

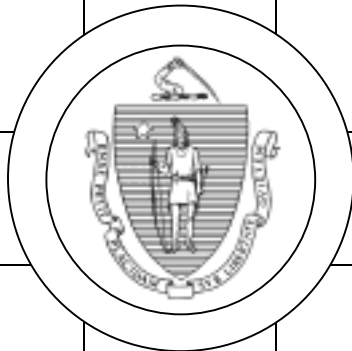


## **Somerville Charter School**

### **COORDINATED PROGRAM REVIEW REPORT OF FINDINGS**

**Dates of Onsite Visit: June 4-9, 2001**  
**Date of Draft Report: July 13, 2001**  
**Due Date for Comments: August 1, 2001**  
**Date of Final Report: August 14, 2001**  
**Action Plan Due: October 3, 2001**

**Department of Education Onsite Team Members:**  
**Dean Paolillo, Onsite Chairperson**  
**Barry Barnett**  
**Janis McManus**



---

**David P. Driscoll, Commissioner of Education**

---

MASSACHUSETTS DEPARTMENT OF EDUCATION  
COORDINATED PROGRAM REVIEW

Somerville Charter School

Table of Contents

**OVERVIEW OF REVIEW PROCEDURES ..... 2**  
**REPORT INTRODUCTION ..... 4**  
**COORDINATED PROGRAM REVIEW REPORT ..... 5**  
**EXECUTIVE SUMMARY ..... 5**  
**DEFINITION OF TERMS..... 9**  
**COMPONENT I: ASSESSMENT OF STUDENT PROGRESS..... 10**  
    SPECIAL EDUCATION..... 11  
    TITLE 1 ..... 22  
**COMPONENT II: STUDENT IDENTIFICATION AND PLACEMENT..... 24**  
    SPECIAL EDUCATION..... 25  
    CIVIL RIGHTS METHODS OF ADMINISTRATION ..... 31  
    TITLE 1 ..... 34  
**COMPONENT III: PARENTAL INVOLVEMENT..... 36**  
    SPECIAL EDUCATION..... 37  
    CIVIL RIGHTS METHODS OF ADMINISTRATION ..... 42  
    TITLE 1 ..... 43  
**COMPONENT IV: CURRICULUM AND INSTRUCTION ..... 45**  
    CIVIL RIGHTS METHODS OF ADMINISTRATION ..... 54  
    TITLE 1 ..... 55  
**COMPONENT V: STUDENT SUPPORT SERVICES..... 58**  
    SPECIAL EDUCATION..... 59  
    CIVIL RIGHTS METHODS OF ADMINISTRATION ..... 64  
    TITLE 1 ..... 67  
**COMPONENT VI: FACULTY, STAFF AND ADMINISTRATION ..... 70**  
    SPECIAL EDUCATION..... 71  
    CIVIL RIGHTS METHODS OF ADMINISTRATION ..... 74  
    TITLE 1 ..... 76  
**COMPONENT VII: SCHOOL FACILITIES..... 79**  
    SPECIAL EDUCATION..... 80  
    CIVIL RIGHTS METHODS OF ADMINISTRATION ..... 80  
**COMPONENT VIII: PROGRAM PLAN AND EVALUATION..... 82**  
    SPECIAL EDUCATION..... 83  
    CIVIL RIGHTS METHODS OF ADMINISTRATION ..... 83  
    TITLE 1 ..... 84  
**COMPONENT IX: RECORD KEEPING..... 86**  
    SPECIAL EDUCATION..... 87  
    TITLE 1 ..... 88  
**APPENDIX: ..... 90**  
    SCHOOL AND DISTRICT PROFILES..... 91

# MASSACHUSETTS DEPARTMENT OF EDUCATION

## COORDINATED PROGRAM REVIEW REPORT

### Somerville Charter School

#### 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. All reviews will include selected requirements in special education under the federal Individuals with Disabilities Education Act, 20 U.S.C. Section 1400 *et seq.* (IDEA-97) and M.G.L. Chapter 71B (Chapter 766 of the Acts of 1972) and certain federal civil rights requirements under Titles I and II of the Americans with Disabilities Act of 1990, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, together with related state requirements under M.G.L. Chapter 76, Section 5 (Chapter 622 of the Acts of 1971). Other monitoring activities in the areas of the state's Transitional Bilingual Education law (M.G.L. Chapter 71A), Title I, Safe and Drug-Free Schools and Communities Act, the Perkins Vocational and Technical Education Act, and Nutrition Programs and Services are conducted in some districts during these Coordinated Program Review procedures. The selected school districts for 2000-2001 were notified by the Commissioner of Education in April 2000 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 two to eight Department staff members conducts a Coordinated Program Review over two to seven days in a school district or charter school.

Scope: Approximately seventy school districts and charter schools are scheduled to receive visits in school year 2000-2001. All school districts and charter schools in the Commonwealth are monitored through the Department's Coordinated Program Review system on a six-year cycle with an additional mid-cycle special education follow-up visit.

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 FY 2001 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. Additionally, the 2000-2001 reviews incorporate updated state special education requirements as adopted by the Board of Education and effective on September 1, 2000 and further amended by the state legislature in the FY '01 budget and subsequent Emergency Regulations of the Board. 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, and 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.

- Interviews of parent advisory council (PAC) 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 first examined by local staff, whose findings are then verified by the onsite team using standard Department student record review procedures to make determinations regarding the implementation of procedural and programmatic requirements. Parents of students with disabilities whose files were selected for the record review were sent a survey that solicited information regarding their experiences with the district's implementation of special education programs, related services and procedural requirements.
- Classroom and facilities observation. A sample of instructional classrooms and other school facilities used in the delivery of programs and services are visited to determine general levels of compliance with program requirements.
- Interviews, student record reviews, and observations in the case of 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, 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 note those criteria the implementation of which the team found to be commendable. Where criteria are found not to be fully implemented, the local district or charter school must propose corrective actions to bring those areas into compliance with the respective statutes or regulations. Districts are encouraged to incorporate the corrective action 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 as a helpful planning document for the continuing development of programs and services in the school district or charter school.

## REPORT INTRODUCTION

A three member Massachusetts Department of Education team visited the Somerville Charter School during the week of June 4, 2001 to evaluate the implementation of selected criteria in the program areas of special education, civil rights requirements and Title I. The team appreciated the opportunity to interview staff and parents, to observe classroom facilities and to review the program efforts underway in the district.

The Department is submitting the following Coordinated Program Review Report containing findings pursuant to this onsite visit. 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 two administrative staff.
- Interviews of 26 teaching and support services staff across all levels.
- Interviews of two parent advisory council (PAC) representatives, and other interviews as requested by persons from the general public.
- Student record reviews: A sample of 11 student records was selected by the Department. Student records were first examined by local staff, whose findings were then verified by the onsite team using standard Department of Education student record review procedures to make determinations regarding the implementation of procedural and programmatic requirements.
- Parent surveys: 13 parents of students with disabilities were sent surveys that solicited information regarding their experiences with the district's implementation of special education programs, related services and procedural requirements. One of these parent surveys were returned to the Department of Education for review by the onsite team.
- Classroom and facilities observation: A sample of eight instructional classrooms and other school facilities used in the delivery of programs and services was visited to determine general levels of compliance with program requirements.

The report includes findings in the program areas reviewed organized under nine components directly related to teaching and learning. These components are listed in the Executive Summary on the following pages. The findings in each program area describe determinations by the team about the implementation status or "Rating" of 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" section of the report.) Where criteria were 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 rated a requirement as "Implementation in Progress" or "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 into their district and school improvement plans, including the district professional development plan.

## COORDINATED PROGRAM REVIEW REPORT

### EXECUTIVE SUMMARY

#### Somerville Charter School

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

#### **Component I: Assessment of Student Progress**

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

The Somerville Charter is inconsistent in conducting student assessments within the timelines mandated by regulation. The review team noted that in some instances, a staff member conducted an evaluation despite a lack of appropriate training. Teacher assessments and educational status assessments were not consistently conducted and placed within the student record. Placement decisions do not always conform with placing students in the least restrictive environment, instead, students are placed into available programs that exist within the charter school. Written documentation of the Team's determination of eligibility is not completed. The staff was generally unaware of the new requirements and expectations of state regulations or of some pre-existing requirements of federal regulation. Over a period of a few months, a person who is not certified to either supervise or deliver special education services chaired the evaluation Teams. Parents were not always provided progress reports consistent with the report card cycle of the charter school. Progress reports reviewed in the student records varied in quality and in some cases made it difficult for parents to ascertain the extent of student progress. The charter school lacked an administrative protocol to ensure the quality of progress reports, the timely distribution of reports and a method of addressing the needs of students when progress reports indicated insufficient progress. The use of evaluation data, namely MCAS, has not been used by the charter school to assist in determining the Title I program needs of students determined most at risk.

#### **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?*

Students are identified as eligible for special education services in some cases, based on a remedial need or the inappropriate use of an academic assessment in English for students with limited English proficiency. Services based upon consented to IEPs have not been provided and in some cases, the charter school has reduced services without parental consent because of a lack of school personnel to provide the services. The charter school is currently in the process of addressing this issue by providing compensatory services over the summer period. Students are placed into current programs that exist within the charter school, in some cases,

the program is inappropriate to the needs of the student(s). The charter school does not make modifications to the curriculum within the regular education environment. The charter school lacks services for students who require behavior modifications, instead students with behavioral issues are placed within substantially separate classrooms. The charter school is not meeting the requirement of the least restrictive environment for students identified as eligible for special education. Students are not appropriately assessed for the language proficiency. The charter school relies on diagnostic testing in English to determine the appropriate program for incoming students. The charter school's "Intensive classrooms" concentrate on English and mathematics at the expense of social studies and science. Students (whether students in need of remedial services, special education students or students with limited English proficiency) in the Intensive classes do not receive instruction in social studies and science, therefore, denying students access to the general curriculum. Program modifications within the general education environment are not provided for students with limited English proficiency. The charter school has inadequately addressed the instructional needs of students with diverse learning needs. Teachers have not been provided the necessary training to support students access to the general curriculum. . Program modifications that do occur are the result of individual teacher knowledge and/or experience from prior training or education. The charter school has not developed a curriculum accommodation plan.

### **Component III: Parental Involvement**

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

The district has provided communications primarily in English. The review team found no evidence of notification sent to parents in any language other than English. It was clear from staff interviews that special education documents are available exclusively in English though on occasion, a need for notification and an IEP in a language other than English is necessary. In some cases, notices were not provided to parents and special education services have been implemented or reduced without parental consent. The special education Parent Advisory Council currently is inactive. Parents are not fully involved in the planning and implementation of Title I services and while the charter school has a Title I parent-school compact, there was little evidence of its implementation.

### **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 review team noted that special education students in substantially separate settings do not have access to all content areas of the curriculum. The same concern was noted in the "Intensive" (Title I) settings. Students receiving services in Title I spend the majority of their time in a substantially separate class environment receiving instruction in language arts at the expense of social studies and science instruction. The district has struggled with maintaining the necessary staffing to provide the services specified in the IEPs of students. Students have been inappropriately grouped in more restrictive settings. Students with behavioral issues are placed with students who have learning disabilities in the same setting without consideration of the appropriateness of the setting for the students. All students are provided equal opportunity to participate in extra-curricular activities available within the charter school.

### **Component V: Student Support Services**

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

The charter school does not conduct behavioral interventions. The review team noted a high incidence of discipline referrals to the administrator responsible for discipline at the elementary level. Behavior modification plans are not considered for students with behavioral issues and eligible for special education services. Staff members are generally unaware of the Individuals with Disabilities Education Act of 1997 (IDEA-97) discipline procedures for children with disabilities. The district has published information regarding the discipline procedures under IDEA-97, however staff lacked the appropriate training in implementing the procedures of federal law. Students eligible for special education services at the elementary level and placed in restrictive settings do not always receive access to art, computers and music with their regular education peers. Furthermore, the charter school does not provide adapted physical education when necessary in all cases, thus further denying some students a Free and Appropriate Public Education (FAPE). Another concern of the onsite review team was the general lack of awareness of civil rights non-discrimination policies, procedures and disclosures to the staff, students and public. Handbooks and published materials did not contain all required elements of nondiscrimination. The staff was unaware of the grievance process to address issues of racial harassment or discrimination. The handbooks and documents reviewed by the onsite team noted that a grievance process existed for sexual harassment. A major concern for the provision of Title I services was noted by the onsite review team. Title I services supplant the regular education program in what the charter school refers to as its "Intensive classes." The separate Intensive classes are in practice, the method for the delivery of Title I services.

**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? Does the district implement an effective system of program leadership and oversight which fosters high standards and performance expectations for all students and staff consistent with the goals of applicable federal and state requirements and Education Reform Act of 1993?*

Staff members are appropriately certified and/or licensed the areas of special education and Title I. Title I aides are not provided appropriate supervision. Aides for Title I operate without an appropriately certified Title I teacher in the same vicinity. The district has not developed a curriculum accommodation plan. There is no teacher training in accommodating the diverse learning styles of students. Teachers rely on informal collaboration and individual experience to accommodate students. However, the charter school does not support modification to regular instruction. The onsite review team noted some training in the new IEP process but a lack of ongoing training and professional development in other areas of special education and civil rights. Training for Title I teachers is insufficient to meet the needs of the teachers to effectively serve students receiving Title I services. Staff indicated concerns regarding the performance evaluations conducted by the district which are inconsistent with the charter school's own stated policies and procedures and do not incorporate the principles of effective teaching noted in the Education Reform Act of 1993.

