



## **MARLBOROUGH PUBLIC SCHOOLS**

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

**Dates of Onsite Visit: March 25 - 29, 2002**

**Date of Draft Report: June 10, 2002**

**Due Date for Comments: June 27, 2002**

**Date of Final Report: July 30, 2002**

**Action Plan Due: September 16, 2002**

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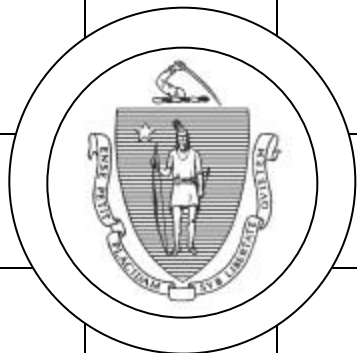
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**MASSACHUSETTS DEPARTMENT OF EDUCATION  
COORDINATED PROGRAM REVIEW**

**Marlborough Public Schools**

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# MASSACHUSETTS DEPARTMENT OF EDUCATION

## COORDINATED PROGRAM REVIEW REPORT

### Marlborough Public Schools

#### OVERVIEW OF REVIEW PROCEDURES

As one part of its school and school district accountability system, the Department of Education oversees local compliance with education requirements through the Coordinated Program Review system. All reviews 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). Additionally, all reviews include certain standards included under the newly adopted Board of Education Physical Restraint Regulations (603 CMR 46.00). Other monitoring activities in the areas of the state's Transitional Bilingual Education law (M.G.L. Chapter 71A), federal requirements under Title I, the Safe and Drug-Free Schools and Communities Act, the Perkins Vocational and Technical Education Act, and Nutrition Programs and Services will be conducted in some districts during these Coordinated Program Reviews. The school districts and charter schools selected for review in 2001-2002 were notified by the Commissioner of Education in April 2001 of the scheduled visits and were encouraged to assess themselves before 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 two to eight members conducts a Coordinated Program Review over two to seven days in a school district or charter school. The team may include Department consultants as well as Department staff members.
- Scope: Approximately sixty school districts and charter schools are scheduled to receive visits in school year 2001-2002. 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 include certain of the statutory and regulatory requirements for each program area. In the case of special education, the criteria for the FY 2002 reviews contain, at a minimum, those elements required by the federal Office for Special Education Programs (OSEP) and revised requirements under IDEA-97 as described in the Department's Special Education Advisories. Additionally, the 2001-2002 reviews incorporate updated state special education requirements as adopted by the Board of Education, effective December 20, 2000. 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, being intended to promote high standards and achievement for all students.

Report: The Department's report is based on a review of documentation 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.
- Other interviews as requested by members of the general public.
- Review of student records in the special education, Transitional Bilingual Education, and Perkins vocational programs. Parents of students with disabilities whose files were selected for the record review are sent a survey that solicits information about their experiences with the district's implementation of special education programs, related services and procedural requirements.
- Observation of classrooms and other facilities. 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 and accessibility requirements.
- Interviews, review of student records, 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 serves as a site for any programs or services operated by the collaborative, interviews with collaborative staff, review of records of collaborative students, and observations of collaborative facilities 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 were found not to be fully implemented, the local district or charter school must propose corrective actions to bring those areas into compliance with the controlling statutes or regulations. Districts are encouraged to incorporate the corrective action into their district and school improvement plans, including their 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 six-member Massachusetts Department of Education team visited the Marlborough Public Schools during the week of March 25, 2002 to evaluate the implementation of selected criteria in the program areas of special education, civil rights, Title I, Transitional Bilingual Education, and the Safe and Drug Free Schools and Communities Act. The team appreciated the opportunity to interview staff and parents, to observe classroom facilities and to review the programs underway in the district. The onsite team would like to commend the following areas that were brought to its attention and that it believes have a significant and positive impact on the delivery of educational services for students enrolled in the Marlborough Public Schools. These areas are as follows:

*Marlborough Public Schools is to be commended for the positive educational community that has been established in the district. Administration and staff have created an environment that allows an increasingly diverse student population to come together and engage in learning. Staff are to be commended for their commitment to student achievement.*

*Marlborough Public Schools is to be commended for its special education service delivery. Special education staff and regular education staff collaborate extensively in order to include special education students in the regular education classrooms at all levels. Marlborough Public Schools conducts extensive outreach to organizations and agencies, and the district conducts thorough assessments for students referred to special education. The district is also to be commended for the outreach made to parents in order to ensure their participation in all areas of the IEP process.*

*Marlborough Public Schools is to be commended on the facilities and classrooms for special education and bilingual students. The district provides facilities and classrooms which are at least equal in all respects to the regular education classrooms and which maximize the inclusion of students into the life of the school.*

*The district is to be commended on the recent evaluation that was conducted on the bilingual programs at the Marlborough Public Schools. This evaluation was conducted by a well-renowned and highly respected expert in the field, and focused extensively on all areas of the district's bilingual programs in order to determine the effectiveness of the services.*

*In the area of Title I, Marlborough Public Schools is to be commended for the multiple, educationally-related and objective criteria used to identify students most in need of supplementary services. Additionally, the district provides several professional development activities for staff which relate to instructional practices, consistently updating the staff on new initiatives.*

*Some of the commendations noted above are repeated within the body of the Department's report under the appropriate compliance criteria.*

The Department is submitting the following Coordinated Program Review Report containing findings made pursuant to this onsite visit. In preparing this report, the team reviewed extensive written documentation regarding the operation of the district's programs, together with information gathered by means of following Department program review methods:

- Interviews of 11 administrative staff.
- Interviews of 58 teaching and support services staff across all levels.
- Interviews of 6 parent advisory council (PAC) representatives, and other interviews as requested by persons from the general public.
- Interviews of 3 students.
- Student record reviews: A sample of 53 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: Thirty-eight 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. Twelve of these parent surveys were returned to the Department of Education for review by the onsite team.
- Observation of classrooms and other facilities. A sample of 19 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 . These components are listed in the executive summary on the following pages. The findings in each program area explain the "ratings, "determinations by the team about the implementation status of the criteria reviewed. The ratings indicate those criteria that 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 controlling statute or regulation. In some instances the team may have rated a requirement as "Implemented" but made a specific comment on the district's implementation methods that 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 their professional development plan.

# COORDINATED PROGRAM REVIEW REPORT

## EXECUTIVE SUMMARY

### Marlborough Public Schools

The following summary synthesizes the findings for criteria included in the Coordinated Program Review as they respond to essential questions which the Department has formulated for each of the components of the report. Note that a more detailed discussion of the onsite team's findings, 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, is conducted according to the specified timelines, and covers the appropriate content areas to determine instructional needs of students?*

Procedures are in place to ensure that the needs of students with disabilities are appropriately identified. The district conducts required assessments using appropriate instruments. Students with disabilities participate in MCAS testing, with the appropriate accommodations. The district generally meets the regulatory timelines for initial evaluations and re-evaluations, and staff are available to discuss the results of the assessments with parents prior to IEP Team meetings. Not all of the required members are consistently present at Team meetings at the secondary level, and progress reports do not always contain the required narrative. The district does offer the full range of transition services, and placement decisions are made in the least restrictive environment.

The district's Title I program uses MCAS testing appropriately to measure the proficiency of students and to determine the needs of students most at risk.

The district also uses appropriate instruments, administered by qualified staff, to measure English language proficiency and to make placement decisions for bilingual students. The bilingual program, TBE, does not translate progress reports and report cards for students in grades 6-12. Students in the TBE program are not currently included in the class-rank classification utilized at the high school level, however, credits earned in the bilingual program count equally towards graduation. The district does not use MCAS results to improve the instruction for English language learners.

#### **Component II: Student Identification and Program Placement**

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

The district has procedures in place for identifying students in need of special education services, and the district utilizes extensive outreach policies and procedures. The district conducts screenings and ensures the development and implementation of an IEP by the child's third birthday. The district considers the least restrictive environment for students at all levels, and provides extended school year services to students throughout the district.



The district offers various models of bilingual instruction that do not meet the requirements of M.G.L. c.71A. The district does not have formal procedures in place for the identification, classification and placement of TBE students. Parental involvement is limited, and determination as to whether a student should remain in a TBE program for more than three years is based on teacher observation and informal class assessments.

The district does not offer the full range of content courses to all limited English proficient students in their native language, and there is an absence of Hispanic students, linguistic minority students and special education students enrolled in the district's gifted and honors courses.

Limited English proficient students and special education students are identified for Title I services on the same basis as other children. The district utilizes multiple criteria for identifying students who are most in need of supplementary services for Title I, as well as detecting the particular areas of weakness in a student's skill set. Although criteria for identifying students for Title I programs are developed in consultation with administrators and staff, parental involvement in this process is limited.

### **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? Where appropriate, does the district involve community representatives in shaping programs?*

The district has an active special education parent advisory council; however, the parent advisory council is minimally involved in evaluating district special education programs. The district receives parental consent prior to assessing or placing students, as well as utilizes alternative measures, such as letters, phone calls and home visits, for involving parents in developing IEPs when they are unable to attend Team meetings. The district provides interpreters at Team meetings, when needed, and consistently translates materials for parents whose primary language is not English.

Although the district has written policies and procedures for parental involvement in the Title I program, parents are not consistently involved in writing the involvement policies for Title I, and do not take part in program planning, implementation and review of the Title I policies. The district provides materials and training to Title I parents in order to assist them in improving their children's achievement.

For the district's Safe and Drug Free Schools and Communities Act program, community agencies are knowledgeable about the prevalence of drugs and violence among youth in the community and the district collaborates with these agencies; however, these community agencies are not aware of the district's goals and objectives for the program. Although parents, students, staff, appropriate state agencies and law enforcement are involved in the district's Safe and Drug Free Schools and Communities Act Program, local government, businesses, private schools and medical professionals are not represented in the program.

There is no TBE parent advisory council and there are no TBE parents on the school council.

#### **Component IV: Curriculum and Instruction**

*Does the district hold all students to high expectations and standards? Are programs designed to maximize student performance and students' participation in the general curriculum? Is curriculum throughout the districts' programs aligned with the Massachusetts Curriculum Frameworks? Has the district provided for coordination across program areas?*

The district holds students to high expectations, and the curriculum and instructional standards are maintained at high levels. The district's programs are designed to maximize student performance within regular education, and the district works to include students at all levels. Programs are designed to maximize student participation in the general curriculum. The curriculum, throughout the district, is aligned with the Massachusetts Curriculum Frameworks and is provided to all students.

Title I services are designed to assist students to meet expectations of the regular education curriculum. There is evidence of collaboration of Title I services with the appropriate instructional and assessment programs. Opportunities are provided to Title I students to participate in extended day and extended year programs.

At this time, the Safe and Drug Free Schools and Communities Act activities are not collaborated with other programs within the district.

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

*Has the district ensured that all students have equal access to programs and services? Does the district provide support to students who need it?*

The district offers a range of related services to students, however, the district does not develop behavior intervention plans for students whose behavior interferes with learning. There are few in-district resources available to provide therapeutic counseling for students. The district does provide specialized transportation to students who require such services.

Title I services are designed to supplement regular education, special education, transitional bilingual education and services for low-incidence limited English proficient students. When additional assistance is needed, this assistance is provided through teacher-parent conferences. Although the district has a long-standing relationship with one local parochial school, the district has not consulted with all non-public schools that might be eligible for Title I services.

Bilingual students are notified in their primary language of information pertaining to attendance, anti-discrimination and student records regulations. Limited English proficient students do not always have access to special education programs or to the honors/advanced courses.

### **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? Are program leadership and oversight effective? Are the district's personnel procedures non-discriminatory and does it seek to recruit employees from all groups?*

District staff, in all areas, are appropriately certified, except for nine members of the district's bilingual department. Aides and tutors receive appropriate supervision. Although the district provides staff with numerous opportunities to attend training outside of the district, not all staff have received training on the state and federal special education requirements and related local special education policies and procedures, as well as training on the new physical restraint regulations and district restraint procedures. The district has a strong special education administration and the district is in the process of finalizing the district curriculum accommodation plan, DCAP.

