days per year and offers tuition reimbursement of up to \$1,350 over three years.

The training offered by the district includes curriculum alignment and implementation. For example, staff worked at department and faculty meetings to develop a new guide for the implementation of curriculum frameworks in the areas of foreign languages and English. Instructional quality is addressed minimally through a focus on test results and an attempt to improve student scores. Parent and community support and involvement and school climate issues are not addressed through the professional development plan. The district has a very strong program for the development of staff skills in the use of educational technology. Training in effective classroom assessment practices is minimal in that it focuses primarily on MCAS and Iowa test results and includes a single workshop on rubrics.

As of December of the 1999-2000 school year, 30% of staff persons indicated that they had not participated in any outside trainings.

CRITERION NUMBER	SPECIAL EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION		
	Legal Standard		
SE 51	<p>Appropriate teacher certifications -- special education services Individuals who provide direct special education services described under 503.2, or who supervise the provision of special education services by paraprofessionals, are appropriately certified or licensed.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 502.12(c)(i)</td> <td style="width: 50%; text-align: right;">Federal Requirements IDEA-97</td> </tr> </table>	State Regulations 502.12(c)(i)	Federal Requirements IDEA-97
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Rating: Implemented	District Response Required: No		

CRITERION NUMBER			
	Legal Standard		
SE 52	<p>Appropriate certifications or other credentials -- related services Any person, including non-educational personnel, who provides the related services described in Regulation 503.2, who supervises paraprofessionals in the provision of related services, or who provides support services directly to the regular or special classroom teacher is appropriately certified, licensed, board-registered or otherwise approved to provide such services by the relevant professional standards board or agency for the profession. If no such board exists, the Administrator of Special Education ensures the appropriateness of using non-educational personnel in each individual case.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 502.12(c)(ii), 502.12(c)(iii)(2)</td> <td style="width: 50%; text-align: right;">Federal Requirements IDEA-97</td> </tr> </table>	State Regulations 502.12(c)(ii), 502.12(c)(iii)(2)	Federal Requirements IDEA-97
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CRITERION NUMBER		
	Legal Standard	
SE 53	<p>Use of paraprofessionals</p> <p>a. Paraprofessionals and assistants (e.g., teacher aides, tutors and student teachers) are appropriately trained to assist in providing special education or related services.</p> <p>b. Persons employed as paraprofessionals and assistants are under the direct supervision of an appropriately certified or licensed professional.</p> <p>State Regulations 502.12(c)(i)</p>	<p>Federal Requirements 20 U.S.C. Chapter 33, Section 1412(a)(15)</p>
	Rating: Implemented	District Response Required: No

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

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

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

CRITERION NUMBER	
	Legal Standard
MOA 20	<p>Non-discriminatory personnel policies and procedures District personnel policies and procedures are free of discrimination and bias in the following areas: 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: Implemented District Response Required: No</p>

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

Department of Education Findings:

Training efforts in this area must be enhanced at the elementary and middle school levels.

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

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

CRITERION NUMBER	
	Legal Standard
TI 21	<p>Professional development activities: X support instructional practices that are conducive to the high achievement and challenging content expectations of the state's</p>

CRITERION NUMBER	
	Legal Standard
X	education reform efforts (e.g., Curriculum Frameworks); and are provided to all of the district's instructional staff who serve Title I eligible students. 1119 (b)(1)(A) ESEA,IASA
	Rating: Implemented District Response Required: No

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

Department of Education Findings:

The district does devote sufficient resources to professional development, and Title I staff is included in the sessions. Based on the documentation reviewed, however, it appears that professional development activities do not usually address the specific needs of the Title I staff. Title I staff should be involved in the planning and design of professional development activities so as to ensure that their needs and the needs of the Title I students are addressed. Through interviews it was learned that the Title I director has identified this issue and has begun to address it.