**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 review team noted that the Webster Street location lacks accessibility for staff, students and parents who have limited mobility. Lavatories are not fully handicapped accessible. The



locations for the delivery of special education services do not fully integrate students into the school community at any of the charter school locations. The locations of some classrooms and spaces used for the delivery of related services are inappropriate. Students are serviced in high traffic hallways, converted closets and areas that pose potential safety hazards to the students.

**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 charter school does maintain written plans of special education programs and services. The charter school has begun to evaluate how services are delivered in the charter school, noting a concern of the high incidence of “pull-out” services and placement in substantially separate programs. The evaluation of the programs of the past was sporadic and inconsistent. There was no evidence of parent or parent advisory council participation in the process. Staff interviews indicate a lack of teacher participation in any program evaluation although there was some indication of administrative review of special education services.

**Component IX: Record keeping**

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

The district maintains the required documentation and records for Title I and special education. There were inconsistencies in the access log of student records. The charter school had recently adopted a new method of logging student record access consistent with the student record regulations.

**DEFINITION OF TERMS**  
**FOR THE RATING OF EACH COMPLIANCE CRITERION**

<b>Commendable</b>	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.
<b>Implemented</b>	The requirement is substantially met.
<b>Implementation in Progress</b>	The criterion includes one or more new state special education requirements which became effective on September 1, 2000. The district has substantially implemented any pre-September 1, 2000 requirements also included under the criterion and is currently engaged in staff training and/or is beginning implementation practices for new requirements which the Department's onsite team anticipates will result in substantial compliance by the end of the current school year.
<b>Partially Implemented</b>	The requirement, in one or several important aspects, is not entirely met.
<b>Not Implemented</b>	The requirement is totally or substantially not met.
<b>Not Applicable</b>	The requirement does not apply to the school district or charter school.

## COMPONENT I: ASSESSMENT OF STUDENT PROGRESS

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

- Special Education (Report Issues # SE 1- SE 14)
  - Title I (Report Issues # TI 1-4)

<b>CRITERION NUMBER</b>	<b>SPECIAL EDUCATION I. ASSESSMENT OF STUDENT PROGRESS</b>	
	<b>Legal Standard</b>	
<b>SE 1</b>	<p><b>Assessments are appropriately selected and interpreted for students referred for evaluation</b></p> <ol style="list-style-type: none"> <li>1. Tests and other evaluation materials are:               <ol style="list-style-type: none"> <li>a. validated</li> <li>b. administered and interpreted by trained individuals</li> <li>c. tailored to assess specific areas of educational need</li> <li>d. selected and administered to reflect aptitude and achievement levels</li> <li>e. as free as possible from cultural and linguistic bias</li> <li>f. provided in the student's native language or other mode of communication where feasible</li> <li>g. not the sole criterion for determining an appropriate educational program</li> <li>h. not only those designed to provide a single general intelligence quotient</li> <li>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</li> <li>j. technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors</li> </ol> </li> <li>2. In interpreting evaluation data and making decisions, the district:               <ol style="list-style-type: none"> <li>a. uses information from a variety of sources to gather relevant functional and developmental information, including information provided by the parent</li> <li>b. ensures that information obtained from these sources is considered</li> <li>c. ensures that the placement decision conforms with placement in the least restrictive environment</li> <li>d. includes information related to enabling the student to be involved in and progress in the general curriculum</li> </ol> </li> </ol> <p><b>State Regulations</b> 28.04</p> <p><b>Federal Requirements</b> 300.532, 300.535</p>	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Education Findings:**

*Staff interviews indicate that not all persons who conduct evaluations are appropriately trained to administer psycho-educational assessments (Woodcock-Johnson). The student record review and staff interviews indicate that placement decisions do not conform to placement in the least restrictive environment.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>SE 2</b>	<p><b>Required and optional assessments</b></p> <ol style="list-style-type: none"> <li>1. <u>Required assessments</u>: The following assessments are completed by appropriately credentialed and trained specialists for each referred student: <ol style="list-style-type: none"> <li>a. Assessment(s) in all areas related to the suspected disability (ies) including consideration of any needed assistive technology devices and services and/or instruction in braille.</li> <li>b. Educational assessment by a representative of the school district, including a history of the student’s educational progress in the general curriculum.</li> <li>c. Assessment by a teacher(s) with current knowledge regarding the student’s specific abilities in relation to learning standards of the Massachusetts Curriculum Frameworks and the district curriculum, as well as an assessment of the student’s attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, and adults.</li> <li>d. For a child being assessed to determine eligibility for services at age three (3), an observation of the child’s interactions in the child’s natural environment or early intervention program is strongly encouraged together with the use of current assessments from early intervention Teams to avoid duplicate testing.</li> </ol> </li> <li>2. <u>Optional assessments</u>: The Administrator of Special Education may recommend or the parent may request one or more of the following: <ol style="list-style-type: none"> <li>a. A comprehensive health assessment by a physician that identifies medical problems or constraints that may affect the student's education. The school nurse may add additional relevant health information from the student’s school health records.</li> <li>b. A psychological assessment by a certified school psychologist, licensed psychologist, or licensed educational psychologist, including an individual psychological examination.</li> <li>c. A home assessment that may be conducted by a nurse, psychologist, social worker, guidance or adjustment counselor, or teacher and includes information on pertinent family history and home situation and may include a home visit, with the agreement of the parent</li> </ol> </li> <li>3. At the re-evaluation of a student, if <u>the Team decides</u> that no additional assessments are needed to determine whether the student continues to be eligible for special education, the school district recommends to the student’s parents the following: <ol style="list-style-type: none"> <li>a. that no further assessments are needed and the reasons for</li> </ol> </li> </ol>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p style="text-align: center;">this; and b. the right of such parents to request an assessment.</p> <p>4. The district consults with the child’s parents regarding the evaluators to be used for all required and optional assessments.</p> <p><b>State Regulations</b> 28.04(2)</p> <p><b>Federal Requirements</b> 300.532; 300.346.(a)(2)(v)</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*Student record reviews and staff interviews indicate that educational status assessments and teacher assessments are not always conducted when determining a student’s eligibility for special education.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 3</b>	<p><b>Special requirements for determination of specific learning disabilities</b> When the district proposes to evaluate a child suspected of having a specific learning disability, the following requirements are implemented: <u>Team membership:</u> The district ensures the Team includes at a minimum the parent, the child’s regular classroom teacher appropriate to the age of the child and at least one person qualified to conduct individual diagnostic examinations of children. <u>Criteria for determining the existence of a specific learning disability:</u></p> <ol style="list-style-type: none"> <li>1. the achievement is determined not to be commensurate with the age and ability of the child;</li> <li>2. a severe discrepancy exists in one or more areas between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill and reading comprehension, mathematics calculation and reasoning;</li> <li>3. the severe discrepancy between ability and achievement is not resulting from visual, hearing or motor impairment, mental retardation, emotional disturbance or environmental, cultural or economic disadvantage.</li> </ol> <p><u>Required observation of the child:</u></p> <ol style="list-style-type: none"> <li>1. at least one Team member <u>other than</u> the child’s regular teacher observes the child’s academic performance in the regular classroom setting;</li> <li>2. if the child is less than school age, the observation is conducted in an environment appropriate for a child of that age.</li> </ol> <p><u>Written documentation of the Team’s determination of eligibility due to the presence of a specific learning disability includes the following:</u></p> <ol style="list-style-type: none"> <li>1. statement whether the child has a specific learning disability;</li> <li>2. the basis for making the determination;</li> <li>3. the relevant behavior noted during the observation of the child;</li> </ol>

<b>CRITERION NUMBER</b>					
	<b>Legal Standard</b>				
	<p>4. the relationship of that behavior to the child’s academic functioning;  5. the educationally relevant medical findings, if any;  6. statement whether there is a severe discrepancy between achievement and ability that is not correctable without special education and/or related services; and  7. the determination of the Team concerning the effects of environmental, cultural, or economic disadvantage.  <u>Required written certification of Team members:</u>  Each Team member certifies in writing whether the report reflects his or her conclusion. If not, the Team member submits a separate statement presenting his or her conclusions.</p>				
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Regulations</b></td> <td style="width: 50%;"><b>Federal Requirements</b></td> </tr> <tr> <td></td> <td style="text-align: center;">300.540-543</td> </tr> </table>	<b>State Regulations</b>	<b>Federal Requirements</b>		300.540-543
<b>State Regulations</b>	<b>Federal Requirements</b>				
	300.540-543				
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Rating: Partially Implemented</b></td> <td style="width: 50%;"><b>District Response Required: Yes</b></td> </tr> </table>	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>		
<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>				

**Department of Education Findings:**

*The student record review and staff interviews demonstrate that regular education teachers do not always attend Team meetings. Staff are unaware of the criteria for determining specific learning disabilities, required observations of the student are not conducted and written documentation of the team’s determination of eligibility are not completed and contained in the student record.*

<b>CRITERION NUMBER</b>					
	<b>Legal Standard</b>				
<b>SE 4</b>	<p><b>Reports of assessment results</b></p> <ol style="list-style-type: none"> <li>1. Assessors summarize, in writing, procedures, assessments, results, and diagnostic impression as well as educationally relevant recommendations for meeting identified needs of the student.</li> <li>2. Assessors may recommend appropriate types of placements, but shall not recommend specific classrooms or schools.</li> <li>3. Summaries of assessments are completed prior to discussion by the Team and, upon request, are made available to the parent at least two days in advance of the Team discussion.</li> </ol>				
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Regulations</b></td> <td style="width: 50%;"><b>Federal Requirements</b></td> </tr> <tr> <td>28.04(2)(c)</td> <td style="text-align: center;">300.532</td> </tr> </table>	<b>State Regulations</b>	<b>Federal Requirements</b>	28.04(2)(c)	300.532
<b>State Regulations</b>	<b>Federal Requirements</b>				
28.04(2)(c)	300.532				
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Rating: Partially Implemented</b></td> <td style="width: 50%;"><b>District Response Required: Yes</b></td> </tr> </table>	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>		
<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>				

**Department of Education Findings:**

*Staff interviews and student records indicate that summaries of assessments are not always made available two days before the Team meeting.*





<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>transition objectives.</p> <p>6. The district ensures that students age 14, or younger if appropriate, are invited to and attend Team meetings at which transition services are discussed or proposed</p> <p><b>State Regulations</b> Ch.71B, Sections 12A-C</p> <p><b>Federal Requirements</b> 300.344(b), 300.347</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 7</b>	<p><b>Transfer of parental rights at age of majority and student participation and consent at the age of majority</b></p> <ol style="list-style-type: none"> <li>1. One year prior to the student reaching age eighteen, the district informs the student of his or her right at age 18 to make all decisions in relation to special education programs and services.</li> <li>2. Upon reaching the age of eighteen, the school district implements procedures to obtain consent from the student to continue the student’s special education program.</li> <li>3. The district continues to send the parent written notices and information but will no longer have decision-making authority, except as provided below. <ol style="list-style-type: none"> <li>(a) If the parent has sought and received guardianship from a court of competent jurisdiction, then the parent retains full decision-making authority. The parent does not have authority to override any decision or lack of decision made by the student who has reached the age of majority unless the parent has sought or received guardianship or other legal authority from a court of competent jurisdiction</li> <li>(b) The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to share decision-making with his or her parent (or other willing adult), including allowing the parent to co-sign the IEP. Such choice is made in the presence of the Team and is documented in written form. The student’s choice prevails at any time that a disagreement occurs between the adult student and the parent or other adult with whom the student has shared decision-making</li> <li>(c) The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to delegate continued decision-making to his or her parent, or other willing adult. Such</li> </ol> </li> </ol>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
	choice is made in the presence of at least one representative of the school district and one other witness and is documented in written form and maintained in the student record.		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Regulations</b> 28.08(7), Ch. 231, Sec. 3A</td> <td style="width: 50%;"><b>Federal Requirements</b> 300.347(c), 300.517</td> </tr> </table>	<b>State Regulations</b> 28.08(7), Ch. 231, Sec. 3A	<b>Federal Requirements</b> 300.347(c), 300.517
<b>State Regulations</b> 28.08(7), Ch. 231, Sec. 3A	<b>Federal Requirements</b> 300.347(c), 300.517		
	<b>Rating: Not Implemented</b> <b>District Response Required: Yes</b>		