The district provides numerous professional development activities for Title I staff. The professional development activities include training in instructional practices and new initiatives.

The district's employment activities are aimed at reaching all groups, and personnel procedures are non-discriminatory. Staff members have received training in their civil rights responsibilities.

### **Component VII: School Facilities**

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

The district maintains accessible facilities that are conducive to learning and facilitate integration. The special education and bilingual classrooms are located in areas that fully maximize the inclusion of all students. Even the special education collaborative programs are located in areas that facilitate integration with students in regular education. The location of the classrooms provides students with an equal opportunity to achieve and are conducive to learning.

### **Component VIII: Program Plan and Evaluation**

*Does the District have written program plans, where required, that are evaluated according to specific regulatory requirements? Does it use the results of its evaluations to improve programs? Do parents have opportunities for input on needs, program implementation, evaluation, and improvement?*

Although special education programs, services and administrative areas are thoroughly evaluated, the district should include the parent advisory council in the evaluation process.

For Title I, the district annually surveys staff and parents, as well as reviews student assessments; however, the district should provide a written needs assessment, data analysis and an annual evaluation of the program.

The district collects informative data from a few of the required sources in relation to the SDFSCA grant, including data from law enforcement and disciplinary records; however, the district must increase involvement by community agencies. The SDFSCA program has established a set of measurable goals and objectives, as well as designed its programs to meet these goals and objectives.

The district's bilingual program was recently evaluated by a well-renowned and highly respected expert in the field. The report focused on all areas of the bilingual program, setting forth the areas of needed improvement and the areas of success.

The district reviews instructional materials for simplistic and demeaning generalizations, but does not have a comprehensive evaluation process to examine and remedy policies and programs that may discriminate or limit educational access.

**Component IX: Record keeping**

*Does the District maintain required records and documentation for each specific program area? Are federal entitlement grants appropriately designed, amended, and monitored?*

The district maintains the required records and documentation for each specific program area. The federal entitlement grants appear to be appropriately designed, amended and monitored.

**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>	In reference to compliance criterion MOA 17A, new Board of Education requirements became effective on April 2, 2001 regarding the use of physical restraint in publicly funded education programs. The district is currently engaged in staff training and is beginning implementation practices for these new requirements which the Department's onsite team anticipates will result in substantial compliance by the end of the 2001-2002 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)
- Transitional Bilingual Education (Report Issues # 1-2A)

CRITERION NUMBER	SPECIAL EDUCATION I. ASSESSMENT OF STUDENT PROGRESS
	<b>Legal Standard</b>
<p style="text-align: center;"><b>SE 1</b></p>	<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>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

CRITERION NUMBER	
	Legal Standard
SE 2	<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 this; and</li> <li>b. the right of such parents to request an assessment.</li> </ol> </li> </ol> <p><b>State Regulations</b> 28.04 (1) and (2)</p> <p><b>Federal Requirements</b> 300.532; 300.346.(a)(2)(v)</p>
	<p><b>Rating: Implemented</b>      <b>DISTRICT RESPONSE REQUIRED:</b>      <b>No</b></p>





CRITERION NUMBER			
	Legal Standard		
<p><b>SE 4</b></p>	<p><b>Reports of assessment results</b></p> <ol style="list-style-type: none"> <li>1. Each person conducting an assessment shall summarize in writing the procedures employed, the results, and the diagnostic impression, and shall define in detail and in educationally relevant and common terms, the student's needs, offering explicit means of meeting them. Assessors may recommend appropriate types of placements, but shall not recommend specific classrooms or schools.</li> <li>2. 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> <p><b>State Regulations</b> 28.04(2)(c)</p> <p><b>Federal Requirements</b> 300.532</p>		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

**Department of Education Findings:**

*Interviews indicated that the district routinely sends summaries of assessments to parents at least two days prior to the Team meetings and staff are available to discuss the results of assessments with parents prior to the meetings.*

CRITERION NUMBER			
	Legal Standard		
<p><b>SE 5</b></p>	<p><b>Participation in general State and district-wide assessment programs</b></p> <ol style="list-style-type: none"> <li>1. All students with disabilities whose placements are funded by the district are included in the Massachusetts Comprehensive Assessment System (MCAS) and other district-wide assessment programs.</li> <li>2. The district's IEP Teams designate how each student will participate and, if necessary, provide an alternate assessment.</li> </ol> <p><b>State Regulations</b></p> <p><b>Federal Requirements</b> 300.138; 300.139</p>		
	<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>

**Department of Education Findings:**

*Although interviews and record review set forth that the Team designates how each student will participate in the MCAS examination, parent surveys indicated that parents are not consistently involved in this decision.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 6</b>	<p><b>Determination of transition services</b></p> <ol style="list-style-type: none"> <li>1. For a student who is 14 years of age, the Team considers the student’s course of study in relation to the student’s future goals and document this in the IEP.</li> <li>2. For a student who is 16 years of age, or younger if appropriate, the Team includes in the IEP services that promote movement of the student from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.</li> <li>3. The transition services are based upon the student's needs, taking into account the student's preferences and interests and includes specially designed instruction, community experiences, the development of employment or other post-school adult living objectives, and, if appropriate, the acquisition of daily living skills and functional vocational evaluation.</li> <li>4. For any student approaching graduation or the age of twenty-two, the Team determines whether the student is likely to require continuing services from adult human service agencies. In such circumstances, the Administrator of Special Education makes a referral to the Bureau of Transitional Planning in the Executive Office of Health and Human Services in accordance with the requirements of M.G.L. c.71, §12A-§12C (known as Chapter 688).</li> <li>5. In cases where the IEP included needed transition services and a participating agency other than the school district fails to provide these services, the Team reconvenes to identify alternative strategies to meet the transition objectives.</li> <li>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</li> </ol> <p><b>State Regulations</b> M.G.L. Ch.71B, Sections 12A-C 603 CMR 28.05(4)(c)</p> <p style="text-align: right;"><b>Federal Requirements</b> 300.344(b), 300.347</p>
	<p><b>Rating: Implemented</b>                      <b>DISTRICT RESPONSE REQUIRED:</b>                      <b>No</b></p>

CRITERION NUMBER			
	Legal Standard		
SE 7	<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 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.</li> </ol> </li> </ol> <p><b>State Regulations</b> M.G.L. Ch. 231, Sec 3A 603 CMR 28.08(5),</p> <p><b>Federal Requirements</b> 300.347(c), 300.517</p>		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

CRITERION NUMBER	Legal Standard	
<b>SE 8</b>	<p><b><u>Evaluation Team composition</u></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 older (or younger, if appropriate) 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 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.</li> </ol>	
	<b>State Regulations</b> 28.02(22)	<b>Federal Requirements</b> 300.344; 300.552
	<b>Rating: Partially Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>Yes</b>	

**Department of Education Findings:**

*Interviews and record review indicated that Team meetings at the high school level do not consistently include a related service provider or someone with authority to commit resources.*

CRITERION NUMBER					
	<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> <ol style="list-style-type: none"> <li>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: <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 needs 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 make progress in school without the provision of special education services.</li> </ol> </li> <li>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.</li> <li>3. When the development of a student's IEP does not indicate a need for direct services, the Team makes a finding of no eligibility and appropriate services are provided through the district's general education program.</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>28.05(1) and (2)</td> <td>300.534</td> </tr> </table> </p>	<b>State Regulations</b>	<b>Federal Requirements</b>	28.05(1) and (2)	300.534
<b>State Regulations</b>	<b>Federal Requirements</b>				
28.05(1) and (2)	300.534				
	<p><b>Rating: Partially Implemented    DISTRICT RESPONSE REQUIRED:    Yes</b></p>				

**Department of Education Findings:**

*Although the district translates IEPs for non-English speaking parents, the district does not consistently ensure that the translated IEPs are provided to parents within forty-five school working days after receipt of parental consent.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 10</b>	<p><b>End of school year evaluations</b> If consent is received within thirty (30) to forty-five (45) school working days before the end of the school year, the school district ensures that a Team meeting is scheduled so as to allow for the provision of a proposed IEP or written notice of the finding that the student is not eligible no later than fourteen (14) days after the end of the school year..</p> <p><b>State Regulations</b> 28.05(1)</p> <p style="text-align: right;"><b>Federal Requirements</b> 300.342</p>
	<p><b>Rating: Implemented</b>                      <b>DISTRICT RESPONSE REQUIRED:</b>                      <b>No</b></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 11</b>	<p><b>School district response to parental request for independent educational evaluation</b> 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 (only if cost shared or funded for state wards or for students receiving free or reduced cost lunch) 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 or the parent does not choose to share the financial documentation regarding 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 by paying for the independent educational evaluation or, within five school</li> </ol>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>days, proceeding 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.</p> <p>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.</p> <p>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.</p> <p><b>State Regulations</b> 28.04(5)</p> <p><b>Federal Requirements</b> 300.503(a)(3)(i)</p>
	<p><b>Rating: Implemented</b>                      <b>DISTRICT RESPONSE REQUIRED:</b>                      <b>No</b></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 12</b>	<p><b>Frequency of re-evaluation</b></p> <p>1. 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>2. The district implements re-evaluation procedures in all cases where it is suspected that a student is no longer eligible for special education.</p> <p><b>State Regulations</b> 28.04(3)</p> <p><b>Federal Requirements</b> 300.536</p>
	<p><b>Rating: Implemented</b>                      <b>DISTRICT RESPONSE REQUIRED:</b>                      <b>No</b></p>



<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    DISTRICT RESPONSE REQUIRED:    Yes</b>

**Department of Education Findings:**

*Although the district provides reports to parents at least as often as parents are informed of the progress on non-disabled students, a review of student records indicated that progress reports do not consistently include information on the student's progress toward the annual goals in the IEP, as well as information on the extent to which such progress is sufficient to enable the child to achieve the goals by the end of the year.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 14</b>	<p><b>Annual review Team meeting</b></p> <p>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: Implemented    DISTRICT RESPONSE REQUIRED:    No</b>

CRITERION NUMBER	TITLE 1 I. ASSESSMENT OF STUDENT PROGRESS		
	Legal Standard		
TI 1	MCAS testing has been used to measure the progress of schools and the school district, and the proficiency of students in the academic subjects, adopted by Massachusetts, which reflects challenging content and student performance standards.  1111(b)(3)(D)		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

CRITERION NUMBER			
	Legal Standard		
TI 2	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		
	<b>Rating: Not Applicable</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

**Department of Education Findings:**

*There are no school-wide programs in the district.*

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

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 4</b>	MCAS and other local assessment results are analyzed in at least mathematics and reading/language arts and are used a) to determine program needs of students most at risk, b) to inform Title I program design and services, and c) to evaluate the impact on student achievement.  1111 (b)(3) ESEA, IASA
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

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

**Department of Education Findings:**

*Review of documentation and interviews indicated that up to the fifth grade, report cards and progress reports are translated by TBE staff; however, progress reports and report cards for students in grades 6-12 are not translated. The district does not take any extra steps to ensure that parents clearly understand the academic progress of their children in the TBE program and in the general curriculum. Although TBE students are not included in the class-rank classification utilized at the high school, interviews indicated that the TBE students will be included next year. Credits earned in the bilingual program are counted equally towards graduation. The Department recommends that the district explore ways for greater participation by ESL and TBE students in advanced-level courses.*

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

**Department of Education Findings:**

*The district uses appropriate instruments, administered by qualified staff, to measure English language proficiency. Appropriate assessments are used and the district conducts annual spring testing with MELA-O, LAS and IPT. Qualified staff conducts and interprets these assessments and the assessment information is properly used to make student placement determinations.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>TBE 2A</b>	As required by the Department of Education, the district has determined the participation of TBE and ESL students in the state mandated (MCAS) testing program and provides testing accommodations as appropriate to ensure equal participation of these students.
	<b>Rating: Partially Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>Yes</b>