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	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</p> <p>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).</p> <p>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</p> <p>Where the district provides separate facilities or programs for members of a specific group, facilities and programs are comparable to those offered other students in the district, including:</p> <ul style="list-style-type: none"> X separate classes and facilities for disabled, limited English-proficient or pregnant students that are comparable to the facilities, programs, equipment and services offered other students in the district; X changing rooms, showers and other facilities for students of one gender that are comparable in size, number and location to those provided students of the other gender. <p>Title II, Title VI, Title IX, S. 504, MGL, Ch. 76, Section 5</p>
	<p>Rating: Implemented District Response Required: No</p>

COMPONENT VIII: PROGRAM PLAN AND EVALUATION

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

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

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

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

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

CRITERION NUMBER	TITLE 1 VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
TI 23	<p>A needs assessment and data analysis is conducted annually to determine the types of programs and services to be provided to Title I students. Such assessment is conducted in consultation with school staff and parents. IASA 1115 (c)(2)(B); IASA 1114 (b)(1)(A)</p>
	<p>Rating: Not Implemented District Response Required: Yes</p>

Department of Education Findings:

See TI 22 under Component VI above.

CRITERION NUMBER	
	Legal Standard
TI 23A	<p>a. The Title I program is evaluated on at least an annual basis, and Title I program changes are implemented which reflect the recommendations of such program evaluation. b. The Title I School wide Plan is integrated into the school's Improvement Plan. IASA 1115 (c)(2)(B)</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

The review of district documentation indicated that the program is evaluated. However, there was no information as to how changes in the program will be made based on the evaluations.

COMPONENT IX: RECORD KEEPING

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

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

CRITERION NUMBER		
	Legal Standard	
TI 26	a. b.	The district has submitted the required reports: Local Title I Plan/Application and Performance and Achievement Report. LEA maintains appropriate Title I records in a central location or at each Title I school and keeps correspondence on file, including: X documentation for identifying schools eligible for Title I services (Target Area Selection), and X the form for determining school allocations X allocating funds to schools forms are available X rank order list and student selection criteria are available. ESEA 1116 (d)(1)(A), 1111(b)(2)(A)(ii), 11120A(c)(2)
	Rating: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
TI 26A	Federal Title I Entitlement Grant: a. b. c. d.	The district's Title I entitlement grant is designed by appropriate local administrators who are responsible for the implementation of the local Title I programs and services. 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. 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. The district has secured the approval of the Department of Education for all amendments prior to their implementation.
	Rating: Implemented	District Response Required: No

COMPONENT X: SCHOOL GOVERNANCE

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

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

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

Department of Education Findings:

School councils have been established at each school within the district according to procedures established by the superintendent and the school committee. The school council members include teachers, parents, students and community representatives. Members are elected, are present on the council in the appropriate ratios and are broadly representative of the community. Each school council meets every other month with the principal of the school.

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

Department of Education Findings:

While there was some variation in the quality of the school improvement plans (SIPs) reviewed, some common themes were evident. In all cases the SIPs were thoughtful and timely and addressed many of the required topics, particularly student-teacher ratios and school safety issues. Many of the plans reviewed also showed significant consideration of the availability and use of technology in the school.

Interviews indicated that MCAS data is reviewed by each council. School councils are diligent about reviewing previous SIPs to assess progress made in areas in need of improvement identified on previous plans. School council follow-up is in those areas identified by the council as in need of improvement.

To improve educational quality and student achievement, school councils should base their school improvement plans on information derived from a variety of sources, including MCAS results and teacher assessment summaries as well as other standardized testing results and key indicators. The plans should, in consort with district-wide initiatives, address educational goals, school educational needs and the establishment of a staff development plan. Each school council must then review the implementation of the plan to ensure that it succeeds in raising performance levels by addressing issues of instructional quality and other school management issues.

While MCAS scores are reviewed by the councils, the councils do not use the scores in developing the school improvement plans, with the result that the plans do not address the issues raised by the scores, e.g. the educational needs of students, the adequacy of staffing levels, or staff development needs at the school level. Further, there should be linkages between school improvement planning and district-wide initiatives.

The Stoneham Public Schools do thoroughly analyze MCAS results and strategize regarding improving outcomes. However, this analysis is done only at the district level and does not include school councils in the manner required. Also, elementary school data was merged so that individual schools would not feel that they were competing against one another, but MCAS results are meant to be reported school by school; merging the data makes building level planning by the school councils problematic.

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

Department of Education Findings: *Copies of the school improvement plans are distributed annually to the members of the school committee. The committee reviews each plan and votes to accept or reject it within the required timelines. There is insufficient documentation that the school improvement plans are integrated into district planning, including a lack of documentation as to periodic updates to the committee regarding implementation of the plans.*

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

Department of Education Findings

The district's policies prohibit the use of tobacco products by any person within school facilities, on school grounds or on school buses. The district has been unable to enforce the policy in the high school but currently plans to do construction work on the main lobby bathrooms so that they can be monitored by a full-time staff person in a cost-effective manner. When these modifications are complete, it appears that the district will have effectively addressed the tobacco use problem at the high school.