**Department of Education Findings:**

*Although the circumstance has not arisen to date, staff interviews indicate the charter school has not trained staff in the requirements of this criterion and does not have procedures or policies for notification to parents and students aside from the Parent's Rights Brochure.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 8</b>	<p><b>Evaluation Team composition</b> The following persons are members of the evaluation Team:</p> <ol style="list-style-type: none"> <li>1. The child's parents</li> <li>2. 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.</li> <li>3. A representative of the school district who has the authority to commit the resources of the district (and who may act as the Chairperson)</li> <li>4. 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 must be included as a Team member.</li> <li>5. The student, age fourteen and older, if he/she chooses</li> <li>6. Other individuals at the request of the student's parents</li> <li>7. At least one teacher or specialist trained in the area of the student's suspected special needs</li> <li>8. Individuals who are qualified to interpret the instructional implications of evaluation results</li> <li>9. Other individuals who may be necessary to write an IEP for the child, as determined by the Administrator of Special Education</li> <li>10. 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.</li> <li>11. When one purpose of the Team meeting is to discuss transition services, a</li> </ol>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>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><b>State Regulations</b> 28.02(21)</p> <p><b>Federal Requirements</b> 300.344; 300.552</p>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*Under item “2” of this criterion, staff interviews and student records indicate that in some instances the chairperson was not qualified to supervise or provide special education.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 9</b>	<p><b>Eligibility determination: Timelines for evaluation, provision of IEP and/or identification of other needed instructional programs</b></p> <p>1. Within forty-five school working days after receipt of the parent's written consent to an initial evaluation, unscheduled evaluation, or re-evaluation, the school district:</p> <ol style="list-style-type: none"> <li>a. provides an evaluation</li> <li>b. convenes a Team meeting</li> <li>c. determines whether the student has one or more disabilities</li> <li>d. determines if the student is making effective progress in school</li> <li>e. determines if any lack of progress is a result of the student’s disability</li> <li>f. determines if the student requires special education and/or related services and/or accommodations in order to make effective progress or that the student requires related services in order to access the general curriculum</li> <li>g. develops an IEP where the student is found to need special education</li> <li>h. provides the parent with the proposed IEP, or a written explanation of the finding of no eligibility</li> <li>i. determines that a student is ineligible to receive special education and/or the student’s lack of progress is due to a lack of instruction in reading or math or limited English proficiency or social maladjustment, the student is referred to a more appropriate instructional program or support service</li> <li>j. determines at the time of re-evaluation if the student would continue to</li> </ol>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
	<p>make progress in school without the provision of special education services.</p> <p>2. If a Team determines that a student is not eligible for special education but may be eligible for accommodation(s) for disability(ies) under Section 504, the student is referred for consideration by the district for eligibility under that regular education program.</p> <p>3. Where a Team finds students eligible for special education only in need of "monitoring services", such students are found no longer eligible for special education and are provided with appropriate supports through the district's regular education program.</p>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Regulations</b> OSS 420, FY '01 Budget</td> <td style="width: 50%;"><b>Federal Requirements</b> 300.534</td> </tr> </table>	<b>State Regulations</b> OSS 420, FY '01 Budget	<b>Federal Requirements</b> 300.534
<b>State Regulations</b> OSS 420, FY '01 Budget	<b>Federal Requirements</b> 300.534		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Rating: Partially Implemented</b></td> <td style="width: 50%;"><b>District Response Required: Yes</b></td> </tr> </table>	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>
<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>		

**Department of Education Findings:**

*Student records and staff interviews indicate that the charter school does not consistently meet the 45 school working day timelines for completion of the eligibility determination.*

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>SE 10</b>	<p><b>End of school year evaluations</b> If consent is received at least 30 days before the end of the school year, the Team is scheduled no later than 14 days after the end of the school year to allow for the provision of a proposed IEP or finding of no special needs prior to the beginning of the next school year.</p>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Regulations</b> 28.05(1)</td> <td style="width: 50%;"><b>Federal Requirements</b> 300.342</td> </tr> </table>	<b>State Regulations</b> 28.05(1)	<b>Federal Requirements</b> 300.342
<b>State Regulations</b> 28.05(1)	<b>Federal Requirements</b> 300.342		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Rating: Implemented</b></td> <td style="width: 50%;"><b>District Response Required: No</b></td> </tr> </table>	<b>Rating: Implemented</b>	<b>District Response Required: No</b>
<b>Rating: Implemented</b>	<b>District Response Required: No</b>		

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 11</b>	<b>School district response to parental request for independent educational evaluation</b>

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
	<p>If a parent disagrees with an initial evaluation or re-evaluation completed by the school district, and the parent requests an independent educational evaluation, the district implements the following requirements:</p> <ol style="list-style-type: none"> <li>1. All independent educational evaluations funded by the district are conducted by qualified persons who are registered, certified, licensed or otherwise approved and who abide by the rates set by the state agency responsible for setting such rates. Unique circumstances of the child are justified when an individual assessment rate is higher than that normally allowed.</li> <li>2. The school district has procedures to offer parents the option of participating in an income eligibility program for free or reduced cost independent educational evaluations that are equivalent to the types of assessments done by the school district.</li> <li>3. The district extends the right to a publicly funded independent educational evaluation for sixteen (16) months from the date of the evaluation with which the parent disagrees.</li> <li>4. If the parent is requesting an evaluation in an area not assessed by the school district, or if the student does not meet the income eligibility standards for free or reduced cost independent educational evaluation, then the school district responds in accordance with the requirements of federal law. The district either agrees to pay for the independent educational evaluation or, without undue delay, proceeds to Special Education Appeals to show that its evaluation was comprehensive and appropriate. Where the Department's Special Education Appeals finds that the school district's evaluation was comprehensive and appropriate, the school district does not pay for the independent educational evaluation requested by the parent.</li> <li>5. Whenever possible, the independent educational evaluation is completed and a written report sent no later than thirty (30) days after the date the parent requests the independent educational evaluation. If publicly funded, the report is sent to the parents and to the school district. The independent evaluator's report summarizes, in writing, procedures, assessments, results, and diagnostic impressions as well as educationally relevant recommendations for meeting identified needs of the student. The independent evaluator recommends appropriate types of placements but does not recommend specific classrooms or schools.</li> <li>6. Within ten (10) school days from the time the school district receives the report of the independent educational evaluation, the Team reconvenes and considers the independent educational evaluation (which may be publicly or privately funded) and whether a new or amended IEP is appropriate.</li> </ol>	
	<p><b>State Regulations</b> 28.04(5)</p>	<p><b>Federal Requirements</b> 300.503(a)(3)(i)</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>	

**Department of Education Findings:**

*Staff interviews indicate that staff are unaware of the new sliding fee scale component of the*

Massachusetts special education regulations. The school does not honor parental requests for an IEE in a timely manner by agreeing to paying for the services of an outside assessor. The Charter School refers the parents back to the school personnel for further assessments, which is contrary to item “4” of this criterion.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 12</b>	<p><b>Frequency of re-evaluation</b> Every three years, or sooner if necessary, the school district, with parental consent, conducts a full three-year re-evaluation consistent with the requirements of federal law.</p> <p><b>State Regulations</b> 28.04(3)</p> <p><b>Federal Requirements</b> 300.536</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 13</b>	<p><b>Progress Reports and content</b></p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Progress report information sent to parents includes written 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.</li> </ol> <p><b>State Regulations</b> 28.07(3)</p> <p><b>Federal Requirements</b> 20 U.S.C. Chapter 33, Section 1414(d)(1)(A)(viii) 300.347</p>
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

**Department of Education Findings:**

*Student records indicate that the quality of progress reports varied in the content of information sufficient to enable parents to determine whether or not their children are making sufficient progress in meeting the goals designated on the students’ IEPs. Progress reports were not always provided in a timely fashion consistent with the charter school’s report card cycle. The charter school does not have a mechanism of overseeing the quality and the completion of progress reports in a timely fashion.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 14</b>	<p><b>Annual review Team meeting</b>            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 re-evaluation, as appropriate.</p> <p><b>State Regulations</b> 28.04(3)</p> <p><b>Federal Requirements</b> 300.343(c)</p>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*Student records and staff interviews indicate that IEP annual review meetings are not held on or before the anniversary date of the implementation of the IEP.*

<b>CRITERION NUMBER</b>	<b>TITLE 1 I. ASSESSMENT OF STUDENT PROGRESS</b>
	<b>Legal Standard</b>
<b>TI 1</b>	<p>MCAS testing has been used to measure the proficiency of students in the academic subjects which Massachusetts has adopted which includes challenging content and student performance standards.            1111(b)(3)(D)</p>
	<b>Rating: Not Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*The Charter school did not present evidence that it uses MCAS data to measure proficiency or to place students within the appropriate grade and program.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 2</b>	<p>In a Schoolwide Program <b>all</b> students are assessed in the selected grades during grade spans 3-5, 6-9, 10-12.            1114 (c)(1)(B)(I) ESEA,IASA</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 3</b>	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
	<b>Rating: Not Applicable</b> <span style="float: right;"><b>District Response Required: No</b></span>

**Department of Education Findings:**

*The Somerville Charter School is not a targeted assistance school.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 4</b>	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
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

**Department of Education Findings:**

*MCAS results are not used to determine student needs, however beginning September 2000 new students were given a diagnostic test to determined their placement within the charter school.*



## 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 15-23)
- Civil Rights Methods of Administration (MOA)  
(Report Issues # MOA 4, 5, 10-13)
  - Title I (Report Issues # TI 5-9)

<b>CRITERION NUMBER</b>	<b>SPECIAL EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT</b>	
	<b>Legal Standard</b>	
<b>SE 15</b>	<b>Outreach by the School District (Child Find)</b> 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: <ol style="list-style-type: none"><li>1. professionals in community</li><li>2. private nursery schools</li><li>3. day care facilities</li><li>4. group homes</li><li>5. parent organizations</li><li>6. clinical /health care agencies</li><li>7. early intervention programs</li><li>8. other public/private/parochial schools</li><li>9. other agencies/organizations</li><li>10. the school itself (particularly within charter schools)</li><li>11. agencies serving migrant and/or homeless persons</li></ol>	
	<b>State Regulations</b>	<b>Federal Requirements</b>
		300.125; 300.312
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>SE 16</b>	<b>Screening</b> <ol style="list-style-type: none"><li>1. The school district conducts screening for three and four year olds and for all children who are of age to enter kindergarten. Such screening is designed to review a child's development and to assist in identification of those children who should be referred for an evaluation to determine eligibility for special education services.</li><li>2. Participation in the screening program for three and four year olds is optional on the part of the parents.</li><li>3. Provision is made for ongoing and periodic screening of all students as required by the Department of Public Health (vision, hearing, posture).</li></ol>	
	<b>State Regulations</b>	<b>Federal Requirements</b>
	28.03(1)(d) Chapter 71, section 57	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 17</b>	<p><b>Initiation of services at age three and Early Intervention transition procedures</b></p> <ol style="list-style-type: none"> <li>The school district encourages referrals from the Department of Public Health, other agencies, and individuals for young children when or before the child turns two-and-one-half years old in order to ensure continuity of services and to ensure the development and implementation of an IEP for eligible children by the date of the child's third birthday in accordance with federal requirements.</li> <li>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.</li> </ol> <p><b>State Regulations</b> 28.06(7)(b)</p> <p><b>Federal Requirements</b> 300.24(b)(3); 300.121(c); 300.132; 300.342(c)</p>
	<b>Rating: Not Applicable</b> <b>District Response Required: No</b>

**Department of Education Findings:**

*This criterion is not applicable to the Somerville Charter School.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 18</b>	<p><b>IEP development and content; determination of placement; provision of IEP to parent</b></p> <ol style="list-style-type: none"> <li>Upon determining that the student is eligible for special education, the Team, including the parent(s), develops an IEP using the evaluation data to guide development of measurable, annual goals and objectives/benchmarks for the student. If the district chooses to draft any element(s) of the IEP for discussion, the Team Chairperson ensures that those elements are genuinely considered prior to adoption at the Team meeting. All ideas and needs of the child as expressed by all Team members, especially the parents, are genuinely considered by the district prior to proposing the IEP.</li> </ol>

CRITERION NUMBER	
	<b>Legal Standard</b>
	<p>2. The IEP includes specially designed instruction to meet the needs of the individual student and related services as necessary to allow the student to benefit from the specially designed instruction or to access the general curriculum, consistent with federal and state requirements.</p> <p>3. In developing the IEP, the Team proposes specially designed instruction and related services according to the needs of the child and not according to the availability of such instruction or related services.</p> <p>4. The IEP is completed addressing all elements of the standard IEP format provided by the Department of Education.</p> <p>5. If the Team members are unable to agree on the IEP, the Team chairperson states the elements of the IEP proposed by the school district.</p> <p>6. The school district ensures that each IEP Team has at least one person with authority to commit the resources of the district and that whatever services are set out in the IEP will actually be provided and that the IEP will not be changed at a higher administrative level within the district.</p> <p>7. After the IEP has been fully developed, <u>the Team, including the parent, determines the appropriate type of placement</u> to deliver the services on the student's IEP.</p> <p>8. <u>The school district determines the specific classroom or school, giving careful consideration to the Team's recommendation(s), if any,</u> at which services will be provided to implement the placement decision of the Team.</p> <p>9. The IEP is written in generally understandable language.</p> <p>10. Immediately following the development of the IEP, the district provides the parent with a copy of the proposed IEP along with the required notice without undue delay.</p> <p><b>State Regulations</b> 28.05(3), (4), (6) and (7)</p> <p><b>Federal Requirements</b> 300.340-300.350; 300.343(a) 34 CFR Part 300, Appendix A, Question #22.</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*Staff interviews indicate that some IEPs were developed to provide remedial assistance to students. IEPs are also developed on the basis of present availability of services and not upon the individual needs of the child. IEP services specified and agreed to by the parent are often not provided. In addition, services are often unilaterally reduced by the school's administration without the permission of the parents.*