**Department of Education Findings:**

*Staff could not identify accommodations made for English language learners and information was not provided on the number of students taking MCAS in their native language. In addition, information was not provided as to how the district uses MCAS results to guide the improvement of instruction for English language learners. Students are assessed by the classroom teachers and through progress reporting.*

## 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 1-6)
  - Title I (Report Issues # TI 5-9)
- Transitional Bilingual Education (Report Issues # TBE 3-7)



<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> 28.03(1)(d) Chapter 71, section 57</td> <td style="width: 50%; border: none; text-align: right;"><b>Federal Requirements</b></td> </tr> </table>	<b>State Regulations</b> 28.03(1)(d) Chapter 71, section 57	<b>Federal Requirements</b>
<b>State Regulations</b> 28.03(1)(d) Chapter 71, section 57	<b>Federal Requirements</b>		
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</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>1. 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>2. 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> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><b>State Regulations</b> 28.06(7)(b)</td> <td style="width: 50%; border: none; text-align: right;"><b>Federal Requirements</b> 300.24(b)(3); 300.121(c); 300.132; 300.342(c)</td> </tr> </table>	<b>State Regulations</b> 28.06(7)(b)	<b>Federal Requirements</b> 300.24(b)(3); 300.121(c); 300.132; 300.342(c)
<b>State Regulations</b> 28.06(7)(b)	<b>Federal Requirements</b> 300.24(b)(3); 300.121(c); 300.132; 300.342(c)		
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>		

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 18A</b>	<p><b>IEP development and content</b></p> <ol style="list-style-type: none"> <li>1. Upon determining that the student is eligible for special education, the Team, including the parent(s), develops an IEP at the Team meeting 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 that are necessary to allow the student to benefit from the specially designed instruction, or consists solely of related services that are necessary to allow the student 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 <u>and not</u> according to the availability of such instruction or related services.</p> <p>4. The IEP is completed addressing all elements of the most current IEP format provided by the Department of Education. Where applicable, the district includes in the IEP, or other notice to the parent, information regarding the implementation of any necessary restraint procedures for students as required under 603 CMR 46.00.</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. The IEP is written in generally understandable language.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>State Regulations</b> 28.05(3), (4), (6) and (7) 28.06(2)</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Federal Requirements</b> 300.340-300.350; 300.343(a) 34 CFR Part 300, Appendix A, Question #22.</p> </td> </tr> </table>	<p><b>State Regulations</b> 28.05(3), (4), (6) and (7) 28.06(2)</p>	<p><b>Federal Requirements</b> 300.340-300.350; 300.343(a) 34 CFR Part 300, Appendix A, Question #22.</p>
<p><b>State Regulations</b> 28.05(3), (4), (6) and (7) 28.06(2)</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      DISTRICT RESPONSE REQUIRED:      Yes</b></p>		

**Department of Education Findings:**

*Interviews indicated that related service providers are not consistently invited to Team meetings at the high school level, and related service providers do not always provide input for writing the goals and objectives prior to parental acceptance of the IEP.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>SE 18B</b>	<p><b>Determination of placement; provision of IEP to parent</b></p> <p>1. At the Team meeting, after the IEP has been fully developed, the Team determines the appropriate placement to deliver the services on the IEP.</p> <p>2. Unless the student’s IEP requires some other arrangement, the student is educated in the school that he or she would attend if the student did not require special education.</p>



<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
	<p>3. The decision regarding placement is based on the IEP, including the types of related services that are to be provided to the child, the type of settings in which those services are to be provided, the types of service providers, and the location at which the services are to be provided.</p> <p>4. The placement selected by the Team is the least restrictive environment consistent with the needs of the student.</p> <p>5. Immediately following the development of the IEP, and within 45 school working days after receipt of the parent’s written consent to an initial evaluation or reevaluation, the district provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice, except that the proposal of placement may be delayed according to the provisions of 603 CMR 28.06(2)(e) in a limited number of cases.</p> <p><b>State Regulations</b> 28.05(6) and (7)</p> <p style="text-align: right;"><b>Federal Requirements</b> 300.346</p>			
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><b>Rating: Implemented</b></td> <td style="width: 25%;"><b>District Response Required:</b></td> <td style="width: 25%;"><b>No</b></td> </tr> </table>	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>
<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>		

**Department of Education Findings:**

*Interviews and record review indicated that the district considers the least restrictive environment for students and uses the inclusion model for special education students throughout the district. General education staff and special education staff collaborate extensively in order to provide services to all students.*

<b>CRITERION NUMBER</b>	
	<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> <p>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.</p> <p>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.</p> <p>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</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>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.</p> <p>4. The extended evaluation may extend longer than one week, but does not exceed eight school weeks.</p> <p>5. The extended evaluation is not considered a placement.</p> <p><b>State Regulations</b> 28.05(2)(b)</p> <p style="text-align: right;"><b>Federal Requirements</b></p>
	<p><b>Rating: Implemented</b>      <b>DISTRICT RESPONSE REQUIRED:</b>      <b>No</b></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 20</b>	<p><b>Least restrictive program selected</b></p> <p>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.</p> <p>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, 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: Implemented</b>      <b>DISTRICT RESPONSE REQUIRED:</b>      <b>No</b></p>

**Department of Education Findings:**

*Interviews and record review indicated that the district considers the least restrictive environment for students, and students are placed out-of-district when determined appropriate by the Team. The district is receptive to parental concerns and works closely with parents to ensure that the most appropriate placement is identified for students.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<p><b>SE 21</b></p>	<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> <li>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.</li> <li>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.</li> </ol> <p><b>State Regulations</b> 28.05(4) Chapter 69, section 1G</p> <p style="text-align: right;"><b>Federal Requirements</b> 300.309(b)</p>
	<p><b>Rating: Partially Implemented</b>    <b>DISTRICT RESPONSE REQUIRED:</b>    <b>Yes</b></p>

**Department of Education Findings:**

*Interviews, parent surveys and record review indicated that although the district provides extended school year services to numerous students throughout the district, extended school year services are not always an IEP Team decision.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 22</b>	<p><b>IEP implementation and availability</b></p> <ol style="list-style-type: none"> <li>1. 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>2. At the beginning of each school year, the district has an IEP in effect for each eligible student within its jurisdiction.</li> <li>3. 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>4. 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 style="text-align: right;"><b>Federal Requirements</b> 300.342</p>
	<p><b>Rating: Implemented</b>                      <b>DISTRICT RESPONSE REQUIRED:</b>                      <b>No</b></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 23</b>	<p><b>Confidentiality of personally identifiable information</b></p> <p>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 style="text-align: right;"><b>Federal Requirements</b> 300.560-576; Family Educational Rights and Privacy Act (FERPA)</p>
	<p><b>Rating: Implemented</b>                      <b>DISTRICT RESPONSE REQUIRED:</b>                      <b>No</b></p>

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION II. STUDENT IDENTIFICATION AND PLACEMENT</b>
	<b>Legal Standard</b>
<b>MOA 1</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.</p> <p>Title VI; MGL, Ch.76, Section 5</p>
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 2</b>	<p><b>Program modification for limited English proficient students</b> Placement and program modification for limited English proficient students For students requiring special language assistance, the district makes necessary program modifications to effectively serve limited English proficient students.</p> <p>Title VI; MGL, Ch.76, Section 5</p>
	<b>Rating: Partially Implemented</b> <b>DISTRICT RESPONSE REQUIRED: Yes</b>

**Department of Education Findings:**

*Interviews, record review and documentation review indicated that the district does not offer the full range of content courses to all limited English proficient students in their native languages.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 3</b>	<p><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.</p> <p>Title II, Title VI, Title IX, S. 504, MGL, Ch.76, Section 5</p>
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 4</b>	<p><b>Placement of linguistic, racial minority and female/male students</b>  Patterns of placement in district programs and services for disabled students, linguistic and racial minority students, and females are consistent with those for non-disabled students, linguistic and racial majority students, and males; enrollment in honors courses, especially math and science honors courses, is inclusive of both females and males and of students from diverse ethnic and cultural groups.  Title VI; Title IX; S. 504; MGL, Ch.76, Section 5</p>
	<b>Rating: Partially Implemented      DISTRICT RESPONSE REQUIRED:      Yes</b>

**Department of Education Findings:**

*Interviews, record review and documentation review indicated that the patterns of placement show an absence of Hispanic students, linguistic minority students and special education students enrolled in the district's gifted and honors courses.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 5</b>	<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>
	<b>Rating: Implemented      DISTRICT RESPONSE REQUIRED:      No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 6</b>	<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, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave.</p> <p style="text-align: right;">Title IX</p>
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

<b>CRITERION NUMBER</b>	<b>TITLE 1 II. STUDENT IDENTIFICATION AND PLACEMENT</b>
	<b>Legal Standard</b>
<b>TI 5</b>	<p>Targeted Assistance Schools: a description is available of the multiple, objective, educationally-related 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.</p> <p>1115 (b)(1)(B) ESEA,IASA  200.28 (Federal Register) CFR; 200.63 (c)(3)(i) (Federal Register) CFR.</p>
	<b>Rating: Commendable</b> <b>District Response Required: No</b>

**Department of Education Findings:**

*The program utilizes multiple, objective, educationally-related criteria to identify students who are most in need of supplementary services. The criteria list enables administration and staff to identify not only students who will most benefit from Title I services, but also allows for detection of particular areas of weakness in a student's skill set. In addition, student selection sheets serve as a means to collect information that allows for informed use of resources and services.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 6</b>	<p>Targeted Assistance Schools: preschool through grade 2 students are selected based on teacher judgment, parental interviews and developmentally appropriate measures.</p> <p>1115 (b)(1)(B) ESEA,IASA</p>
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 7</b>	Targeted Assistance Schools: The criteria for the identification of students are developed in consultation with parents, administrators, and pupil services personnel.  1115 ESEA,IASA; 1112 (b)(6) ESEA,IASA
	<b>Rating: Partially Implemented      DISTRICT RESPONSE REQUIRED:      Yes</b>

**Department of Education Findings:**

*Although interviews indicated that criteria for the identification of students are developed in consultation with administrators and staff, parents are not involved with the development of these criteria.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 8</b>	There is evidence that students with limited-English proficiency are identified as eligible and selected for Title I services on the same basis as other children selected to receive services.  1115(b)(2)(A)(i) ESEA, IASA; 200.63 (c)(3)(ii) (Federal Register) CFR
	<b>Rating: Implemented      DISTRICT RESPONSE REQUIRED:      No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 9</b>	There is evidence that students with special education needs are identified as eligible and selected for Title I services on the same basis as other children selected to receive services.  1115(b)(2)(A)(i); 200.63 (c)(3)(ii) (Federal Register) CFR
	<b>Rating: Implemented      DISTRICT RESPONSE REQUIRED:      No</b>



CRITERION NUMBER	<b>TRANSITIONAL BILINGUAL EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT</b>
	<b>Legal Standard</b>
<b>TBE 3</b>	<p>The October 1 school census report identifies all students whose:</p> <ul style="list-style-type: none"> <li>a. first language is not English, and</li> <li>b. who are not able to perform ordinary class work in English.</li> </ul> <p>G.L. c. 71A, sec. 2 and 603 CMR 19(03)</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

**Department of Education Findings:**

*The October 1 school census report information, collected by the principal through staff, indicates that Portuguese and Spanish are primarily spoken by the district's English language learners.*

CRITERION NUMBER	<b>Legal Standard</b>
<b>TBE 4</b>	<ul style="list-style-type: none"> <li>a. The school district shall establish procedures that use qualified staff and appropriate assessments to annually classify and evaluate each student considered for placement in Transitional Bilingual Education and to determine if the student is of limited English-speaking ability and is not able to perform ordinary class work in English.</li> <li>b. Such determination shall be placed in the student's school record.</li> <li>c. The parent or guardian of any student resident in the school district may request and receive such an evaluation of her or his child.</li> </ul> <p>603 CMR 14.02 and G.L. c.71A, 2</p>
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: Yes</b></span>