Principals are knowledgeable regarding issues of student discipline, including the discipline of students in need of special education, and the implementation of disciplinary procedures is consistent with the written policies developed by the district. A student handbook is reviewed annually and distributed at the start of each year at the elementary schools, middle school and high school. While the handbook has commendable components for each level, on the whole, the district does not publish a set of clear and complete policies for each level of the school system. (See also MOA 6.)

APPENDIX I:
NUTRITION PROGRAMS AND SERVICES

Code of Federal Regulations:
7 CFR Parts: 210 National School Lunch Program
 215 Special Milk Program for Children
 220 School Breakfast Program
 227 Nutrition Education and Training Program
245 Determining Eligibility for Free and Reduced Price Meals and Free Milk in Schools

The criteria in this component of the Coordinated Program Review examine whether the School Food Authority ensures that the requirements for participation in the National School Lunch, School Breakfast, Special Milk and Commodity School Programs are being implemented. These requirements specify program responsibilities of local officials in the areas of program administration, preparation and service of nutritious meals, use of program funds, program monitoring, reporting and record keeping. The findings included in this section of the report have been made through on-site activities completed by the Department's Nutrition Programs and Services team member.

CRITERION NUMBER	NUTRITION PROGRAMS AND SERVICES	
	Legal Standard	
NS 1	All free and reduced price and paid lunches claimed for reimbursement are served to students eligible for free, reduced price and paid lunches respectively; and are counted, recorded, consolidated and reported through a system which consistently yields correct claims. 7 CFR 210.18 (g) (1).	
	Rating: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
NS 2	Records indicate that lunches claimed for reimbursement within the school food authority contain food items/components as required by program regulations. 7 CFR 210.18 (g) (2)	
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings:

In the review month of December, two days (December 1 and December 6) were missing one component on each day. Menus have been revised. Menu planning worksheets should be used to ensure the inclusion of all components.

CRITERION NUMBER		
	Legal Standard	
NS 3	School Food Authorities account for all revenues and expenditures of their nonprofit school food service. In order to participate in the NSLP, the School Food Authority maintains records to demonstrate compliance with program requirements. Retention of these documents is for three years after the close of the fiscal year to which they pertain except in cases where audit findings are unresolved. 7CFR210.9 (a) (17); 210.14, 210.15	
	Rating: Implemented	District Response Required: Yes

Department of Education Findings:

Daily income potential sheets need to be constructed for satellite schools.

CRITERION NUMBER	
	Legal Standard
NS 4	The School Food Authority works to strengthen the following school nutrition program participation and management practices: <ul style="list-style-type: none"> a. school nutrition participation b. nutrition education activities c. productivity evaluation 7CFR 210.19; 7CFR 220.8; 7CFR 210.9
	Rating: Commendable District Response Required: No

Department of Education Findings:

The food service director coordinated a nutrition activity with a class in the Central School. Students designed the menu for a week in December with various cultural foods for lunch.

CRITERION NUMBER	
	Legal Standard
NS 5	All eligible students have access to the school food services program. 7 CFR 15b; 7 CFR 210.23(c).
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
NS 6	The School Food Authority ensures that established sanitation and health standards are implemented. Facilities are properly safeguarded against theft, spoilage and other loss. 7 CFR 210.13
	Rating: Implemented District Response Required: No

**APPENDIX II:
SCHOOL DISTRICT PROFILE INFORMATION**

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

SCHOOL AND DISTRICT PROFILES

Definitions of Terms

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

GENERAL INFORMATION

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

Programs*:

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

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

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

STUDENT TEST RESULTS

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

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

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

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

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

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

ENROLLMENT AND STAFF

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

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

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

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

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

FINANCE

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

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

Foundation Budget Spending Comparison*: The education reform act established a foundation budget for each school district. This budget represents the minimum level of spending needed to provide an adequate education for the district's students. The foundation budget is made up of 19 separate categories. The chart shows the district's actual spending in each category for the 1997-98 school year as a percentage of the district's foundation budget. If the percentage exceeds 100%, the

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

OTHER DATA

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

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

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

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

* District level data only.

REPORT 7:

EDUCATION REFORM, SPECIAL EDUCATION , MOA, TITLE I, NUTRITION

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