CRITERION NUMBER	
	<b>Legal Standard</b>

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>SE 19</b>	<p><b>Extended evaluation</b>            If the Team finds a student eligible for special education and finds the evaluation information insufficient to develop a full or partial IEP, the Team, with the parents' consent, agrees to an extended evaluation period.</p> <ol style="list-style-type: none"> <li>1. The extended evaluation period is not used to deny programs or services determined to be necessary by the Team. If, prior to the extended evaluation, the Team determines that sufficient information is available to determine eligibility and to determine, in part, necessary annual goals and services, the Team writes a partial IEP that, if accepted by the parent, is immediately implemented by the district while the extended evaluation is occurring.</li> <li>2. The extended evaluation period is not be used to allow additional time to complete the required assessments and does not deny programs and services to the student.</li> <li>3. If the parent consents to an extended evaluation, the Team documents their findings and determines what evaluation time period is necessary and the types of information needed to determine eligibility and/or develop an IEP, if appropriate. The Team may decide to meet at intervals during the extended evaluation, but in all cases reconvenes promptly to make their eligibility determination and/or develop an IEP when the evaluation is complete.</li> <li>4. The extended evaluation may extend longer than one week, but does not exceed eight school weeks.</li> <li>5. The extended evaluation is not considered a placement.</li> </ol> <p><b>State Regulations</b> 28.05(2)(b)</p> <p style="text-align: right;"><b>Federal Requirements</b></p>
	<p><b>Rating: Implemented in Progress</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*While the staff of the charter school has not encountered the need for an extended evaluation, policies and procedures have not been developed and staff training in this area has not occurred.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>SE 20</b>	<p><b>Least restrictive program selected</b></p> <ol style="list-style-type: none"> <li>1. The program selected is the least restrictive environment for students, with consideration given to any potential harmful effect on the student or on the quality of services that he or she needs.</li> <li>2. If the student is removed from the general education classroom at any time, the Team states why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services,</li> </ol>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>could not be achieved satisfactorily.</p> <p>3. The district does not remove an eligible child from the general education classroom solely because of needed modification in the curriculum.</p> <p><b>State Regulations</b> 28.06(2)(a)</p> <p style="text-align: right;"><b>Federal Requirements</b> 300.130; 300.550-300.556</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*Staff interviews and student records indicate that students who could be served in the regular education environment with the use of supplementary aides and services are removed from their regular education program to receive services. Students are also removed from their regular education classroom and placed into substantially separate settings solely on account of behavioral issues. However, the school has not adopted systemic behavior management or modification strategies. When modifications to the curriculum are made within the regular education classroom, it is based on the individual initiative and knowledge of the classroom teacher. The charter school has not addressed the need of providing training to staff on accommodating the needs of diverse learners. Students are expected to adapt to the education structure and instructional practices of the school rather than adapt the instruction to the needs of students.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 21</b>	<p><b>School day and school year requirements</b></p> <ol style="list-style-type: none"> <li>1. The school district ensures that every eligible elementary level 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 unless otherwise provided for below.</li> <li>2. The Team routinely considers the need for an educational program that is less than or more than the regular school day or school year, including extended day, or year, and/or residential services and indicates on the IEP why the shorter or longer program is necessary.</li> <li>3. The daily duration of the child’s program is equal to that of the regular school day unless the Team states that a different duration is necessary to provide a free appropriate public education to the child.</li> <li>4. Specialized transportation schedules do not impede a student’s access to a full school day and program of instruction.</li> <li>5. An extended day or year program is identified if the student has demonstrated or is likely to demonstrate substantial regression in his or her learning skills and/or substantial difficulty in relearning such skills if an extended program is not provided.</li> </ol>

CRITERION NUMBER		
	Legal Standard	
	<p>6. If residential services are required, the IEP clearly specifies the reasons for such determination and how such services will be coordinated with the day education services provided to the student. Additionally, the annual goals and services on the student's IEP reflects the comprehensive nature of the educational program required.</p> <p>7. Camping or recreation programs provided solely for recreational purposes and with no corresponding IEP goals or specially designed instruction are not to be considered for extended year programs.</p> <p><b>State Regulations</b> 28.05(4) Chapter 69, section 1G</p> <p><b>Federal Requirements</b> 300.309(b)</p>	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Education Findings:**

*Staff interviews indicate that consideration of whether a child needs extended year services are not routinely considered by the Team.*

CRITERION NUMBER		
	Legal Standard	
SE 22	<p><b>IEP implementation and availability</b></p> <ol style="list-style-type: none"> <li>Where the IEP of the student in need of special education has been accepted in whole or in part by that student's parent, the school district provides the mutually agreed upon services without delay.</li> <li>At the beginning of each school year, the district has an IEP in effect for each eligible student within its jurisdiction.</li> <li>Each teacher and provider described in the IEP is informed of his or her specific responsibilities related to the implementation of the student's IEP.</li> <li>The school district does not delay implementation of the IEP due to lack of classroom space or personnel, provides as many of the services on the accepted IEP as possible and immediately informs parents in writing of any delayed services, reasons for delay, actions that the school district is taking to address the lack of space or personnel and offers alternative methods to meet the goals on the accepted IEP. Upon agreement of the parents, the school district implements alternative methods immediately until the lack of space or personnel issues are resolved.</li> </ol> <p><b>State Regulations</b> 28.05(7)(b); 28.06(2)(b)(2)</p> <p><b>Federal Requirements</b> 300.342</p>	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Education Findings:**

Staff interviews and student records indicate that when an IEP is accepted or partially accepted by the parent, the charter school has failed to deliver the agreed upon services without delay or has reduced the amount of services due to resource allocation difficulties, specifically the availability of personnel. Implementation is often delayed or does not occur at all because of the lack of available service providers. At the start of the school year, IEPs are not always in place. The regular education staff are not always aware of their responsibilities in implementing student IEPs in particular, in situations when there is staff and administrator turnover. The charter school does not have a mechanism for informing new staff of their responsibilities to implement the IEPs of students within their classroom.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 23</b>	<p><b>Confidentiality of personally identifiable information</b> The district protects the confidentiality of any personally identifiable information that is collected, used or maintained in accordance with federal and state law.</p> <p><b>State Regulations</b> 603 CMR 23.00 (Student Records Regulations)</p> <p><b>Federal Requirements</b> 300.560-576; Family Educational Rights and Privacy Act (FERPA)</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

Student records indicate that student record access and maintenance was not consistent with the requirements of the student record regulations. Staff interviews indicate that confidentiality of student information is often compromised on account of the lack of a private or confidential meeting space. Teachers are forced to discuss issues with parents in front of third parties.

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

**Department of Education Findings:**

Students are not evaluated for their English language proficiency. Students are evaluated for their academic proficiency only.



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 5</b>	<b>Placement and program modification for limited English proficient students</b> 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
	<b>Rating: Not Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

**Department of Education Findings:**

*Documentation and staff interviews indicate that program modifications do not occur for students with limited English proficiency. While the district provides “intensive classes”, students in the intensive program are not provided instruction in social studies and science when participating in the intensive program.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 10</b>	<b>Access to a full range of education programs</b> 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
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

**Department of Education Findings:**

*Staff interviews indicate that students in the grade 1-3 substantially separate classroom do not have access to the full range of the general education program. These students do not receive art, music or lunch with their regular education peers. Students with limited English proficiency who are placed in special education or in the “intensive” classes are denied access to the full range of the general education program.*

<b>CRITERION</b>	
------------------	--

NUMBER	
	Legal Standard
MOA 11	<p><b>Placement of linguistic, racial minority and female/male students</b>            Placement patterns for disabled students, linguistic and/or racial minority students and for females/males are consistent with placement patterns for majority students 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><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*The review of district documentation indicates an over representation of students in special education because of gender (male). The charter school has not studied the issue to determine the cause of the disproportionate representation.*

CRITERION NUMBER	
	Legal Standard
MOA 12	<p><b>Placement of disabled students in occupational/vocational education programs</b>            When occupational/ vocational placement needs of disabled students are being considered:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> <p>Title II, S. 504</p>
	<p><b>Rating: Not Applicable</b>                      <b>District Response Required: No</b></p>

**Department of Education Findings:**

*This criterion does not apply to the charter school. The charter school does not offer vocational educational programs.*

CRITERION NUMBER	
	Legal Standard
MOA 13	<p><b>Availability of in-school programs for pregnant students</b>            Pregnant students are permitted to remain in regular education classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy,</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	and after giving birth are permitted to return to the same academic and extracurricular program as before the leave. Title IX
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

**Department of Education Findings:**

*While pregnant students are afforded equal opportunity to participate in regular education classes and extra-curricular activities, the district has not included a pregnant and parenting student policy and procedure statement within the appropriate student and parent handbooks.*

<b>CRITERION NUMBER</b>	<b>TITLE 1 II. STUDENT IDENTIFICATION AND PLACEMENT</b>
	<b>Legal Standard</b>
<b>TI 5</b>	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
	<b>Rating: Not Applicable</b> <span style="float: right;"><b>District Response Required: No</b></span>

**Department of Education Findings:**

*The Somerville Charter school is not a targeted assistance school.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 6</b>	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
	<b>Rating: Not Applicable</b> <span style="float: right;"><b>District Response Required: No</b></span>

**Department of Education Findings:**

*See "TI 5" above.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 7</b>	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
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 8</b>	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
	<b>Rating: Not Applicable</b> <span style="float: right;"><b>District Response Required: No</b></span>

**Department of Education Findings:**

*The Somerville Charter School is not a targeted assistance school.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 9</b>	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
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

### 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 24-32)
- Civil Rights Methods of Administration (MOA) (Report Issue # MOA 3)
  - Title I (Report Issues # TI 10-11B)

<b>CRITERION NUMBER</b>	<b>SPECIAL EDUCATION III. PARENTAL INVOLVEMENT</b>	
	<b>Legal Standard</b>	
<b>SE 24</b>	<p><b>Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE</b></p> <ol style="list-style-type: none"> <li>1. A student may be referred for an evaluation by a parent or any person in a caregiving or professional position concerned with the student's development.</li> <li>2. When a student is referred for an evaluation to determine eligibility for special education, the school district sends written notice to the child's parent(s) within 5 school days of receipt of the referral.</li> <li>3. Notice is given by the district within a reasonable time for all other actions.</li> <li>4. School districts shall provide the student's parent(s) with an opportunity to consult with the Special Education Administrator or his/her designee to discuss the reasons for the referral and the nature of the proposed evaluation.</li> </ol> <p><b>State Regulations</b> 28.04(1)</p> <p><b>Federal Requirements</b> 300.503(a)</p>	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Education Findings:**

*Staff interviews indicate that referrals for an evaluation by teachers are not acted upon in a timely manner. Staff interviews indicate that written notice is not sent to parents within five school days of the receipt of the referral.*

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>SE 25</b>	<p><b>Parental consent</b></p> <p>In accordance with state and federal law, the school district obtains informed parental consent as follows:</p> <ol style="list-style-type: none"> <li>1. The school district obtains consent before conducting an evaluation to determine eligibility for special education or before conducting a re-evaluation as required every three years or earlier if necessary.</li> <li>2. The school district obtains consent before initiating extended evaluation services.</li> <li>3. The school district obtains consent to the services proposed on a student's IEP before providing such services.</li> <li>4. The school district obtains consent prior to placing a student in an initial special education placement and for any subsequent placement.</li> <li>5. A parent is informed that consent may be revoked at any time.</li> <li>6. If the school district is unable to obtain parental consent to a reevaluation or to placement in a special education program subsequent to the child's initial</li> </ol>	

CRITERION NUMBER		
	Legal Standard	
	<p>placement in special education, or the parent revokes consent to such reevaluation or placement, the district considers with the parent whether such action will result in the denial of a free appropriate public education to the child, and if so, the school district seeks resolution through the Bureau of Special Education Appeals.</p> <p>7. The attempts of the district to secure the consent of the parent are documented through letters, written notices sent by certified mail, telephone calls and home visits at such time as the parent is likely to be home.</p>	
	<b>State Regulations</b> 28.07(1)	<b>Federal Requirements</b> 300.500(b)(1)
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Education Findings:**

*Staff interviews and student records indicate that IEP services are provided prior to parental consent.*

CRITERION NUMBER		
	Legal Standard	
<b>SE 26</b>	<p><b>Parent participation in meetings</b></p> <ol style="list-style-type: none"> <li>1. The district ensures that one or both parents of a child are members of any group that makes decisions on the educational placement of their child.</li> <li>2. The Administrator of Special Education notifies parent(s) in writing of any Team meeting early enough to ensure that they have an opportunity to attend.</li> <li>3. The district schedules the meeting at a mutually agreed upon time and place; and documents such efforts.</li> <li>4. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls, or video conferencing.</li> <li>5. In cases where the district, after reasonable efforts, is unable to obtain the parents' participation in Team meeting discussions and decisions, the district conducts the Team meeting and documents its attempts to facilitate the parents' participation.</li> </ol>	
	<b>State Regulations</b> 28.02(21)	<b>Federal Requirements</b> 300.345(d), 300.501
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Education Findings:**

*Student records and staff interviews indicate that Team meeting notices are not always sent or are not sent in a timely fashion. Additional efforts to solicit parent participation are not documented, when*

parents fail to respond to an initial notice of scheduled Team meetings.