**Department of Education Findings:**

*Interviews and a review of documentation indicated that the district does not have formal procedures for the identification, classification and placement of TBE students. The placement is informally based upon guidance recommendations, parental input and subjective decision making.*

CRITERION NUMBER	
	Legal Standard
<p><b>TBE 5</b></p>	<p>Placement procedures of limited English-speaking students are implemented district-wide as follows:</p> <p>a) when the district has fewer than twenty students of limited English-speaking ability from a particular language classification, the students receive native language and English language instruction, English as a Second Language, or other curriculum offerings of a supportive nature as appropriate. G.L. c.76, Sec. 5 and 603 CMR 26.03(4)</p> <p>b) when there are twenty or more students of limited English-speaking ability from the same language classification within the district, then the students are placed in an appropriate (by age and language) full-time TBE program</p> <p>The Transitional Bilingual Education program is a full-time program of instruction that includes:</p> <p>a) all courses required by law and by the school district taught in English and in the native language;</p> <p>b) reading and writing taught in the native language;</p> <p>c) oral comprehension, speaking, reading, and writing in English;</p> <p>d) courses in the history and culture of the native land of the students' parents; and</p> <p>e) courses in the history and culture of the United States.</p> <p>G.L. c.71A, Sec. 1 and Sec. 2</p>
	<p><b>Rating: Partially Implemented      DISTRICT RESPONSE REQUIRED:      Yes</b></p>

**Department of Education Findings:**

*Interviews and a review of student records indicated that a modest amount of ESL is provided to low-incidence students, however, the content of the instruction delivered is unclear. The Portuguese programs in k-3 do not meet the legal requirements, however, the programs in grades four and five meet the requirements because the district has a TBE teacher at these levels. There are no math TBE classes in grades four and five. In grades six and seven, there is no TBE instruction, except for the most limited students with low math skills. At the high school level, all students take ESL and there are three levels of Portuguese. There are no TBE classes in science and math at the high school level. The Curriculum Frameworks are incorporated into the bilingual and ESL programs, and the percentage of instructional time that should be provided in the native language and/or in English is based on the proficiency of students and determined individually by teachers.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TBE 6</b>	<p>If it is determined that a student who has spent three years in the TBE program has not attained the appropriate level of English language proficiency to perform at grade level, the student may continue in the TBE program at the discretion of the school committee and subject to the written approval of the parent/guardian.</p> <p>G.L. c.71A, §2</p>
	<b>Rating: Partially Implemented    DISTRICT RESPONSE REQUIRED:    Yes</b>

**Department of Education Findings:**

*Interviews and a review of student records indicated that, at the primary and intermediate levels, determination as to whether a student should remain in a TBE program for more than three years is based on teacher observation and informal class assessments. This is not occurring at the secondary level. The district does not consistently convey to parents the determination regarding continuation of a student in TBE for more than three years and the school committee is not involved in the decision at all.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TBE 7</b>	<p>Transfer procedures of students from the bilingual to the monolingual program have been implemented on a district-wide basis as follows:</p> <p>a) no school committee shall transfer a student of limited English-speaking ability out of a program of TBE prior to the student's third year, unless:</p> <p style="padding-left: 40px;">(i) the parents approve of the transfer in writing; and the student receives a score on the examination of oral comprehension, speaking, reading and writing of English which reflects a level of English language skills appropriate to his/her grade level, OR</p> <p style="padding-left: 40px;">(ii) the parents request the transfer in writing. G.L. c.71A Sec. 2</p> <p>b) once a student is transferred into regular classes, the student continues to be provided with other curriculum offerings of a supportive nature as appropriate.</p> <p>G.L. c.76, Sec. 5 and 603 CMR 26.03(4)</p>
	<b>Rating: Partially Implemented    DISTRICT RESPONSE REQUIRED:    Yes</b>

**Department of Education Findings:**

*Interviews and a review of documentation indicated that written parental permission is not obtained for students to exit early from the TBE program. The nature of the support provided to students once they have exited the TBE program includes ESL support or Title I.*

### 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 7)
  - Title I (Report Issues # TI 10-11B)
- Safe and Drug Free Schools (Report Issues # SDF 1-3)
- Transitional Bilingual Education (Report Issue # TBE 8)

CRITERION NUMBER	SPECIAL EDUCATION III. PARENTAL INVOLVEMENT	
	Legal Standard	
SE 24	<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. The school district provides 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> <li>5. The district provides parents with an opportunity to consult with the Administrator of Special Education or his/her designee regarding the evaluators to be used and the proposed content of all required and optional assessments</li> <li>6. The school district does not limit a parent's right to refer a student for timely special education evaluation because the district has not fully explored and/or attempted some or all of the available instructional support programs or other interventions available in general education that may be described in the district's Curriculum Accommodation Plan, including any pre-referral program.</li> <li>7. The school district refuses to conduct an initial evaluation only when the circumstances of a student make clear that there is no suspicion of a disability and that there is no concern about the student's development.</li> </ol> <p><b>State Regulations</b> 28.04(1)</p> <p><b>Federal Requirements</b> 300.503(a)</p>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

CRITERION NUMBER		
	Legal Standard	
SE 25	<p><b>Parental consent</b> 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 written parental consent before conducting an initial evaluation or making an initial placement of a student in a special education program. Written parental consent is obtained before conducting a reevaluation and before placing a student in a special education placement subsequent to the initial placement in special education.</li> </ol>	

CRITERION NUMBER	
	<b>Legal Standard</b>
	<p>2. The school district obtains consent before initiating extended evaluation services.</p> <p>3. The school district obtains consent to the services proposed on a student's IEP before providing such services.</p> <p>4. The school district obtains consent prior to placing a student in an initial special education placement and for any subsequent placement.</p> <p>5. A parent is informed that consent may be revoked at any time. Except for initial evaluation and initial placement, consent may not be required as condition of any benefit to the child.</p> <p>6. When the participation or consent of the parent is required and the parent fails or refuses to participate, the attempts to secure the consent of the parent are implemented through multiple attempts using a variety of methods which are documented by the district. Such efforts may include letters, written notices sent by certified mail, electronic mail (e-mail), telephone calls, or, if appropriate, TTY communications to the home, and home visits at such time as the parent is likely to be home. Efforts may include seeking assistance from a community service agency to secure parental participation.</p> <p>7. If, subsequent to initial evaluation and initial placement and after following the procedures required by the regulations, the school district is unable to obtain parental consent to a reevaluation or to placement in a special education program subsequent to the initial placement, or the parent revokes consent to such reevaluation or placement, the school district considers with the parent whether such action will result in the denial of a free appropriate public education to the child. If, after consideration, the school district determines that the parent's failure or refusal to consent will result in a denial of a free appropriate public education to the student, it seeks resolution of the dispute through Special Education Appeals</p> <p><b>State Regulations</b> 28.07(1)</p> <p style="text-align: right;"><b>Federal Requirements</b> 300.500(b)(1)</p>
	<p><b>Rating: Implemented</b>                      <b>DISTRICT RESPONSE REQUIRED:</b>                      <b>No</b></p>

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>SE 26</b>	<p><b>Parent participation in meetings</b></p> <p>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.</p> <p>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.</p>

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
	<p>3. The district schedules the meeting at a mutually agreed upon time and place; and documents such efforts.</p> <p>4. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls, or video conferencing.</p> <p>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.</p>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Regulations</b> 28.02(22)</td> <td style="width: 50%;"><b>Federal Requirements</b> 300.345(d), 300.501</td> </tr> </table>	<b>State Regulations</b> 28.02(22)	<b>Federal Requirements</b> 300.345(d), 300.501	
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<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>		

**Department of Education Findings:**

*The district provides extensive outreach to parents, through letters, phone calls and home visits, in order to ensure their participation in the IEP process. The district is very receptive to the concerns of parents and ensures that parents participate in decisions made on behalf of the students.*

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
<b>SE 27</b>	<p><b>Content of Team meeting notice to parents</b></p> <p>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.</p> <p>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.</p>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Regulations</b> 28.04(b)</td> <td style="width: 50%;"><b>Federal Requirements</b> 300.503-504</td> </tr> </table>	<b>State Regulations</b> 28.04(b)	<b>Federal Requirements</b> 300.503-504	
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 30</b>	<p><b>Elements of notice of parents' rights</b> The district's notice of parental rights contains all required elements included in the most current version of the Massachusetts Parent's Rights Brochure.</p> <p><b>State Regulations</b> MGL c. 71B, Sec. 3</p> <p style="text-align: right;"><b>Federal Requirements</b> 300.503-504</p>
	<p><b>Rating: Implemented</b>                      <b>DISTRICT RESPONSE REQUIRED:</b>                      <b>No</b></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 31</b>	<p><b>State and district responsibility for educational surrogate parents</b></p> <ol style="list-style-type: none"> <li>1. When a student is without parental representation and requires an educational surrogate parent to be appointed in accordance with federal law and regulations, upon request of the Department, the district responsible for services to the student assists in identifying a person willing to serve as an educational surrogate parent.</li> <li>2. Upon assignment by the Department, such educational surrogate parent has all the rights and responsibilities of a parent in making decisions regarding eligibility and services for special education for the assigned student. The Department provides notice of appointment to the school district and any state agency with custody of the student.</li> <li>3. A person identified by the district and willing to serve as an educational surrogate parent has no conflict of interest and is not in the employ of the school district or any state or local agencies involved with the care of the student .</li> <li>4. A person identified by the district, appointed by the Department, and serving as an educational surrogate parent does not receive financial remuneration from the district except that the school district reimburses the person for reasonable expenses related to the exercise of his or her responsibilities as an educational surrogate parent for a student enrolled in the district.</li> </ol> <p><b>State Regulations</b> 28.07(7)</p> <p style="text-align: right;"><b>Federal Requirements</b> 300.515</p>
	<p><b>Rating: Implemented</b>                      <b>DISTRICT RESPONSE REQUIRED:</b>                      <b>No</b></p>

CRITERION NUMBER	
	<b>Legal Standard</b>
<p style="text-align: center;"><b>SE 32</b></p>	<p><b>Parent advisory council for special education</b></p> <ol style="list-style-type: none"> <li>1. The school committee has established a special education parent advisory council.</li> <li>2. Membership on the council is offered to all parents of children with disabilities and other interested parties.</li> <li>3. The parent advisory council duties include but are not limited to: advising the school committee on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the special education programs.</li> <li>4. The parent advisory council has established by-laws regarding officers and operational procedures.</li> <li>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.</li> <li>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.</li> </ol> <p><b>STATE REGULATIONS</b>                      <b>FEDERAL REQUIREMENTS</b></p> <p>Chapter 71B, sec. 1C; 28.07(4)</p>
	<p><b>Rating: Partially Implemented</b>    <b>DISTRICT RESPONSE REQUIRED:</b>                      <b>Yes</b></p>

**Department of Education Findings:**

*Although the district's parent advisory council (PAC) is active and the district works closely with the PAC in order to provide training and workshops related to special education, interviews indicated that the PAC's involvement in evaluating the district's special education programs is limited.*

CRITERION NUMBER	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION III. PARENTAL INVOLVEMENT</b>
	<b>Legal Standard</b>
<p style="text-align: center;"><b>MOA 7</b></p>	<p><b>General information and materials in languages other than English</b></p> <p>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.</p> <p>Title VI; MGL, Ch.76, Section 5</p>
	<p><b>Rating: Implemented</b>    <b>District Response Required: No</b></p>