CRITERION NUMBER	
	Legal Standard
SE 27	<p><b>Content of Team meeting notice to parents</b></p> <ol style="list-style-type: none"> <li>1. The parent notice of an evaluation required by 603 CMR 28.04(1)(a) meets all of the content requirements set forth in MGL c.71B, §3, and in federal law and seeks the consent of the parent for any evaluation to occur, and provides the parent with the opportunity to express any concerns or provide information on the student’s skills or abilities and to consult regarding the evaluators to be used.</li> <li>2. The parent notice of any Team meeting states the purpose, time and location of the meeting as well as who will be in attendance.</li> </ol> <p><b>State Regulations</b> 28.04(b)</p> <p style="text-align: right;"><b>Federal Requirements</b> 300.503-504</p>
	<p><b>Rating: Implemented</b></p> <p style="text-align: right;"><b>District Response Required: No</b></p>

CRITERION NUMBER	
	Legal Standard
SE 28	<p><b>Parent provided the IEP or notice of no eligibility together with notification of procedural safeguards and parents' rights</b></p> <p>Immediately following the development of the IEP and without undue delay, the district provides the parents with a copy of the proposed IEP or a written explanation of the finding of no eligibility for special education together with the required notice of procedural safeguards and parents’ rights.</p> <p><b>State Regulations</b> 28.05(7)</p> <p style="text-align: right;"><b>Federal Requirements</b> 300.345(f)</p>
	<p><b>Rating: Implemented</b></p> <p style="text-align: right;"><b>District Response Required: No</b></p>



<b>CRITERION NUMBER</b>					
	<b>Legal Standard</b>				
<b>SE 29</b>	<p><b>Communications are in English and primary language of home</b></p> <ol style="list-style-type: none"> <li>1. Communications with parents 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 and familiar with special education procedures, programs and services. 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.</li> <li>2. If the district provides notices orally or in some other mode of communication that is not written language, the district keeps written documentation (1) that it has provided such notice in an alternate manner, (2) that the content of the notice and (3) the steps taken to ensure that the parent understands the content of the notice.</li> </ol> <p style="text-align: center;"> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><b>State Regulations</b></td> <td style="width: 50%;"><b>Federal Requirements</b></td> </tr> <tr> <td></td> <td style="text-align: center;">300.345(e)</td> </tr> </table> </p>	<b>State Regulations</b>	<b>Federal Requirements</b>		300.345(e)
<b>State Regulations</b>	<b>Federal Requirements</b>				
	300.345(e)				
	<b>Rating: Not Implemented</b> <b>District Response Required: Yes</b>				

**Department of Education Findings:**

*Staff interviews indicate written communications are provided only in English.*

<b>CRITERION NUMBER</b>					
	<b>Legal Standard</b>				
<b>SE 30</b>	<p><b>Elements of notice of parents' rights</b></p> <p>The district's notice of parental rights contains all required elements included in the Massachusetts Parent's Rights Brochure, September 2000.</p> <p style="text-align: center;"> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><b>State Regulations</b></td> <td style="width: 50%;"><b>Federal Requirements</b></td> </tr> <tr> <td>MGL c. 71B, Sec. 3</td> <td style="text-align: center;">300.503-504</td> </tr> </table> </p>	<b>State Regulations</b>	<b>Federal Requirements</b>	MGL c. 71B, Sec. 3	300.503-504
<b>State Regulations</b>	<b>Federal Requirements</b>				
MGL c. 71B, Sec. 3	300.503-504				
	<b>Rating: Implemented</b> <b>District Response Required: No</b>				



CRITERION NUMBER	
	<b>Legal Standard</b>
	<p>with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school committee's special education programs.</p> <p>4. The parent advisory council has established by-laws regarding officers and operational procedures.</p> <p>5. The parent advisory council receives assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources.</p> <p>6. The school district conducts, in cooperation with the parent advisory council, at least one workshop annually within the district on the rights of students and their parents and guardians under the state and federal special education laws and makes written materials explaining such rights available upon request.</p> <p><b>State Regulations</b> Chapter 71B, sec. 1C; FY '01 State Budget, Outside Section 168 28.07(4)</p> <p style="text-align: right;"><b>Federal Requirements</b></p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*Staff interviews indicate that the charter school currently does not have an active parent advisory council.*

CRITERION NUMBER	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION III. PARENTAL INVOLVEMENT</b>
	<b>Legal Standard</b>
<b>MOA 3</b>	<p><b>General information and materials in languages other than English</b> When persons with limited English language skills reside in the community, the following are published in language(s) other than English and disseminated to all relevant recipients: general announcements, counseling materials, notices of extracurricular activities, and information regarding school recruitment and promotional activities. Title VI; MGL, Ch.76, Section 5</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*Documentation and staff interviews indicate that announcements, counseling materials and notices are provided only in English.*

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

**Department of Education Findings:**

*The charter school did not provide evidence that parents are involved in the planning and implementation of Title I services. Goals, objectives and timelines for parent training have not been established. While the charter school has a school-parent compact, it is currently not fully implemented.*

CRITERION NUMBER	TITLE 1 III. PARENTAL INVOLVEMENT
	<b>Legal Standard</b>
<b>TI 11</b>	<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>
	<b>Rating: Partially Implemented      District Response Required: Yes</b>

**Department of Education Findings:**

*Documentation and staff interviews indicate that policies and procedures are not provided to parents with limited English proficiency in their native language.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 11A</b>	The district provides materials and training to Title I parents to enable them to improve their children's achievement. 1113(e)(2)(A)(B) ESEA, IASA
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*The charter school has not provided training to parents to assist them in improving student achievement. Individual teachers however, have taken the initiative to provide parents with materials to assist their children's achievement.*

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

#### COMPONENT IV: CURRICULUM AND INSTRUCTION

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

- Special Education (Report Issues # SE 33-42)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 15-16)
  - Title I (Report Issues # TI 12-14A)

CRITERION NUMBER	
	<b>Legal Standard</b>
SE 33	<p><b>Involvement in the general curriculum</b></p> <ol style="list-style-type: none"> <li>1. The district has aligned its general curriculum with the Massachusetts Curriculum Frameworks and at least one member of all IEP Teams is familiar with the Curriculum Frameworks such that the Team is able to discuss an eligible student’s appropriate access to the general curriculum.</li> <li>2. The district ensures that all students with disabilities have access to the general curriculum that is available to all other students and receive instruction in the content areas of this curriculum.</li> <li>3. In the IEP the district documents the student’s participation in the general curriculum.</li> </ol> <p>State Regulations 28.01(17)</p> <p>Federal Requirements 300.347(a)(1)(i); 300.137</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*Staff interviews indicate that students in the grade 1-3 substantially separate classroom do not have access to the general curriculum. The curriculum has not been fully aligned with the state curriculum frameworks and students are not receiving instruction in all content areas. Special education students within the intensive classes do not have access to the content areas of social studies and science within the general curriculum.*

CRITERION NUMBER	
	<b>Legal Standard</b>
SE 34	<p><b>Continuum of alternative services and placements</b></p> <p>The district provides or arranges for the provision of each of the elements of the IEPs of students in need of special education from the ages of three through twenty-one, ensuring that a continuum of services and alternative placements is available to meet the needs of all students with disabilities, and takes all steps necessary to ensure compliance with all elements of the IEPs, including vocational education.</p> <p>State Regulations</p> <p>Federal Requirements 300.551;300.305; 300.123</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*Staff interviews indicate that the district does not consistently implement each element of the students IEP (see SE 22). A full continuum of services is not able because the charter school does not*

*implement the Least Restrictive Environment provision of the law (see SE 20). Special education students do not receive their educational program entirely within the regular education environment within the Somerville Charter School.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<p><b>SE 35</b></p>	<p><b>Specialized materials and assistive technology</b></p> <ol style="list-style-type: none"> <li>1. Specialized materials and equipment specified in IEPs are provided, are of good quality and are suitable for the role they play in the IEP.</li> <li>2. The school district provides evidence that assistive technology is considered for each eligible student and, if necessary, described in the IEP and provided by the district.</li> </ol> <p>State Regulations</p> <p style="text-align: right;">Federal Requirements 34 CFR 300.308, 34 CFR 300.346</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

CRITERION NUMBER	
	<b>Legal Standard</b>
<p><b>SE 36</b></p>	<p><b>IEP implementation, accountability and financial responsibility</b></p> <ol style="list-style-type: none"> <li>1. The district ensures that IEPs are implemented without delay upon parent consent.</li> <li>2. The district oversees in an ongoing manner the full implementation of each in-district and each out-of-district IEP it proposes which has been consented to by a child’s parents.</li> <li>3. The district makes a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP.</li> <li>4. The district provides all programs and services without expense to the child’s parents.</li> <li>5. Each time the school district proposes to access the parent’s private insurance proceeds to support the costs of IEP implementation, the school district obtains the parent’s consent and informs the parents that their refusal to permit the school district to access their private insurance does not relieve the district of its responsibility to ensure that all required services are provided at no cost to the parents.</li> </ol> <p>State Regulations</p> <p style="text-align: right;">Federal Requirements</p> <p>28.06(3) <span style="float: right;">300.142; 300.350</span></p>



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*Staff interviews indicate that the charter school does not consistently ensure that IEPs are implemented (see SE 22). The failure of the district to ensure that the necessary staff are available to implement the IEP has resulted in the non-delivery of services and students not achieving the goals and objectives listed on their IEPs.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 37</b>	<p><b>Procedures for approved and unapproved out-of-district placements</b></p> <ol style="list-style-type: none"> <li>1. <u>Individual student program oversight</u>: The school district monitors the provision of services to and the programs of individual students placed in public and private out-of-district programs. Documentation of monitoring plans and all actual monitoring are placed in the files of every eligible student who has been placed out-of-district. To the extent that this monitoring requires site visits, such site visits are documented and placed in the students' files for review. The duty to monitor out-of-district placements is not delegated to parents or their agents, to the Department of Education, or to the out-of-district placement.</li> <li>2. <u>Student right to full procedural protections</u>: The school district retains full responsibility for ensuring that the student is receiving all special education and related services in the student's IEP, as well as all procedural protections of law and regulation. Any Team meetings conducted during the time that a student is enrolled in the out-of-district program are initiated by the school district in coordination with the out-of-district placement.</li> <li>3. <u>Preference to approved programs</u>: The school district, in all circumstances, first seeks to place a student in a program approved by the Department pursuant to the requirements of 603 CMR 28.09. When an approved program is available to provide the services on the IEP, the district makes such placement in the approved program in preference to any program not approved by the Department.</li> <li>4. <u>Written contracts</u>: The school district enters into written contracts with all public and private out-of-district placements. Such contracts meet the content requirements of 28.06(3)(f)(1-5).</li> <li>5. <u>Use of unapproved programs</u>: A school district that places a student in a program that has not been approved by the Department according to the requirements under 603 CMR 28.09 ensures that such programs and services are provided in appropriate settings by appropriately credentialed staff able to deliver the services on the student's IEP. Students placed by the school district in such programs are entitled to the full protections of state and federal special education law and regulation.</li> </ol>

CRITERION NUMBER	
	<b>Legal Standard</b>
	<p>6. <u>Placement documentation</u>: The following documentation is maintained by the school district pursuant to its placement of children in unapproved out-of-district programs:</p> <ul style="list-style-type: none"> <li>a. <u>Search</u>: The Administrator of Special Education documents the search for and unavailability of a program approved by the Department. The Administrator places such documentation in the student record.</li> <li>b. <u>Evaluation of facility</u>: The Administrator of Special Education or his/her designee thoroughly evaluates the appropriateness of any unapproved facility prior to placement of the student in such program. Such evaluation determines whether the unapproved facility can appropriately implement the student’s IEP in a safe and educationally appropriate environment. Such evaluation additionally determines whether the unapproved facility can and will provide the student with all the rights that are accorded to the student under state and federal special education law. Such evaluation is documented in detail and placed in the student record for review. To the extent that this evaluation requires a site visit, such site visits are documented and placed in the student record for review. The duty to evaluate the appropriateness of any unapproved facility is not delegated to the parents or their agents or the proposed unapproved facility.</li> <li>c. <u>School district approval to operate a private school in Massachusetts</u>: If services in an unapproved program are provided in a school setting, the Administrator of Special Education ensures that such school has received approval from the local school committee under MGL c.76, §1 and a copy of such approval is retained in the student record.</li> <li>d. <u>Pricing</u>: Pursuant to the requirements for Compliance, Reporting and Auditing for Human and Social Services at 808 CMR 1.00, the Administrator obtains pricing forms required to set program prices for programs receiving publicly funded students. Such pricing forms are completed by the proposed placement and document that the price proposed for the student’s tuition is the lowest price charged for similar services to any student in that program.</li> <li>e. <u>Notification of the Department of Education</u>: Prior to placement, if the Administrator determines that placement in such facility is appropriate, the Administrator notifies the Department of the intent to place the student and the name and location of the proposed placement. In addition, the Administrator forwards the notice of proposed placement and completed pricing forms to the Department along with the information on the proposed terms of the contract that will govern such placement. The district maintains any documentation of the Department’s objections to such placement and the steps the district has taken in regard to such objection. The district maintains documentation of the approved price for publicly</li> </ul>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
	<p>funded students as set by the state agency responsible for setting program prices.</p> <p>f. <u>Out of state programs</u>: If out-of-district programs are provided in a placement outside of Massachusetts, and such school has not received approval by the Department under 603 CMR 28.09, the Administrator of Special Education ensures that such school has received approval from the host state.</p>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Regulations</b> 28.02(13), 28.06(3)</td> <td style="width: 50%;"><b>Federal Requirements</b> 300.2(c)</td> </tr> </table>	<b>State Regulations</b> 28.02(13), 28.06(3)	<b>Federal Requirements</b> 300.2(c)
<b>State Regulations</b> 28.02(13), 28.06(3)	<b>Federal Requirements</b> 300.2(c)		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Rating: Not Applicable</b></td> <td style="width: 50%;"><b>District Response Required: No</b></td> </tr> </table>	<b>Rating: Not Applicable</b>	<b>District Response Required: No</b>
<b>Rating: Not Applicable</b>	<b>District Response Required: No</b>		

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>SE 38</b>	<p><b>Educational services in institutional settings (ESIS)</b></p> <p><u>Department of Education responsibility</u>: In cases where the Department provides certain special education services to eligible students in certain facilities operated by or under contract with the Department of Mental Health, the Department of Youth Services, County Houses of Corrections, or the Department of Public Health, the Department retains the discretion to determine, based upon resources, the type and amount of special education and related services that it provides in such facilities.</p> <p><u>School district responsibility</u>:</p> <ol style="list-style-type: none"> <li>1. The district implements its responsibilities to students in institutional settings by acting on requests for evaluation, and providing special education in accordance with state and federal law.</li> <li>2. Where a student's IEP requires a type or amount of service that the facility does not provide, it remains the responsibility of the parent's school district to implement the student's IEP by arranging and paying for the provision of such service(s).</li> <li>3. The parent's school district coordinates with the state agency to ensure that the student receives an evaluation, an annual review, and special education services as identified at a Team meeting convened by the parent's school district.</li> </ol>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Regulations</b> 28.06(9)</td> <td style="width: 50%;"><b>Federal Requirements</b></td> </tr> </table>	<b>State Regulations</b> 28.06(9)	<b>Federal Requirements</b>
<b>State Regulations</b> 28.06(9)	<b>Federal Requirements</b>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Rating: Not Applicable</b></td> <td style="width: 50%;"><b>District Response Required: No</b></td> </tr> </table>	<b>Rating: Not Applicable</b>	<b>District Response Required: No</b>
<b>Rating: Not Applicable</b>	<b>District Response Required: No</b>		

<b>CRITERION NUMBER</b>					
	<b>Legal Standard</b>				
<b>SE 39</b>	<p><b>Procedures used to provide services to eligible students enrolled in private schools at private expense</b></p> <ol style="list-style-type: none"> <li>1. On or before December 1, the district determines the number of eligible private school students in consultation with private school representatives.</li> <li>2. To the extent that the school district provides and pays for special education services for eligible students enrolled in private schools at private expense, the following requirements and procedures are implemented: <ol style="list-style-type: none"> <li>a. The district provides special education and/or related services designed to meet the needs of eligible children who are attending private schools at private expense and whose parents reside in the jurisdiction of the school district. The school district provides to such children genuine opportunities to participate in the public school special education program consistent with state constitutional limitations.</li> <li>b. The district provides or arranges for the provision of evaluation services and an IEP for any eligible private school child whose parent resides in the jurisdiction of the school district. The evaluation may take place in the public school, the private school, or an appropriate contracted facility, and the school district ensures that a representative of the child's private school is invited to participate as a member of the Team pursuant to §28.05.</li> <li>c. The district provides or arranges for the provision of the special education and/or related services described by the child's IEP and the district ensures that special education services funded with state or local funds are provided in a public school facility or other public or neutral site. When services are provided using only federal funds, services are provided on public or private school grounds.</li> <li>d. The district does not withdraw or withhold services from a child solely because the school district has met the spending requirements of federal law.</li> </ol> </li> <li>3. Special education services and/or related services provided by the district to a private school child are comparable in quality, scope, and opportunity for participation to that provided to public school children with needs of equal importance.</li> <li>4. The district ensures that programs in which both public and private school children participate do not include classes that are separated on the basis of school enrollment or the religious affiliation of the children.</li> </ol> <p style="text-align: center;"> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Regulations</b></td> <td style="width: 50%;"><b>Federal Requirements</b></td> </tr> <tr> <td>28.03(e)</td> <td>300.450-300.462</td> </tr> </table> </p>	<b>State Regulations</b>	<b>Federal Requirements</b>	28.03(e)	300.450-300.462
<b>State Regulations</b>	<b>Federal Requirements</b>				
28.03(e)	300.450-300.462				

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

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 40</b>	<p><b>Instructional grouping requirements for students aged five and older</b></p> <ol style="list-style-type: none"> <li>1. The size and composition of instructional groupings for eligible students receiving services outside the general education classroom are compatible with the methods and goals stated in each student's IEP.</li> <li>2. Instructional grouping size requirements are maximum sizes and the school district exercises judgment in determining appropriate group size and supports for smaller instructional groups serving students with complex special needs.</li> <li>3. When eligible students are assigned to instructional groupings outside of the general education classroom for 60% or less of the students' school schedule, group size does not exceed eight (8) students with a certified special educator, twelve (12) students if the certified special educator is assisted by one aide, and sixteen (16) students if the certified special educator is assisted by two aides.</li> <li>4. For eligible students served in settings that are substantially separate, serving solely students with disabilities for more than 60% of the students' school schedule, the district provides instructional groupings that do not exceed eight (8) students to one certified special educator or twelve (12) students to a certified special educator and an aide.</li> <li>5. After the school year has begun, if instructional groups have reached maximum size as delineated in paragraphs 3 and 4 of this criterion, the Administrator of Special Education and the certified special educator(s) providing services in an instructional group may decide to increase the size of an instructional grouping by no more than two additional students if the additional students have compatible instructional needs and then can receive services in their neighborhood school.</li> <li>6. In such cases, the Administrator provides written notification to the Department and the parents of all group members of the decision to increase the instructional group size and the reasons for such decision. Such increased instructional group sizes are in effect only for the year in which they are initiated.</li> <li>7. The district takes all steps necessary to reduce the instructional groups to the sizes outlined in paragraph 3 or 4 of this criterion for subsequent years.</li> </ol>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><b>State Regulations</b> 28.06(6)</td> <td style="width: 50%; border: none;"><b>Federal Requirements</b></td> </tr> </table>	<b>State Regulations</b> 28.06(6)	<b>Federal Requirements</b>
<b>State Regulations</b> 28.06(6)	<b>Federal Requirements</b>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><b>Rating: Partially Implemented</b></td> <td style="width: 50%; border: none;"><b>District Response Required: Yes</b></td> </tr> </table>	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>
<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>		

**Department of Education Findings:**

*Staff interviews indicate that substantially separate placements within the charter school consist of inappropriate instructional groups. Students with behavioral issues are frequently grouped with learning disabled students, creating an inappropriate learning environment. Students placed in the resource rooms for behavioral reasons, up to third grade, are grouped with learning disabled students as young as six years of age.*

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>SE 41</b>	<p><b>Age span requirements</b> The ages of the youngest and oldest child in any instructional grouping do not differ by more than forty-eight months. A written request for approval of a wider age range is submitted to the Commissioner of Education in cases where the district believes it is justified.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><b>State Regulations</b> 28.06(6)(f)</td> <td style="width: 50%; border: none;"><b>Federal Requirements</b></td> </tr> </table>	<b>State Regulations</b> 28.06(6)(f)	<b>Federal Requirements</b>
<b>State Regulations</b> 28.06(6)(f)	<b>Federal Requirements</b>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><b>Rating: Not Implemented</b></td> <td style="width: 50%; border: none;"><b>District Response Required: Yes</b></td> </tr> </table>	<b>Rating: Not Implemented</b>	<b>District Response Required: Yes</b>
<b>Rating: Not Implemented</b>	<b>District Response Required: Yes</b>		

**Department of Education Findings:**

*See SE 40.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 42</b>	<p><b>Programs for young children three and four years of age</b> <u>General requirements:</u></p> <ol style="list-style-type: none"> <li>1. The school district ensures programs are available for eligible children three and four years of age. Such programs shall be developmentally appropriate and specially designed for children ages three and four years.</li> </ol>

CRITERION NUMBER		
	<b>Legal Standard</b>	
	<p>2. Where at all possible the school district accepts referrals from the Department of Public Health, other agencies, and individuals for young children when or before the child turns two-and-one-half years old in order to ensure continuity of services and to ensure the development and implementation of an IEP for eligible children by the date of the child's third birthday in accordance with federal requirements.</p> <p>3. Where appropriate, the school district elects, consistent with federal requirements to use the format and services of the Individualized Family Service Plan (IFSP), if appropriate, for an additional year as a means of transitioning eligible children to public school services.</p> <p>4. Where appropriate the Team allows a child to remain in a program designed for three and four year old children for the duration of the school year in which the child turns five years old (including the summer following the date of the child's fifth birthday).</p> <p><u>Types of Settings:</u></p> <p>5. <u>Inclusionary programs</u> for young children are located in a setting that includes children with and without disabilities and meet the following standards:</p> <ul style="list-style-type: none"> <li>a. Services in such programs are provided in the home, the public school, Head Start, or a licensed childcare setting.</li> <li>b. For public school programs that integrate children with and without disabilities, the class size does not exceed twenty (20) with one teacher and one aide and no more than five (5) students with disabilities. If the number of students with disabilities is six (6) or seven (7) then the class size does not exceed fifteen (15) students with one teacher and one aide.</li> </ul> <p>6. <u>Substantially separate programs</u> for young children are located in a public school classroom or facility that serves primarily or solely children with disabilities. Substantially separate programs adhere to the following standards:</p> <ul style="list-style-type: none"> <li>a. Substantially separate programs are programs in which more than 50% of the children have disabilities.</li> <li>b. Substantially separate programs operated by the district limit class sizes to nine (9) students with one teacher and one aide.</li> </ul>	
	<p><b>State Regulations</b> 28.06(7)</p>	<p><b>Federal Requirements</b> 300.342(c)</p>
	<p><b>Rating: Not Applicable</b> <span style="float: right;"><b>District Response Required: No</b></span></p>	

CRITERION NUMBER	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION IV. CURRICULUM AND INSTRUCTION</b>	
	<b>Legal Standard</b>	
<b>MOA 15</b>	<b>Accessibility of extra curricular activities</b>	

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION IV. CURRICULUM AND INSTRUCTION
	<b>Legal Standard</b>
	<p>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, sex, color, religion, national origin, sexual orientation and disability.</p> <p>Title II; Title IX ; S. 504; MGL, Ch.76, Section 5</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

CRITERION NUMBER	Legal Standard
<b>MOA 16</b>	<p><b>Promotional, recruitment, and employment practices of prospective employers of students</b></p> <p>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> <p>X depicting students from both sexes and under represented groups in all pictorial representations</p> <p>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</p> <p>X requiring employers recruiting at the school to sign a statement that they do not discriminate in hiring or employment practices</p> <p>Title I, Title VI, Title IX, S. 504, MGL, Ch.76, Section 5</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

CRITERION	TITLE 1
-----------	---------



NUMBER	IV. CURRICULUM AND INSTRUCTION
	Legal Standard
TI 12	Title I services provided to students are designed to assist the students to meet the expectations and standards of the regular education curriculum and of the state curriculum frameworks. 1115 (c)(1)(D) (ii) ESEA,IASA; 1001 (a)(1); 1001 (d)(1) ESEA,IASA
	<b>Rating: Not Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*Title I students are not given the opportunity to participate in all aspects of the regular education curriculum. Title I students spend the majority of their time in language arts and are not provided curriculum in other areas due to the design of the current program. Students are not receiving instruction in social studies and science. According to staff interviews, there is little evidence that the state curriculum frameworks are being implemented in classroom instruction.*

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

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.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	1115(c)(1)(D)(iii) ESEA, IASA
	<b>Rating: Not Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

**Department of Education Findings:**

*Staff interviews and teacher schedules indicate that students are taught for the majority of the day in substantially separate classrooms.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 14A</b>	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
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

## 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 43-49)
- Civil Rights Methods of Administration (MOA)  
(Report Issues MOA 1, 2, 6, 8, 9, 17, 24, 25)
  - Title I (Report Issues # TI 15-18)



CRITERION NUMBER	
	<b>Legal Standard</b>
	<p>2. The school’s Code of Conduct includes required procedural safeguards such as opportunity for a hearing (per Goss v. Lopez).</p> <p>3. Any eligible student may be suspended up to 10 days in any school year without implementation of procedures described in criterion SE 46 below.</p> <p>4. After a student with special needs has been suspended for 10 days in any school year, during any subsequent removal the public school provides sufficient services for the student to continue to receive a free and appropriate public education.</p> <p>5. The school provides 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.</p> <p><b>State Regulation</b> MGL c. 76, sec. 16-18 Chapter 71, section 37 H</p> <p><b>Federal Requirements</b> 300.519-300.529</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>SE 46</b>	<p><b>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</b></p> <p>1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.</p> <p>2. Prior to a suspension that constitutes a change in placement of a student with disabilities, the Team convenes</p> <ul style="list-style-type: none"> <li>a. to develop or review a functional behavioral assessment of the student’s behavior to modify a behavior intervention plan or develop an assessment plan;</li> <li>b. to identify appropriate alternative educational setting(s); and</li> <li>c. to determine the relationship between the disability and the behavior - “a manifestation decision” (Is IEP appropriate? Is placement appropriate? If there was a behavior plan, was it implemented? Does student understand impact and consequences of his/her behavior? Can student control behavior?).</li> </ul> <p>3. If the Team determines that the behavior is <u>NOT</u> a manifestation of the disability, then the district may suspend or expel the student consistent with policies applied to any student without disabilities, except that the district must still offer an appropriate education program to the student with disabilities which</p>