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>• parents are involved in writing, and have agreed upon, both the district’s and school ‘s written parental involvement policies;</li> <li>• plans/policies are developed which ensure that parents are involved in program planning, implementation and review;</li> <li>• parents are involved in a timely, organized, and ongoing manner in the planning, review, and improvement of programs;</li> <li>• parents are provided the following information in a timely manner: <ul style="list-style-type: none"> <li>- school performance profiles and their child’s individual assessment results and interpretation of those results;</li> <li>- a curriculum description and explanation, forms of assessment used, and expected proficiency levels;</li> <li>- opportunities for regular meetings;</li> <li>- and timely responses to parental suggestions</li> </ul> </li> <li>• parents are involved in School-Parent Compacts and annual assessment of the effectiveness of parent involvement; and</li> <li>• an annual Title I informational meeting is conducted for parents together with other pertinent meetings of interest to parents.</li> </ul> <p>1118 (a)-(e) ESEA,IASA</p>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*While interviews and review of documentation revealed that parents are well informed about the Title I program and their children's performance, all indications are that parents are not involved in writing and agreeing upon written involvement policies, and do not take part in program planning, implementation and review.*

CRITERION NUMBER	
	<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 they can understand.</p> <p>1118 (f) ESEA,IASA</p>
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED: No</b>

<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. (e.g., curriculum descriptions; school performance profiles)  1118(e)(2)(A) and (B)
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

<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.  The Education Reform Act of 1993
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

<b>CRITERION NUMBER</b>	<b>SAFE AND DRUG FREE SCHOOLS III. PARENTAL INVOLVEMENT</b>
	<b>Legal Standard</b>
<b>SDF 1</b>	The local education agency coordinates such agency’s programs and projects with community-wide efforts to achieve such agency’s goals for drug and violence prevention.  [Title IV Sec. 4115 (b) (2) (D)]
	<b>Rating: Partially Implemented</b> <b>District Response Required:</b> <b>Yes</b>

**Department of Education Findings:**

*The information gathered shows that community agencies have an independent knowledge of the prevalence of drugs and violence problems among youth in the community, but community agencies have not participated in any surveys or focus groups. Interviews showed no evidence that community agencies were aware of the goals and objectives of the SDFSCA program; however, community agencies have collaborated with the district in providing them with data from police, town hall and local hospital records. The SDFSCA program should exchange information with other community agencies, and the agencies should have continued representation in the Health Advisory Council, as well as participate in surveys and focus groups.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SDF 2</b>	<p>The local education agency coordinates such agency's programs and projects with other federal, state, and local programs for drug-abuse and violence prevention, including health programs.</p> <p>[Title IV Sec. 4115 (b) (2) (E)]</p>
	<b>Rating: Partially Implemented    DISTRICT RESPONSE REQUIRED:    Yes</b>

**Department of Education Findings:**

*Local programs are coordinated with the Health Protection Fund Program, the Public Safety Grants/Locally Funded DARE, and after school programs, such as Teen Dating Violence Prevention. Based on the information gathered, there is no clear evidence of coordination with the Safe Schools for Gay and Lesbian Students program.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SDF 2A</b>	<p>The Safe and Drug Free Schools Advisory Council is representative of community agencies. The Council includes parents, students and representatives from the schools and prevention community.</p> <p>Advisory Council activities are directed toward developing appropriate drug abuse and violence awareness and prevention programs.</p> <p>[Title IV Sec. 4115 (b) (2) (E)]</p>
	<b>Rating: Partially Implemented    DISTRICT RESPONSE REQUIRED:    Yes</b>

**Department of Education Findings:**

*Interviews and documentation review indicated that the Advisory Council has representatives from the following segments of the community: parents, students, school staff, law enforcement, the Mass. Prevention Center, Tobacco Control and ACS. The following segments are not represented in the Advisory Council: local government, business and the medical profession.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SDF 2B</b>	There is evidence of an ongoing role for the Advisory Council in program planning and implementation through a comprehensive set of activities.  Title IV Sec. 4115 (b) (2)
	<b>Rating: Partially Implemented    DISTRICT RESPONSE REQUIRED:    Yes</b>

**Department of Education Findings:**

*Interviews and documentation review indicated that the Advisory Council takes part in gathering and analyzing data to identify drug and violence problems among local youth; however, evidence was not provided indicating that the Advisory Council establishes measurable goals and objectives for local programs, as well as designs program strategies and activities to meet the established goals and objectives.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SDF 3</b>	There are program activities implemented to promote the involvement of parents.  [Title IV Sec. 4116 (a)(1)]
	<b>Rating: Partially Implemented    DISTRICT RESPONSE REQUIRED:    Yes</b>

**Department of Education Findings:**

*Although interviews indicated that the district promotes parental involvement, no evidence was provided indicating that parents participate in surveys or group meetings for the purpose of discussing the prevalence of drug use and violence among youth in the community. The district did not provide documentation indicating that parents are aware of the goals and objectives of the local SDFSCA program or that parents are provided with status reports regarding program outcomes and accomplishments.*

CRITERION NUMBER	TRANSITIONAL BILINGUAL EDUCATION III. PARENTAL INVOLVEMENT	
	Legal Standard	
TBE 8	<p>Each school district required to provide Transitional Bilingual Education programs shall develop means for including parents or guardians of students participating in such programs in matters pertaining to their children’s education. This involvement may be through the development of a parent advisory council on Transitional Bilingual Education, through membership on a school-based council, or through other means determined by the district.</p> <p>603 CMR 14.03(1)</p>	
	<b>Rating: Not Implemented</b>	<b>District Response Required: Yes</b>

**Department of Education Findings:**

*The district does not currently have a TBE parent advisory council. There are no TBE parents on the school council and the district does not have formal outreach procedures for TBE parents.*

## 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 8-9)
  - Title I (Report Issues # TI 12-14F)
- Safe and Drug Free Schools (Report Issue # SDF 4)
- Transitional Bilingual Education (Report Issues # TBE 9-11)



CRITERION NUMBER	<b>SPECIAL EDUCATION IV. CURRICULUM AND INSTRUCTION</b>		
	Legal Standard		
<b>SE 33</b>	<p><b>Involvement in the general curriculum</b></p> <ol style="list-style-type: none"> <li>1. District personnel reflect a full understanding of the connection between the Massachusetts Curriculum Frameworks and the expectations of the state for student performance as well as the rights of students with disabilities to be full participants in the general curriculum.</li> <li>2. The district has either aligned its district curriculum with the Frameworks or has taken steps to provide students (including all students with disabilities) with essential learning opportunities that prepare the students to reach the state graduation standards.</li> <li>3. At least one member of all IEP Teams is familiar with the general curriculum and is able to discuss an eligible student's appropriate access to the general curriculum.</li> <li>4. In the IEP the district documents the student's participation in the general curriculum.</li> </ol> <p><b>State Regulations</b> 28.05(4)(a) and (b)</p> <p style="text-align: right;"><b>Federal Requirements</b> 300.347(a)(1)(i); 300.137</p>		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

CRITERION NUMBER			
	Legal Standard		
<b>SE 34</b>	<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><b>State Regulations</b></p> <p style="text-align: right;"><b>Federal Requirements</b> 300.551;300.305; 300.123</p>		
	<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>

**Department of Education Findings:**

*Interviews indicated that a gap in the curriculum exists at the high school level. Students who are unable to participate in the inclusion classrooms with in-class supports, but who are also higher functioning than the students in the Life Skills program, are placed in the Life Skills program because the high school does not have an alternative placement for these students.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 35</b>	<p><b>Specialized materials and assistive technology</b></p> <ol style="list-style-type: none"> <li>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>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><b>State Regulations</b></p> <p style="text-align: right;"><b>Federal Requirements</b> 34 CFR 300.308, 34 CFR 300.346</p>
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 36</b>	<p><b>IEP implementation, accountability and financial responsibility</b></p> <ol style="list-style-type: none"> <li>The district ensures that IEPs are implemented without delay upon parent consent.</li> <li>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>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>The district provides all programs and services without expense to the child's parents.</li> <li>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><b>State Regulations</b> 28.06(3)</p> <p style="text-align: right;"><b>Federal Requirements</b> 300.142; 300.350</p>
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

**Department of Education Findings:**

*Interviews indicated that if the Team determines that the placement is not appropriate for the student, the district promptly consults with specialists and the parents in order to find the most appropriate placement.*

CRITERION NUMBER	
	Legal Standard
SE 37	<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. Preference is also given to approved programs located within the Massachusetts if the choice of such program is consistent with the needs of the student and the choice of such program complies with LRE requirements. 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>: At a minimum, 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> <li>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: <ol 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, and 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</li> </ol> </li> </ol>

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
	<p>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.</p> <p>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.</p> <p>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.</p> <p>e. <u>Notification of the Department of Education</u>: Prior to placement, if the Team 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 and documentation of a monitoring plan pursuant to 603 CMR 28.06(3)(b). 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 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 data-bbox="402 1753 1409 1822"> <tr> <td data-bbox="402 1753 803 1822"><b>State Regulations</b> 28.02(13), 28.06(3)</td> <td data-bbox="803 1753 1409 1822"><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)	
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	<table data-bbox="402 1831 1409 1879"> <tr> <td data-bbox="402 1831 760 1879"><b>Rating: Implemented</b></td> <td data-bbox="760 1831 1295 1879"><b>DISTRICT RESPONSE REQUIRED:</b></td> <td data-bbox="1295 1831 1409 1879"><b>No</b></td> </tr> </table>	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>
<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>		



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>opportunities to participate in the public school special education program consistent with state constitutional limitations.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>State Regulations</b> 28.03(e)</p> <p><b>Federal Requirements</b> 300.450-300.462</p>
	<p><b>Rating: Implemented</b>                      <b>DISTRICT RESPONSE REQUIRED:</b>                      <b>No</b></p>

<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> <p>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.</p> <p>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.</p> <p>3. When eligible students are assigned to instructional groupings outside of the</p>



CRITERION NUMBER					
	<b>Legal Standard</b>				
SE 42	<p><b>Programs for young children three and four years of age</b></p> <p><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> <li>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.</li> <li>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.</li> <li>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).</li> </ol> <p><u>Types of Settings:</u></p> <ol style="list-style-type: none"> <li>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: <ol 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> </ol> </li> <li>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: <ol 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> </ol> </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>28.06(7)</td> <td>300.342(c)</td> </tr> </table> </p>	<b>State Regulations</b>	<b>Federal Requirements</b>	28.06(7)	300.342(c)
<b>State Regulations</b>	<b>Federal Requirements</b>				
28.06(7)	300.342(c)				
	<p><b>Rating: Partially Implemented</b>    <b>DISTRICT RESPONSE REQUIRED:</b>    <b>Yes</b></p>				



**Department of Education Findings:**

*Interviews and classroom observations indicated that there are a high number of students placed in the district's ABA/adaptive preschool classroom. The district indicated that this issue is being addressed through the relocation of the ABA program.*

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION IV. CURRICULUM AND INSTRUCTION</b>		
	<b>Legal Standard</b>		
<b>MOA 8</b>	<p><b>Accessibility of extra curricular activities</b>            Extra curricular activities sponsored by the district are non-discriminatory in that:</p> <ol style="list-style-type: none"> <li>1. the school provides equal opportunity for male and female students to participate in intramural and interscholastic sports</li> <li>2. 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.</li> </ol> <p>Title II; Title IX ; S. 504; MGL, Ch.76, Section 5</p>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>MOA 9</b>	<p><b>Promotional, recruitment, and employment practices of prospective employers of students</b>            The district ensures that promotional efforts and recruitment and employment practices and materials aimed at students, including career days, work study, cooperative work experience and apprenticeship training programs, are free of bias and discrimination by:</p> <ol style="list-style-type: none"> <li>1. depicting students from both sexes and under represented groups in all pictorial representations</li> <li>2. making clear in written materials that all options are open to students regardless of race, color, sex, religion, national origin, sexual orientation or disability</li> <li>3. requiring employers recruiting at the school to sign a statement that they do not discriminate in hiring or employment practices</li> </ol> <p>Title I, Title VI, Title IX, S. 504, MGL, Ch.76, Section 5</p>		
	<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>

**Department of Education Findings:**

*Documentation was not provided indicating that the district requires employers recruiting at the high school to sign a statement setting forth that they do not discriminate in hiring or employment practices.*

<b>CRITERION NUMBER</b>	<b>TITLE 1 IV. CURRICULUM AND INSTRUCTION</b>		
	<b>Legal Standard</b>		
<b>TI 12 - TAS</b>	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: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>TI 13 - TAS</b>	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:</b>	<b>No</b>

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

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 14A - TAS/SWP</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> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 14 - SWP</b>	A comprehensive Schoolwide Programs (SWP) plan has been developed with involvement of community to be served and individuals who will carry out the plan, including: <ul style="list-style-type: none"> <li>• teachers, principals and other staff, and where appropriate</li> <li>• pupil services personnel,</li> <li>• parents, and</li> <li>• secondary school students, if applicable.</li> </ul> 1114(b)(2)(C)(ii) ESEA,IASA; 200.6(e)(2)(ii)(Federal Register)(CFR)
	<b>Rating: Not Applicable</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 14A - SWP</b>	The comprehensive SWP plan is in effect for the duration of the school's participation and reviewed and revised, as necessary, by the school.  1114(b)(2)(C)(iii) ESEA,IASA; 200.6(e)(3) and (4)(Federal Register)(CFR)
	<b>Rating: Not Applicable</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 14B - SWP</b>	The SWP plan includes a comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State content standards and the State student performance standards.  1114(b)(1)(A) ESEA, IASA; 200.6(d)(1)(i)(Federal Register)(CFR)
	<b>Rating: Not Applicable</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 14C - SWP</b>	The SWP plan includes reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student performance.  1114(b)(1)(B)(I) ESEA, IASA; 200.6(d)(2)(i) (Federal Register (CFR)
	<b>Rating: Not Applicable</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 14D - SWP</b>	The district acts to fully implement its assurance that it provides technical assistance and support to schoolwide programs and works in consultation with these programs as they develop and implement such plans.  1112(c)(1)(B) and (C) ESEA, IASA
	<b>Rating: Not Applicable</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 14E - SWP</b>	In providing technical assistance and support to schoolwide programs, the district ensures that the programs and plans contain all required schoolwide components and plan requirements.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	1112(c)(1)(B); 1114(b)(1) and (2) (Federal Register)(CFR)
	<b>Rating: Not Applicable</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>T1 14F - SWP</b>	The schoolwide plan is made available to school district staff, parents, and the public, and the information contained in such plan is translated, to the extent feasible, into any languages that a significant percentage of parents of participating children in the school speak as their primary language.  1114(b)(2)(C)(iv) ESEA, IASA; 200.6(e)(2)(iii) and (iv) (Federal Register)(CFR)
	<b>Rating: Not Applicable</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

<b>CRITERION NUMBER</b>	<b>SAFE AND DRUG FREE SCHOOLS IV. CURRICULUM AND INSTRUCTION</b>	
	<b>Legal Standard</b>	
<b>SDF 4</b>	Local SDFSCA activities (where applicable) are integrated with the following federal programs under IASA and Goals 2000 and the ESEA: <ul style="list-style-type: none"> <li>• Title I (helping disadvantaged children meet high standards);</li> <li>• Title II (professional development );</li> <li>• Subpart 1 of Part A of Title VII (bilingual education);</li> <li>• Subpart 4 of Part A of Title IX (Indian education);</li> <li>• Title VI (innovative education program strategies);</li> <li>• Part C of Title VII (emergency immigrant education); and</li> <li>• IDEA-97 (special education)</li> </ul> [Title IV Sec. 4115 (c) (2) (B) (iii)]	
	<b>Rating: Not Implemented</b>	<b>District Response Required: Yes</b>

**Department of Education Findings:**

*Interviews and documentation review indicated that local SDFSCA activities are not integrated with any of the listed federal programs.*

CRITERION NUMBER	TRANSITIONAL BILINGUAL EDUCATION IV. CURRICULUM AND INSTRUCTION		
	Legal Standard		
<b>TBE 9</b>	Upon placement in the TBE program, a notice is mailed to the parents in the following manner: <ul style="list-style-type: none"> <li>(i) not later than ten days after each student's enrollment;</li> <li>(ii) containing a simple, non-technical explanation of TBE;</li> <li>(iii) written in the primary/home language as well as in English;</li> <li>(iv) stating the parent's right to visit the TBE program;</li> <li>(v) stating the parent's right to withdraw the child; and</li> <li>(vi) stating the parent's right to a conference to discuss the TBE program.</li> </ul> G.L. c.71A, Sec. 2 and Sec. 5		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Education Findings:**

*Interviews and a review of student records indicated that the district provides notification to the parents, however, this notification is not sent within ten days.*

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

**Department of Education Findings:** *See TBE 5*

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

**Department of Education Findings:**

*The TBE classes are within the required age 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 43-49A)
- Civil Rights Methods of Administration (MOA)  
(Report Issues MOA 10 –17A)
  - Title I (Report Issues # TI 15-18)
- Transitional Bilingual Education (Report Issues # TBE 12-13)

CRITERION NUMBER	SPECIAL EDUCATION V. STUDENT SUPPORT SERVICES	
	Legal Standard	
SE 43	<p><b>Behavioral interventions</b> For a student whose behavior impedes their learning or the learning of others, the Team considers the student’s behavior including positive behavioral interventions, ability to follow school discipline codes, any needed code modifications and the possible need for a functional behavioral assessment.</p>	
	State Regulations	Federal Requirements 300.346
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Education Findings:**

*Documentation review and interviews indicated that the district does not consistently develop a Behavioral Intervention Plan for students whose behavior impedes their learning or the learning of others.*

CRITERION NUMBER		
	Legal Standard	
SE 44	<p><b>Procedure for recording suspensions</b> The district has a procedure to record the number and duration of suspensions, including any suspensions from any part of the student’s IEP program (including transportation).</p>	
	State Regulations	Federal Requirements 300.121(d)(2)
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED: No</b>

**Department of Education Findings:**

*The district uses Saturday suspensions in order to keep students from losing instructional time during the school week.*



CRITERION NUMBER	
	<b>Legal Standard</b>
SE 45	<p><b>Procedures for suspension up to 10 days and after 10 days: General requirement</b></p> <ol style="list-style-type: none"> <li>1. All students, including eligible students with disabilities, receive prior written notice regarding the school’s Code of Conduct.</li> <li>2. The school’s Code of Conduct includes required procedural safeguards such as opportunity for a hearing (per Goss v. Lopez).</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol> <p><b>State Regulation</b> MGL c. 76, sec. 16-18 Chapter 71, section 37 H</p> <p style="text-align: right;"><b>Federal Requirements</b> 300.519-300.529</p>
	<p><b>Rating: Implemented</b>                      <b>DISTRICT RESPONSE REQUIRED:</b>                      <b>No</b></p>

CRITERION NUMBER	
	<b>Legal Standard</b>
SE 46	<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> <ol style="list-style-type: none"> <li>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.</li> <li>2. Prior to a suspension that constitutes a change in placement of a student with disabilities, the Team convenes <ol 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 behavior? Can student control behavior?).</li> </ol> </li> </ol>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>3. If the Team determines that the behavior is <u>NOT</u> a manifestation of the disability, then the district may suspend or expel the student consistent with policies applied to any student without disabilities, except that the district must still offer an appropriate education program to the student with disabilities which may be in some other setting.</p> <p>4. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 days</p> <ol style="list-style-type: none"> <li>a. if the behavior involves weapons or illegal drugs or another controlled substance while at school or a school function; or</li> <li>b. if the district provides evidence that the student is “substantially likely” to injure him/herself or others and a hearing officer orders the alternative placement; and</li> <li>c. the interim alternative education setting enables the student to continue in the general curriculum, to continue receiving services identified on the IEP, and provides services to address the problem behavior.</li> </ol> <p>5. If the Team determines that the behavior <u>IS</u> a manifestation of the disability, then the district takes steps (with the consent of the parent) to correct the IEP, the placement, or the behavior intervention plan and does not suspend the student again during the school year.</p> <p>6. The school district provides written notice to the parent of all rights to appeal and to an expedited hearing. If the parent chooses to appeal, during the appeal the student stays put in the placement on the last accepted IEP or the interim alternative placement, unless the parent and the school district agree otherwise.</p> <p><b>State Regulations</b> <span style="float: right;"><b>Federal Requirements</b></span>  <span style="float: right;">300.519-300.528</span></p>
	<p><b>Rating: Implemented</b> <span style="margin-left: 200px;"><b>DISTRICT RESPONSE REQUIRED:</b></span> <span style="float: right;"><b>No</b></span></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 47</b>	<p><b>Procedural requirements applied to students not yet determined to be eligible for special education</b></p> <p>1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:</p> <ol style="list-style-type: none"> <li>a. The parent had expressed concern in writing; or</li> <li>b. The parent had requested an evaluation; or</li> <li>c. School district staff had expressed concern that the student had a disability.</li> </ol>



<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> <p><b>State Regulations</b> 28.02(19)</p> <p><b>Federal Requirements</b> 300.24</p>
	<p><b>Rating: Partially Implemented</b>      <b>DISTRICT RESPONSE REQUIRED: Yes</b></p>

**Department of Education Findings:**

*Although the district provides a large amount of related services to students, interviews and documentation review indicated that therapeutic counseling services are not offered within the district to all students who require such services.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 49A</b>	<p><b>Special Transportation</b></p> <p>If the IEP specifies that the student’s disability requires transportation or specialized transportation arrangements in order to benefit from special education, the district implements these provisions of the student’s IEP.</p> <ol style="list-style-type: none"> <li>1. The Team determines necessary modifications, special equipment, assistance, need for qualified attendants on vehicles, and any particular precautions required by the student and documents such determinations in the student's IEP. If specialized arrangements can be provided on regular transportation vehicles, the</li> </ol>



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 11</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, color, sex, religion, national origin, sexual orientation or disability.</p> <p>Title VI; Title IX; Section 504; MGL, Ch.76, Section 5</p>
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 12</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.</p> <p>Title II, Title VI, Title IX, S. 504</p>
	<b>Rating: Partially Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>Yes</b>

**Department of Education Findings:**

*Although the district has grievance procedures for students and employees covering Title VI, Title IX and Section 504, these procedures are not included in the student handbooks.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 13</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.</p> <p>Title VI, Title IX, S. 504</p>
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>MOA 14</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:</p> <ul style="list-style-type: none"> <li>X encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills</li> <li>X examine testing materials for bias and counteract any found bias when administering and interpreting test results</li> <li>X communicate effectively with limited English-proficient and disabled students and facilitate their access to all programs and services offered by the district</li> <li>X support students in non-traditional educational and occupational pursuits for their gender</li> </ul> <p>Title II, Title VI; Title IX; S. 504; MGL, Ch.76, Section 5</p>
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>MOA 15</b>	<p><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:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> <p>Title VI; Title IX; S. 504; MGL, Ch.76, Section 5</p>
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 16</b>	<p><b>Notice to students who have left or are about to leave school without a high school diploma</b></p> <p>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:</p> <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> <p>MGL, Ch. 76, S.18</p>
	<p><b>Rating: Implemented</b>      <b>DISTRICT RESPONSE REQUIRED:</b>      <b>No</b></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 17</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, color, 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> <p>Title VI, Title IX, Section 504, MGL, Ch.76, Section 5</p>
	<p><b>Rating: Implemented</b>      <b>DISTRICT RESPONSE REQUIRED:</b>      <b>No</b></p>