<b>CRITERION NUMBER</b>					
	<b>Legal Standard</b>				
	8. athletics and recreational activities 9. school-sponsored groups or clubs 10. meals  <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Regulations</b></td> <td style="width: 50%;"><b>Federal Requirements</b></td> </tr> <tr> <td>28.06(5)</td> <td>300.121; 300.300-313</td> </tr> </table>	<b>State Regulations</b>	<b>Federal Requirements</b>	28.06(5)	300.121; 300.300-313
<b>State Regulations</b>	<b>Federal Requirements</b>				
28.06(5)	300.121; 300.300-313				
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>				

**Department of Education Findings:**

*Staff interviews indicate that students in the substantially separate program for grades 1-3 do not participate in art, computers and music with their peers in the general education program. In addition, adapted physical education does not exist within the charter school, however the special education and regulation education service providers do attempt to adapt the physical education for those students who require it. .*

<b>CRITERION NUMBER</b>					
	<b>Legal Standard</b>				
<b>SE 49</b>	<p><b>Related services</b>        For each student with special education needs found to require related services, the school district provides or arranges for the provision of transportation and such developmental, corrective, and other supportive services as are required to assist a student to benefit from special education or to access the general curriculum, and includes:</p> <ol style="list-style-type: none"> <li>1. speech-language pathology and audiology services</li> <li>2. psychological services</li> <li>3. physical therapy</li> <li>4. occupational therapy</li> <li>5. recreation, including therapeutic recreation</li> <li>6. early identification and assessment of disabilities in children</li> <li>7. counseling services, including rehabilitation counseling</li> <li>8. orientation and mobility services (peripatology)</li> <li>9. medical services for diagnostic or evaluation purposes</li> <li>10. school health services</li> <li>11. social work services in schools, and</li> <li>12. parent counseling and training.</li> </ol> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Regulations</b></td> <td style="width: 50%;"><b>Federal Requirements</b></td> </tr> <tr> <td>28.02(18)</td> <td>300.24</td> </tr> </table>	<b>State Regulations</b>	<b>Federal Requirements</b>	28.02(18)	300.24
<b>State Regulations</b>	<b>Federal Requirements</b>				
28.02(18)	300.24				
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>				



**Department of Education Findings:**

*Staff interviews indicate that services were unilaterally reduced or not delivered because of staffing issues at the charter school.*

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION V. STUDENT SUPPORT SERVICES
	<b>Legal Standard</b>
<b>MOA 1</b>	<p><b>Notification of school district staff and the general public</b> At the beginning of each school year, students, parents, employees, and the general public are:</p> <ul style="list-style-type: none"> <li>X notified that all programs, activities and employment opportunities are offered without regard to race, color, sex, religion, national origin, sexual orientation and disability</li> <li>X given the name(s), address(es) and telephone number(s) of Title VI, Title IX and Section 504 coordinator(s)</li> </ul> <p>Title VI; Title IX; S. 504; MGL, Ch.76, Section 5</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*Documentation and staff interviews indicate that notification did not occur until May 2001. Prior to May 2001, staff and the public were not provided with the information specified in this criterion.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>MOA 2</b>	<p><b>Publication of notices of non-discrimination</b> All publications for students, parents and employees, including written materials and other media used to publicize a school, specifically affirm that the school does not discriminate on the basis of race, sex, religion, national origin, sexual orientation or disability. Title VI; Title IX; Section 504; MGL, Ch.76, Section 5</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*The documentation review indicates that not all publications for students, parents and employees contain all of the required elements of the nondiscrimination notice.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 6</b>	<p><b>Grievance procedures</b>  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><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span></p>

**Department of Education Findings:**

*Written grievance procedures for the charter school have been adopted as of May 2001. However, the charter school must ensure that all staff and students are aware of the procedures and process available to address grievances.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 8</b>	<p><b>Availability of information to prospective occupational/vocational students</b>  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><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 9</b>	<p><b>Counseling materials and activities free from bias and stereotypes</b>  To ensure that materials and activities are free from bias and stereotypes on the basis of race, color, sex, religion, national origin, sexual orientation or disability, all counselors:  X encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	X examine testing materials for bias and counteract any found bias when administering and interpreting test results X communicate effectively with limited English-proficient and disabled students and facilitate their access to all programs and services offered by the district X support students in non-traditional educational and occupational pursuits for their gender Title II, Title VI; Title IX; S. 504; MGL, Ch.76, Section 5
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 17</b>	<b>Non-discriminatory administration of scholarships, prizes and athletic awards</b> 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: 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 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 Title VI; Title IX; S. 504; MGL, Ch.76, Section 5
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 24</b>	<b>Notice to students who have left or are about to leave school without a high school diploma</b> The district provides timely notice in writing (in English and the student’s native language with a copy to parents) to students age 16-21 who have left or are about to leave school without obtaining a high school diploma or its equivalent and which includes the following information:

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<ul style="list-style-type: none"> <li>a. their attendance is voluntary;</li> <li>b. their right to meet with a school representative to discuss the reasons for withdrawal;</li> <li>c. their rights to return to school; and</li> <li>d. all program options available to them.</li> </ul> MGL, Ch. 76, S.18
	<b>Rating: Not Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

**Department of Education Findings:**

*Documentation review indicates that the charter school does not distribute notice to students, who are about to leave school, with the required elements specified in this criterion.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 25</b>	<p><b>Codes of conduct and student handbooks</b></p> <ol style="list-style-type: none"> <li>1. All school and district codes of conduct and student handbooks contain a nondiscrimination policy based on race, sex, religion, national origin, sexual orientation and disability.</li> <li>2. The district has complaint resolution procedures that include the disciplinary measures that may be imposed upon students who harass or discriminate.</li> <li>3. The principal of each school ensures that the district and school codes of conduct are distributed annually to students, parents and school personnel.</li> </ol> Title VI, Title IX, Section 504, MGL, Ch.76, Section 5
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

**Department of Education Findings:**

*The review of the student handbook indicates that the charter school does not have a nondiscrimination policy with all required elements (sexual orientation and disability are omitted). Furthermore, the complaint resolution procedure addresses only sexual harassment with no mentioned of racial harassment of other forms of illegal harassment. Consequences for illegal harassment are not provided in the student handbook.*

<b>CRITERION NUMBER</b>	<b>TITLE 1 V. STUDENT SUPPORT SERVICES</b>
	<b>Legal Standard</b>

CRITERION NUMBER	TITLE 1 V. STUDENT SUPPORT SERVICES
	<b>Legal Standard</b>
<b>TI 15</b>	The program design serves to supplement, not supplant: <ul style="list-style-type: none"> <li>• regular education</li> <li>• special education</li> <li>• transitional bilingual education</li> <li>• services for low incidence limited-English proficient students.</li> </ul> 200.63 (Federal Register) CFR; 1115 (b)(2)(ii) ESEA, IASA
	<b>Rating: Not Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*Staff interviews and documentation indicate that Title services does not supplement regular education but is a substitute for regular education. In addition, the “intensive classes” are the only services that limited English proficient students receive through the Title I program.*

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

**Department of Education Findings:**

*This criterion is not applicable to the Charter School.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>TI 17</b>	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
	<b>Rating: Not Applicable</b> <b>District Response Required: No</b>

**Department of Education Findings:**

*See TI 16 above.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>TI 18</b>	<p>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.</p> <p>1114(b)(1)(H)(iii)</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*Staff interviews indicate that some teachers have met with parents, however, the district has not developed a plan to assist students to meet standards or provide additional resources to assist students within the community.*

## 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. Additionally, the component examines whether the district implements an effective system of program leadership and oversight which fosters high standards and performance expectations for all students and staff consistent with the goals of applicable federal and state requirements and Education Reform Act of 1993.

:

- Special Education (Report Issues # SE 50-54)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 18-21)
  - Title I (Report Issues # TI 19-22)

CRITERION NUMBER	SPECIAL EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION
	<b>Legal Standard</b>
SE 50	<p><b>Responsibilities of the School Principal and Administrator of Special Education Principal:</b></p> <ol style="list-style-type: none"> <li>1. <u>Instructional support.</u> The principal in each of the district’s schools promotes instructional practices responsive to student needs and ensures that adequate instructional support is available for students and teachers. Instructional support includes remedial instruction for students, consultative services for teachers, availability of reading instruction at the elementary level, appropriate services for linguistic minority students, and other services consistent with effective educational practices and the requirements of MGL c. 71B, §2. The principal consults with the Administrator of Special Education regarding accommodations and interventions for students. Such efforts and their results are documented and placed in the student record. Additionally, when an individual student is referred for an evaluation to determine eligibility for special education, the principal ensures that documentation on the use of instructional support services for the student is provided as part of the evaluation information reviewed by the Team when determining eligibility.</li> <li>2. <u>Curriculum Accommodation Plan.</u> The principal implements a curriculum accommodation plan adopted by the district to ensure that all efforts have been made to meet students’ needs in regular education. The plan assists the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program including, but not limited to, direct and systemic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning. The Plan includes teacher training in (1) analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the regular classroom of students with diverse learning styles; (2) methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate such styles; and (3) training in the provision of pre-referral services within regular education, teacher mentoring and collaboration and parental involvement.</li> <li>3. <u>Coordination with special education.</u> The principal with the assistance of the Administrator of Special Education coordinates the delivery and supervision of special education services within each school building.</li> <li>4. <u>Educational services in home or hospital.</u> Upon receipt of a physician’s written order verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the principal arranges for provision of educational services in the home or hospital. Such services are provided with sufficient frequency to allow the student to continue his or her educational program, as long as such services do not interfere with the medical needs of the student. The principal</li> </ol>



CRITERION NUMBER	SPECIAL EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION		
	<b>Legal Standard</b>		
	<p>coordinates such services with the Administrator for Special Education for eligible students. Such educational services are not be considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP.</p> <p><u>Administrator of Special Education:</u></p> <p>5. The school district has an appointed person to be its Administrator of Special Education. The Administrator supervises all special education for the school district and ensures compliance with all federal and state special education laws. As appropriate, and in accordance with the requirements of MGL c.71B, §3A, the Administrator may designate other school district personnel to carry out some of the duties of the Administrator.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>State Regulations</b>            28.03(3)            Chapter 71, sec. 38Q and 38Q ½ as amended            by FY '01 State Budget Out Side Sections 146 and 147         </td> <td style="width: 50%; vertical-align: top;"> <b>Federal Requirements</b>   </td> </tr> </table>	<b>State Regulations</b> 28.03(3) Chapter 71, sec. 38Q and 38Q ½ as amended by FY '01 State Budget Out Side Sections 146 and 147	<b>Federal Requirements</b>  
<b>State Regulations</b> 28.03(3) Chapter 71, sec. 38Q and 38Q ½ as amended by FY '01 State Budget Out Side Sections 146 and 147	<b>Federal Requirements</b>  		
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><b>Rating: Partially Implemented</b></td> <td style="width: 50%;"><b>District Response Required: Yes</b></td> </tr> </table>	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>
<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>		

**Department of Education Findings:**

*Documentation and interviews indicate that the district accommodation plan does not address teacher-training needs, methods of teacher collaboration or accommodating students with diverse learning needs.*

CRITERION NUMBER			
	<b>Legal Standard</b>		
SE 51	<p><b>Appropriate special education teacher certification</b>            Individuals who design and/or provide direct special education services described in IEPs, or who supervise the provision of special education services by other teachers or paraprofessionals, are appropriately certified.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>State Regulations</b>            28.02(3)            603 CMR 7.00         </td> <td style="width: 50%; vertical-align: top;"> <b>Federal Requirements</b>            300.23; 300.36         </td> </tr> </table>	<b>State Regulations</b> 28.02(3) 603 CMR 7.00	<b>Federal Requirements</b> 300.23; 300.36
<b>State Regulations</b> 28.02(3) 603 CMR 7.00	<b>Federal Requirements</b> 300.23; 300.36		
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><b>Rating: Implemented</b></td> <td style="width: 50%;"><b>District Response Required: No</b></td> </tr> </table>	<b>Rating: Implemented</b>	<b>District Response Required: No</b>
<b>Rating: Implemented</b>	<b>District Response Required: No</b>		

CRITERION NUMBER	Legal Standard
SE 52	<p><b>Appropriate certifications or other credentials -- related services</b> Any person, including non-educational personnel, who provides related services described under federal special education law, 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.</p> <p><b>State Regulations</b> 28.02(3)</p> <p><b>Federal Requirements</b> 300.23; 300.24; 300.136</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

CRITERION NUMBER	Legal Standard
SE 53	<p><b>Use of paraprofessionals</b></p> <ol style="list-style-type: none"> <li>1. Paraprofessionals and assistants (e.g., teacher aides, tutors and student teachers) are appropriately trained to assist in providing special education or related services.</li> <li>2. Persons employed as paraprofessionals and assistants are under the supervision of an appropriately certified or licensed professional who is proximate and readily available to provide such supervision.</li> </ol> <p><b>State Regulations</b></p> <p><b>Federal Requirements</b> 300.136(f)</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

CRITERION NUMBER	Legal Standard
SE 54	<b>Professional development regarding special education</b>