CRITERION NUMBER	
	<b>Legal Standard</b>
<b>MOA 17A</b>	<p><b>Use of physical restraint on any student enrolled in a publicly funded education program</b></p> <ol style="list-style-type: none"> <li>1. The district has developed and implemented staff training at least annually on the use of restraint consistent with regulatory requirements.</li> <li>2. The district administers physical restraint on students only when needed to protect a student and/or a member of the school community from imminent, serious, physical harm. The district implements restraint procedures consistent with Department of Education regulations in order to prevent or minimize any harm to the student as a result of the use of physical restraint.</li> <li>3. The district has developed written procedures regarding appropriate responses to student behavior that may require immediate intervention. Such procedures are annually reviewed and provided to school staff and made available to parents of enrolled students.</li> <li>4. The district has developed and implemented reporting requirements and procedures for administrators, parents and the Department of Education consistent with the regulations.</li> <li>5. The district has developed and implemented any applicable individual waiver procedures consistent with the regulations.</li> </ol> <p>603 CMR 46.00</p>
	<p><b>Rating: Partially Implemented      DISTRICT RESPONSE REQUIRED:      Yes</b></p>

**Department of Education Findings:**

*Interviews indicated that although key staff have received in-depth training on physical restraint requirements, a significant number of staff have not received any training or written information on physical restraints.*

CRITERION NUMBER	<b>TITLE 1 V. STUDENT SUPPORT SERVICES</b>
	<b>Legal Standard</b>
<b>TI 15</b>	<p>The program design serves to supplement, not supplant:</p> <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> <p>200.63 (Federal Register) CFR; 1115 (b)(2)(ii) ESEA, IASA</p>
	<p><b>Rating: Implemented      District Response Required:      No</b></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 16</b>	Representatives from non-public school and/or Neglected or Delinquent (N or D) facilities 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: Partially Implemented    DISTRICT RESPONSE REQUIRED:    Yes</b>

**Department of Education Findings:**

*Interviews and documentation showed that the district has an appropriate, long standing and productive Title I program in place at a local parochial school. The district, however, has not informed and consulted with all non-public schools that might be eligible for services.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 17</b>	The Title I services provided in non-public schools and N or D facilities are equivalent 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: Implemented    DISTRICT RESPONSE REQUIRED:    No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 18</b>	Additional assistance is provided through teacher-parent conferences for any students not meeting the standards to discuss: <ul style="list-style-type: none"> <li>• what the school will do to help the student meet the standards;</li> <li>• what the family can do to help the student improve performance; and</li> <li>• additional assistance for the student at the school or elsewhere in the community.</li> </ul> 1114(b)(1)(H)(iii)
	<b>Rating: Implemented    DISTRICT RESPONSE REQUIRED:    No</b>

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

**Department of Education Findings:**

*Documentation review, interviews and classroom observations indicated that limited English proficient students do not have access to the district's special education programs, as well as honors and advanced level courses.*

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

**Department of Education Findings:**

*Documentation review indicated that the district translates the required information, which is provided in the student handbooks.*

## 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 19-23)
- Transitional Bilingual Education (Report Issues # TBE 15-17)

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 the needs of diverse learners in the general education program. 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</li> </ol>





CRITERION NUMBER	
	<b>Legal Standard</b>
<p><b>SE 54</b></p>	<p><b>Professional development regarding special education</b></p> <ol style="list-style-type: none"> <li>1) 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:</li> <li>2) state and federal special education requirements and related local special education policies and procedures;</li> <li>3) confidentiality of student records;</li> <li>4) 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>5) methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning needs of all students in the regular classroom;</li> <li>6) training in the provision of pre-referral services within regular education, teacher mentoring and collaboration and parental involvement;</li> <li>7) training for all locally hired <u>and</u> contracted transportation providers on the unique needs of all students being transported in regular and special transportation vehicles; and</li> <li>8) 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      DISTRICT RESPONSE REQUIRED:      Yes</b></p>

**Department of Education Findings:**

*Interviews indicated that not all staff received training on the state and federal special education requirements and related special education policies and procedures.*



<b>CRITERION NUMBER</b>	<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, racial and ethnic group members or disabled persons, the district makes efforts to recruit for such positions members of the under represented groups.</p> <p>Title I, Title VI, Title IX, S. 504</p>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>MOA 19</b>	<p><b>Employment application and interview procedures</b>  Job application forms and interview questions do not include inquiries regarding a candidate's race, ethnicity, age, marital and parental status, national origin, physical attributes, religious background, health, health history and physical or mental condition.</p> <p>Title I, Title VI, Title IX, S. 504</p>		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>MOA 20</b>	<p><b>Non-discriminatory personnel policies and procedures</b>  District personnel policies and procedures are free of discrimination and bias in the following areas:</p> <ol style="list-style-type: none"> <li>1. employee hiring, upgrading, award of tenure, demotion, return from layoff and retirement are the same for both sexes</li> <li>2. employee pay schedules and rates of other compensation for all job categories provide equal pay for equal work</li> <li>3. fringe benefits for all job categories such as medical, dental, insurance, leave (sick, personal, professional, parental, dependent care, bereavement) etc. are the same for all employees.</li> </ol> <p>Title I, Title VI, Title IX, S. 504</p>		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>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.</p> <p>Title VI, Title IX, S. 504, MGL, Ch. 76, Section 5</p>
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

<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.</p> <p>Chapter 71, 38G</p>
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

<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 (D)(1)(c) ESEA,IASA</p>
	<b>Rating: Not Applicable</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

**Department of Education Findings:**

*There are no Title I teacher aides employed by the district.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>TI 21</b>	Professional development activities: <ul style="list-style-type: none"> <li>• 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</li> <li>• are provided to all of the district's instructional staff who serve Title I eligible students.</li> </ul> 1119 (b)(1)(A) ESEA,IASA
	<b>Rating: Commendable</b> <b>DISTRICT RESPONSE REQUIRED: No</b>

**Department of Education Findings:**

*Review of documentation and interviews revealed that numerous professional development activities that directly support adopted instructional practices and new initiatives are made available to all Title I staff. The district does an exceptional job at offering related courses for graduate credit, as well as opportunities for district staff to spread knowledge and skills that relate to the latest curriculum initiatives in the district.*

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: Implemented</b> <b>DISTRICT RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 23</b>	<p>Each school identified to be in need of improvement, as part of its school improvement plan, improves the skills of its staff by providing effective professional development activities and by devoting to such activities, over a period of 2 consecutive years, an amount equivalent to 10% of the Part A funds received by the school during 1 fiscal year (or otherwise document how the school is effectively carrying out professional development activities. Decisions about the use of these funds are made by teachers, principals, and other school staff in that school.</p> <p>1116(c)(3)(A)(i), (ii), and (C) ESEA, IASA</p>
	<b>Rating: Not Applicable</b> <b>DISTRICT RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	<b>TRANSITIONAL BILINGUAL EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION</b>
	<b>Legal Standard</b>
<b>TBE 15</b>	<p>The school district provides the following personnel for its TBE Programs:</p> <p>a) certified TBE teachers, G.L. c.71A, Sec. 6  B) CERTIFIED ESL TEACHERS, G.L. C.71, SEC. 38G  c) native language teacher aides if class ratio exceeds maximum, 603 CMR 14.04  d) an individual to be responsible for administration of the programs. 603 CMR 14.01(2)</p>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*Review of documentation indicated that there are nine staff members in the bilingual program who are not currently certified or on waivers. The teachers who have received an exemption or waiver are generally either native language speakers or Spanish foreign language teachers. The district uses paraprofessionals to translate materials and information for native English speaking teachers, and the district advertises in order to recruit and hire qualified and certified personnel for its TBE and ESL programs. Interviews indicated that the native language aides provide instruction indirectly and through small groups. Additionally, collaboration occurs between TBE, ESL and regular education teachers through the use of teams in grades four and above. It is also recommended that the district hire a qualified individual to be responsible for the administration of the bilingual programs.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TBE 16</b>	The maximum student-teacher ratio for Transitional Bilingual Education classes grades K-12 shall be an average of 20:1, except that the student-teacher ratio may be an average of 25:1, where a teacher's aide is assigned to the class. No individual class enrollment may be larger than the largest regular education class at the same grade level(s).  G.L. c.71A, 5 and 603 CMR 14.05
	<b>Rating: Partially Implemented    DISTRICT RESPONSE REQUIRED:    Yes</b>

**Department of Education Findings:**

*Review of data and classroom observations indicated that the number of TBE students in the high school's Portuguese classes exceeds the allowable student-teacher ratio.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TBE 17</b>	The school district is implementing a professional development plan that addresses the need for training and skills for all staff in second language acquisition and in working with culturally and linguistically diverse student populations.  G.L. c.71, 59C
	<b>Rating: Not Implemented    DISTRICT RESPONSE REQUIRED:    Yes</b>

**Department of Education Findings:**

*The district is not implementing a professional development plan that addresses the need for training and skills for all staff in second language acquisition and in working with culturally and linguistically diverse student populations.*

## 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 22-23)
  - Transitional Bilingual Education (Report Issues # TBE 18-19)

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: Implemented</b>	<b>District Response Required: No</b>

**Department of Education Findings:**

*Observation and a review of documentation indicated that classrooms used for special education programs are at least equal to the average standards of the general education facilities and classroom, and some classrooms, such as that used for the Life Skills program, are larger than the general education classrooms. Special education classrooms are located in areas that fully maximize the inclusion of all special education students. In addition, the district houses classrooms from the collaborative programs which are also located in areas that fully include special education students into the life of the school.*

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VII. SCHOOL FACILITIES	
	Legal Standard	
MOA 22	<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 (IDEA-97)</p>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 23</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</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

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

**Department of Education Findings:**

*Classroom observations indicated that the district's TBE programs are located within the regular public schools.*



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TBE 19</b>	TBE classrooms are comparable to those provided for regular education students (including physical characteristics, materials, and equipment).  G.L. c.71A, 71; G.L. c.76, 75; 603 CMR 26.03(4)
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

**Department of Education Findings:**

*Although the district has had difficulty finding comparable Portuguese materials, the students are provided with the required information in their native language. The facilities used in the district to serve bilingual students are included throughout the buildings and are at least equal in all respects to those facilities provided to monolingual English speaking students.*

## 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 24-25)
  - Title I (Report Issues # TI 24-26)
    - Safe and Drug Free Schools (Report Issue # SDF 5-8)
    - Transitional Bilingual Education (Report Issue # TBE 20)

CRITERION NUMBER	SPECIAL EDUCATION VIII. PROGRAM PLAN AND EVALUATION	
	Legal Standard	
SE 56	<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><b>Federal Requirements</b> 300.137</p>	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Education Findings:**

*Although the special education programs, services and administrative areas are regularly evaluated, interviews and a review of documentation indicated that the special education parent advisory council is not included in the evaluation process.*

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VIII. PROGRAM PLAN AND EVALUATION	
	Legal Standard	
MOA 24	<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; 603 CMR 26.05(2)</p>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 25</b>	<p><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.</p> <p>Title VI; Title IX; S. 504; MGL, Ch.76, Section 5</p>
	<b>Rating: Not Implemented      DISTRICT RESPONSE REQUIRED:      Yes</b>

**Department of Education Findings:**

*Review of documentation indicated that the district does not currently have a comprehensive evaluation process in place to examine and remedy policies and programs that discriminate or limit educational access.*

<b>CRITERION NUMBER</b>	<b>TITLE 1 VIII. PROGRAM PLAN AND EVALUATION</b>
	<b>Legal Standard</b>
<b>TI 24</b>	<p>A needs assessment and data analysis is conducted annually in each school 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.</p> <p>1115 (c)(2)(B); IASA 1114 (b)(1)(A) ESEA,IASA</p>
	<b>Rating: Partially Implemented      District Response Required:      Yes</b>

**Department of Education Findings:**

*Interviews and review of documentation showed that the district annually surveys staff and parents, as well as reviews student assessments. A written needs assessment and data analysis, however, is not conducted in each school in consultation with school staff and parents.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 24A</b>	<p>The effectiveness of the Title I program/services at each school is evaluated on at least an annual basis, and Title I program changes are implemented which reflect the recommendations of this evaluation. The Title I Schoolwide Plan is integrated into the school's Improvement Plan.</p> <p>1115 (c)(2)(B)ESEA, IASA</p>
	<b>Rating: Partially Implemented      DISTRICT RESPONSE REQUIRED:      Yes</b>

**Department of Education Findings:**

*Interviews and review of documentation indicated that program changes have been made in response to an informal evaluation of the Title I program. There is no indication that an annual evaluation of the program is performed.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 25</b>	<p>Each Title I school identified in need of improvement develops an improvement plan in consultation with parents, the district, and the school support team, or revises its school plan in a manner that demonstrates the greatest likelihood of improving the performance of participating children.</p> <p>1116(c)(2)(C)(i) ESEA, IASA</p>
	<p><b>Rating: Not Applicable</b>      <b>DISTRICT RESPONSE REQUIRED:</b>      <b>No</b></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 26</b>	<p>For districts with one or more Title I schools identified as in need of improvement, the district:</p> <ul style="list-style-type: none"> <li>• provides technical or other assistance as the school develops and implements or revises its school improvement plan. (Such technical assistance may be provided directly or by other entities with experience in helping schools improve achievement.);</li> <li>• (for the 2002-2003 school year) implements corrective action in the identified school during the third year following identification, if the school continues to fail to make adequate yearly progress (e.g., withhold funds, revoke authority to operate a schoolwide program, reconstitution of school staff, etc.); and</li> <li>• provides as many students as possible in an identified school with the opportunity to transfer to another school in the district not in need of improvement.</li> </ul> <p>1116(c)(4) and (5) ESEA, IASA 2763A-32 of P.L. 106-554 (Education Appropriations Act, 2001)</p>
	<p><b>Rating: Not Applicable</b>      <b>DISTRICT RESPONSE REQUIRED:</b>      <b>No</b></p>

CRITERION NUMBER	<b>SAFE AND DRUG FREE SCHOOLS VIII. PROGRAM PLAN AND EVALUATION</b>
	<b>Legal Standard</b>
<b>SDF 5</b>	Each recipient bases its programs on a thorough assessment of objective data about the drug and violence problems in the schools and communities served. Each SDFSCA grant recipient conducts a thorough assessment of the nature and extent of youth drug use and violence problems.  [Title IV Sections 4111 – 4116, 20 U.S.C. 7111 – 7116 ]
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

**Department of Education Findings:**

*The district collects informative data regarding the drug and violence problems in the schools and in the community. The process for determining the current levels of substance abuse and violence among students includes information gathered from students and local law enforcement, as well as information from disciplinary records and local police records. Appropriate documentation was provided to support the information collected from local law enforcement, school disciplinary records helped form the objective analysis of the application.*

CRITERION NUMBER	<b>Legal Standard</b>
<b>SDF 6</b>	Each recipient, with the assistance of a local or regional advisory council, establishes a set of measurable goals and objectives and designs its programs to meet those goals and objectives.  [Title IV Sections 4111 – 4116, 20 U.S.C. 7111 – 7116 ]
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: Yes</b></span>

**Department of Education Findings:**

*A review of documentation indicated that a thorough assessment of data is completed and the district has established goals, measurable objectives and activities for its prevention programs; however, there is no evidence of community agency involvement. The stated goals and measurable objectives address the needs identified by the objective analysis.*

CRITERION NUMBER	<b>Legal Standard</b>
<b>SDF 7</b>	Each recipient designs and implements its programs for youth based on research or evaluation that provides evidence that programs used actually prevent or reduce drug use, violence or disruptive behavior among youth.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	[Title IV Sections 4111 – 4116, 20 U.S.C. 7111 – 7116 ]
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED: No</b>

**Department of Education Findings:**

*There is evidence that the curriculum is used consistently throughout grade levels and responds to the identified needs of students.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SDF 8</b>	Each recipient evaluates its programs periodically to assess its progress toward achieving its goals and objectives, and uses its evaluation results to refine, improve and strengthen its programs, and to refine its goals and objectives as appropriate.
	<b>Rating: Partially Implemented</b> <b>DISTRICT RESPONSE REQUIRED: Yes</b>

**Department of Education Findings:**

*Interviews and a review of documentation indicated that the district conducts evaluations, which are used to assess the district's progress toward achieving its goals and objectives; however, there is no evidence that results are used to evaluate and refine the process towards achieving the stated goals.*

<b>CRITERION NUMBER</b>	<b>TRANSITIONAL BILINGUAL EDUCATION VIII. PROGRAM PLAN AND EVALUATION</b>
	<b>Legal Standard</b>
<b>TBE 20</b>	The school district provides information as requested to the Department of Education that describes an Annual Performance Evaluation of its program of Transitional Bilingual Education in accordance with G.L. c.69, 7I, 7J.
	<b>Rating: Commendable</b> <b>District Response Required: No</b>

**Department of Education Findings:**

*Documentation review indicated that the district's bilingual programs were recently evaluated through the use of a well-renowned and highly respected expert in the field. The report focused on all areas of the district's bilingual programs and determined the effectiveness of the programs and services. The report sets forth the areas of successful programming, as well as the areas of needed improvement.*

## 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 27-29A)
- Safe and Drug Free Schools (Report Issue # SDF 9)
- Transitional Bilingual Education (Report Issue # TBE 21)





<b>CRITERION NUMBER</b>	<b>TITLE 1 IX. RECORD KEEPING</b>
	<b>Legal Standard</b>
<b>TI 27</b>	For each split-funded staff member, the district maintains an appropriate log (time and efforts record) verifying the time actually spent on Title I activities.  200.63 (Federal Register) CFR
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 28</b>	Documentation is on file at the local Title I office verifying comparability and the district is in compliance with such comparability.  1120 (A)(c)(3)(B) ESEA, IASA
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 29</b>	The district has submitted all required reports to the Department of Education including the Local Title I Plan/Application and Performance and Achievement Report.  The district maintains appropriate Title I records in a central location or at each Title I school and keeps correspondence on file, including documentation for identifying schools eligible for Title I services (Target Area Selection), and the form for determining school allocations.  Information is made available to the Department regarding the allocation of Title I funds to schools and the rank order list and student selection criteria determined by the district.  ESEA 1116 (d)(1)(A), 1111(b)(2)(A)(ii), 1120A(c)(2)
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 29A</b>	<p><b>Federal Title I Grant:</b></p> <ol style="list-style-type: none"> <li>1. The district's Title I grant is designed by appropriate local administrators who are responsible for the implementation of the local Title I 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 grant in an ongoing manner to ensure its full implementation as the Department of Education has approved it.</li> <li>4. The district secures the approval of the Department of Education for all amendments prior to their implementation.</li> </ol>
	<p><b>Rating: Implemented</b>      <b>DISTRICT RESPONSE REQUIRED:</b>      <b>No</b></p>

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

**Department of Education Findings:**

*Approved and current budget pages, amendments and submitted requests for funds are on file with the Department of Education. The district maintains distribution logs for individuals employed with SDFSCA funds.*

CRITERION NUMBER	TRANSITIONAL BILINGUAL EDUCATION IX. RECORD KEEPING		
	Legal Standard		
<b>TBE 21</b>	Cumulative records on bilingual students are maintained in a confidential fashion as required by the Student Record Regulations and provided to parents upon request. Such records include: a) results of tests and evaluations, and b) information about student's previous school experiences.  G.L. c.71, §4 D and E, 603 CMR 23.00		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

**Department of Education Findings:**

*The cumulative records on bilingual students are maintained in a confidential fashion, and the results of tests and evaluations are gathered by the Team. The records include information on previous schooling.*

**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. This district-wide information, together with more detailed school building data, is periodically updated by the school district and is available in an evercurrent form on the Department's internet web site at <<http://profiles.doe.mass.edu/>>.

# School and District Profiles

## Definitions of Terms

### Profiles

The Massachusetts Department of Education collects information about schools and districts. Some of the information collected is published in School and District Profiles on DOE web pages. The information provides a snapshot of the educational picture in communities across the state.

Now districts view, add, update and delete their own district and school information over the web to make sure that the information is as up-to-date and accurate as possible. In addition, the general public will be able to view Directory information about each school district in the state. Individuals can retrieve for themselves information such as school personnel, school programs (e.g. School Choice and TBE) and the location of specialized services such as Special Education Collaboratives, and Vocational Training Programs.

The list below provides an explanation of information presented in the Profiles.

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## Directory Information

**DOE Code:** The DOE Code, also referred to as the Organization Code, is an eight digit numeric code assigned by the Massachusetts Department of Education to every organization listed in the Directory Profiles, including every district and school in the Commonwealth. For districts and schools, the first four digits represent the District Code and the last four digits represent the School Code. Thus the organization code "02660505" stands for "0266" (Sharon Public Schools) + "0505" (Sharon High). If a form requires the 8-digit DOE school code it is calling for the entire organization code.

Prior to the 2001 school year, organization codes contained six digits (three for the district and three for the school.) With the exception of some special needs schools, the eight digit codes are the same as the six digit codes with one zero added before the district code and another zero added before the school code. Thus, Sharon High's old six digit organizational code was 266505.

Please Note: The Department's Organization Code is not the same as the Institution codes assigned by the College board for SAT and AP results. Nor is it the same as the NCES code assigned to Massachusetts schools by the U.S. Department of Education.

**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 "PK" indicates the district has pre-kindergarten. A high school range ending in "13" or "14" indicates the district has a post-graduate program. Kindergarten starting age indicates the age as of a particular date at which children are eligible to begin kindergarten.

**Services:** Services include:

- **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.
- **Vocational Education:** indicates whether the district operates a Chapter 74 approved vocational education program.
- **Transitional Bilingual Education (TBE):** indicates whether the district operates a TBE program. Under Massachusetts law, a district must provide a TBE program in a particular language if there are 20 or more limited English proficient students in that particular language group enrolled in the district. Limited English proficient students are students whose first language is not English and who cannot perform ordinary class work in English.
- **METCO:** indicates whether the district participates in the state METCO program, which promotes voluntary desegregation by enrolling minority students from Boston and Springfield in suburban schools.

**Relationships:** Relationships include:

- **Member of Regional Districts\*:** 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.

\* District level data only.

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## Enrollment

**Enrollment by Grade:** indicates the enrollment for grades Pre-kindergarten (PK), kindergarten through 12, post-graduate grades 13 and 14, and ungraded (u/g) students for the listed school year.

**Race/Ethnicity:** indicates the percent of enrollment by race/ethnicity for the listed 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 listed school year.

**Children Attending Public Schools\*:** indicates the percent of school-age children in a city or town attending public schools, for the listed school years.

\* District level data only.

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## Test Results

**Massachusetts Comprehensive Assessment System (MCAS):** Click the MCAS link to see MCAS results for the district or school.

For additional information about Massachusetts Comprehensive Assessment System (MCAS), please refer to the Department of Education's MCAS web site at [www.doe.mass.edu/mcas](http://www.doe.mass.edu/mcas).

**SAT:** The district or school's SAT results are displayed for the listed years.

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## People

A list of people who work in the organization. Each name is linked to contact information for the person.

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## 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 listed school years.

**Teacher Salary\*:** indicates the minimum and maximum teacher salaries available, for the listed 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 listed 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.

Click one of the links in the Finance section for more school finance information.

\* District level data only.

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## Other Data

**Dropout/Attendance Rates:** indicates the percentage of students in grades 9-12 who dropped out of school between July 1 and June 30 prior to the listed year and who did not return to school by October 1. 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 listed school year.

**Student Exclusions:** indicates the number of student exclusions that occurred during the listed 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 for the listed school year.

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

The electronic version of this profile information is available at:

<http://profiles.doe.mass.edu/home.asp?mode=ot&view=&ot=5>



SE, MOA, TI, SDFS, TBE

File Name: Marlborough Public Schools Coordinated Program Review Final Report  
2002.doc

Last Revised on: 7-29-02

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