CRITERION NUMBER	
	<b>Legal Standard</b>
	<p>The district considers the needs of all staff in developing training opportunities for professional and paraprofessional staff and provides a variety of offerings which at a minimum include the following training topics offered on an annual basis:</p> <ol style="list-style-type: none"> <li>1. state and federal special education requirements and related local special education policies and procedures;</li> <li>2. confidentiality of student records;</li> <li>3. training in analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the regular classroom of students with diverse learning styles;</li> <li>4. methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles;</li> <li>5. training in the provision of pre-referral services within regular education, teacher mentoring and collaboration and parental involvement;</li> <li>6. training for all locally hired and contracted transportation providers on the unique needs of all students being transported in regular and special transportation vehicles; and</li> <li>7. in cooperation with the special education parent advisory council, at least one workshop annually within the district on the rights of students and their parents and guardians under the state and federal special education laws and makes written materials explaining such rights available upon request.</li> </ol> <p><b>State Regulations</b> Chapter 71, sec. 38g 28.03(1)(a) Chapter 71, sec. 38Q and 38Q ½ as amended by FY '01 State Budget Out Side Sections 146 and 147</p> <p style="text-align: right;"><b>Federal Requirements</b> 300.382</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*Documentation and staff interviews indicate that training was conducted in the new IEP process but training has not addressed all the required elements noted in this criterion.*

CRITERION NUMBER	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION VI. FACULTY, STAFF AND ADMINISTRATION</b>
	<b>Legal Standard</b>
<b>MOA 18</b>	<p><b>School district employee recruitment activities</b> 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,</p>

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION VI. FACULTY, STAFF AND ADMINISTRATION</b>
	<b>Legal Standard</b>
	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
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 19</b>	<b>Employment application and interview procedures</b> 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
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 20</b>	<b>Non-discriminatory personnel policies and procedures</b> 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
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 21</b>	<p><b>Staff training regarding civil rights responsibilities</b>  The district provides in-service training for all school personnel at least annually regarding civil rights responsibilities, including the prevention of discrimination and harassment on the basis of disability, race, color, sex, religion, national origin and sexual orientation and the appropriate methods for responding to it in the school setting.  Title VI, Title IX, S. 504, MGL, Ch. 76, Section 5</p>
	<p><b>Rating: Not Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span></p>

**Department of Education Findings:**

*Documentation and staff interviews indicate that staff have not received civil rights training of any kind on an annual basis.*

<b>CRITERION NUMBER</b>	<b>TITLE 1 VI. FACULTY, STAFF AND ADMINISTRATION</b>
	<b>Legal Standard</b>
<b>TI 19</b>	<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><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 20</b>	<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><b>Rating: Not Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span></p>

**Department of Education Findings:**

*Staff interviews indicate aides are not in close proximity of certified teachers when providing instruction. Direct supervision by certified teachers is not provided.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>TI 21</b>	Professional development activities: X support instructional practices that are conducive to the high achievement and challenging content expectations of the state's education reform efforts (e.g., Curriculum Frameworks); and X are provided to all of the district's instructional staff who serve Title I eligible students. 1119 (b)(1)(A) ESEA,IASA
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

**Department of Education Findings:**

*Staff interviews indicate that the majority of training is Sabis training that does not provide staff with the necessary skills and tools to support high student achievement. Sabis training is inefficient in providing teachers with the necessary methodology to enable students to achieve high standards and expectations as outlined in the Curriculum Frameworks.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>TI 22</b>	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).
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

**Department of Education Findings:**

*Documentation and staff interviews indicate that the professional development activities that the school provides do not address the needs of teachers providing Title I services. There was no indication that charter school provides sufficient resources to provide effective professional development to meet the needs of Title I students.*



## 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)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 7 and 14)



CRITERION NUMBER	SPECIAL EDUCATION VII. SCHOOL FACILITIES	
	Legal Standard	
SE 55	<p><b>Special education facilities and classrooms</b></p> <ol style="list-style-type: none"> <li>1. The school district provides facilities and classrooms for eligible students which maximize the inclusion of such students into the life of the school;</li> <li>2. provide accessibility in order to implement fully each child’s IEP;</li> <li>3. are at least equal in all physical respects to the average standards of general education facilities and classrooms; and</li> <li>4. are given the same priority as general education programs for access to and use of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students.</li> </ol> <p><b>State Regulations</b> 28.03(b)</p> <p><b>Federal Requirements</b> Section 504 of the Rehabilitation Act of 1973</p>	
	<b>Rating: Not Implemented</b>	<b>District Response Required: Yes</b>

**Department of Education Findings:**

*Staff interviews and facility observations indicate that the facilities provided by the charter school do not integrate students into the life of the school. The locations of a number of special education facilities are basements, hallways, corners and closets. The occupational therapy room at the Webster Street location is located in an electrical closet that could potentially pose a safety risk to students. The Speech and Language service delivery area is located in a hallway frequently used by students. The “pull-out” room for services is located in the basement. The Highland Avenue school’s special education room is shared by two separate groups with up to five students at any one time, some of which are receiving speech and language services leading to auditory distractions. The location is too small to meet the needs of even the low numbered instructional groupings. The Clyde street location has special education counseling spaces located in a storage closet. The special education area is shared with several other student groups and a teacher lounge area. The charter school does not assign the same priority to special education spaces as that of the regular education program.*

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VII. SCHOOL FACILITIES	
	Legal Standard	
MOA 7	<p><b>Accessibility of district programs and services for students with limited physical mobility</b></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>	

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION VII. SCHOOL FACILITIES</b>
	<b>Legal Standard</b>
	<b>Rating: Partially Implemented                      District Response Required: No</b>

**Department of Education Findings:**

*The Webster Street school is not accessible to students and staff with limited physical mobility. There are no internal ramps or elevators to provide access to different floors. Lavatories are inaccessible to students and staff with limited physical mobility.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 14</b>	<p><b>Comparability of facilities and programs</b> 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"> <li>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;</li> <li>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.</li> </ul> <p>Title II, Title VI, Title IX, S. 504, MGL, Ch. 76, Section 5</p>
	<b>Rating: Implemented                                      District Response Required: No</b>

## 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 56)
- 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
	<b>Legal Standard</b>
<b>SE 56</b>	<p><b>Special education programs and services are evaluated</b></p> <ol style="list-style-type: none"> <li>1. Special education programs, services and administrative areas are regularly evaluated.</li> <li>2. The district develops methods for determining the effectiveness of programs in assisting students with disabilities to achieve the goals set forth in their IEPs in the least restrictive environment.</li> <li>3. The 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.</li> <li>4. As part of these evaluation procedures, the district measures the success of programs based on students' local and statewide assessment results, drop out rates and graduation rates for special education students.</li> </ol> <p><b>State Regulations</b> Chapter 71B Chapter 71, sec. 59C</p> <p style="text-align: right;"><b>Federal Requirements</b> 300.137</p>
	<p><b>Rating: Not Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span></p>

**Department of Education Findings:**

*Staff interviews and documentation indicate that the elements of this criterion are not being implemented.*

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VIII. PROGRAM PLAN AND EVALUATION
	<b>Legal Standard</b>
<b>MOA 22</b>	<p><b>Curriculum review process</b></p> <p>The district has a process to ensure that teachers in the district regularly review all instructional and educational materials for simplistic and demeaning generalizations, lacking intellectual merit on the basis of disability, race, color, sex, religion, national origin and sexual orientation.</p> <p>MGL, Ch.76, Section 5</p>
	<p><b>Rating: Not Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span></p>

**Department of Education Findings:**

*The charter school does not have a curriculum review process that regularly reviews existing curricula or new curricula purchases for bias and discrimination. Staff interviews indicate that teachers screen curriculum on an individual basis, but have not been directed to do so by the charter*

*school and do not do so with any regularity.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 23</b>	<b>Institutional self-evaluation</b> 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
	<b>Rating: Not Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

**Department of Education Findings:**

*Documentation and staff interviews indicate that there are no procedures in place to examine and evaluate current policies and programs for discriminatory practices.*

<b>CRITERION NUMBER</b>	<b>TITLE 1 VIII. PROGRAM PLAN AND EVALUATION</b>
	<b>Legal Standard</b>
<b>TI 23</b>	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)
	<b>Rating: Not Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

**Department of Education Findings:**

*Documentation and staff interviews indicate that a needs assessment and data analysis was not conducted in consultation with school staff and parents.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 23A</b>	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.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	IASA 1115 (c)(2)(B)
	<b>Rating: Not Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*Staff interviews and documentation indicate the Title I program has not been evaluated on an annual basis nor is there a Title I school wide plan.*

## 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 57-58)
  - Title I (Report Issues # TI 24-26A)

CRITERION NUMBER	SPECIAL EDUCATION IX. RECORD KEEPING	
	Legal Standard	
SE 57	<p><b>Special education child count</b></p> <ol style="list-style-type: none"> <li>1. A child count is maintained representing students with current, accepted IEPs who are provided, at a minimum, direct special education and/or related services to each student. The count is filed as part of annual school report by December 1 of each school year and provides an unduplicated listing of the number of students with IEPs in each program and does not reveal the identity of individual students or their parents.</li> <li>2. The child count also includes students with disabilities determined eligible for special education who are attending private schools at private expense and are receiving publicly funded services according to IEPs developed by the district.</li> <li>3. The district does not include as part of its special education child count students who are determined by the Department to be erroneously classified as eligible to be counted under federal or state special education requirements or who are no longer receiving special education and/or related services.</li> </ol> <p><b>State Regulations</b> 603 CMR 23.00</p> <p><b>Federal Requirements</b> 300.750-754; 300.145; 300.560-300.577; Family Educational Rights and Privacy Act (FERPA); 300.133</p>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

CRITERION NUMBER		
	Legal Standard	
SE 58	<p><b>Federal Special Education Entitlement Grant</b></p> <ol style="list-style-type: none"> <li>1. The district's Special Education entitlement grant is designed by appropriate local administrators who are responsible for the implementation of the local special education programs and services.</li> <li>2. 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.</li> <li>3. Appropriate local administrators monitor the entitlement grant in an ongoing manner to ensure its full implementation as the Department of Education has approved it.</li> <li>4. The district has secured the approval of the Department of Education for all amendments prior to their implementation.</li> <li>5. The district spends at least a proportionate share of its federal special education</li> </ol>	



<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
	funds on services for children enrolled in private schools at private expense.		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Regulations</b> 28.03(1)(e)</td> <td style="width: 50%;"><b>Federal Requirements</b> 300.230; 300.340-300.500</td> </tr> </table>	<b>State Regulations</b> 28.03(1)(e)	<b>Federal Requirements</b> 300.230; 300.340-300.500
<b>State Regulations</b> 28.03(1)(e)	<b>Federal Requirements</b> 300.230; 300.340-300.500		
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>		

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

**Department of Education Findings:**

*The charter school is a schoolwide project. There are no split funded Title I staff.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 25</b>	Documentation is on file at the local Title I office verifying comparability and the LEA is in compliance with comparability. 1120 (A)(c) ESEA, IASA
	<b>Rating: Not Applicable</b> <span style="float: right;"><b>District Response Required: No</b></span>

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

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>TI 26A</b>	<p>Federal Title I Entitlement Grant:</p> <p>a. The district’s Title I entitlement grant is designed by appropriate local administrators who are responsible for the implementation of the local Title I programs and services.</p> <p>b. Where necessary, appropriate local administrators amend the programmatic and budgetary sections of the grant according to procedures and timelines required by the Department of Education.</p> <p>c. Appropriate local administrators monitor the entitlement grant in an ongoing manner to ensure its full implementation as it has been approved by the Department of Education.</p> <p>d. The district has secured the approval of the Department of Education for all amendments prior to their implementation.</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

APPENDIX:  
SCHOOL DISTRICT PROFILE INFORMATION

The information which is provided in this Appendix was drawn from data supplied by the school district. The Department's visiting team carefully reviewed this data as part of its planning for the onsite visit and in preparing this Coordinated Program Review Report. The information is periodically updated by the school district and is available in an evercurrent form on the Department's Internet web site at <[www.doe.mass.edu](http://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. While only the school district profile information is included with this Coordinated Program Review Report, information regarding individual school profile information is available on the Department's Web site at <http://profiles.doe.mass.edu/>. The following is an explanation of information presented in both the district and individual school 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 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, fulfilling requirements of the Massachusetts Education Reform Law of 1993. In May 1999, students in grades four, eight and ten took the MCAS tests in English Language Arts, Mathematics, and Science & Technology.

---

Additionally, an MCAS test in History and Social Science was administered for the first time in 1999 to students in grade 8.

Results from the first two administrations of the MCAS tests provide a clear picture of statewide performance. Based on these results, we can identify areas of strength and weakness statewide. The focus at the state and local levels should be on identifying programs that will maintain the progress in areas where performance is strong and eliminate weak performance in the other areas. With results from two MCAS administrations, the temptation is to focus on changes from 1998 to 1999. However, it takes more than two years of results to identify trends in performance. Over time, results from the MCAS tests will allow students, schools, and districts to measure their progress in achieving the challenging state standards. Single-year improvements or declines in performance should not be over-interpreted.

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. Students included in scores for 1999 include tested students and students absent without a medical excuse. Students not included in scores for 1999 were reported as either medically documented absent or other not tested. Further information can be found in The Massachusetts Comprehensive Assessment System: Guide to Interpreting the 1999 MCAS Reports for Schools and Districts, which is available on the Internet at the Department of Education's web site at [www.doe.mass.edu/mcas](http://www.doe.mass.edu/mcas). 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 that do not have one or more of the grades tested are shown as "NA" for those grades.

For additional information, please refer to reports of statewide results and guides to interpreting the reports, which are available on the Internet at the Department of Education's web site at [www.doe.mass.edu/mcas](http://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.

SE, MOA, TI

File Name: Somerville Charter School CPR Report 2001.doc  
Last Revised on: 8/14/01  
Prepared by: DLP; POM