



WAREHAM SCHOOL DISTRICT

COORDINATED PROGRAM REVIEW REPORT OF FINDINGS

Dates of Onsite Visit: April 22-26, 2002

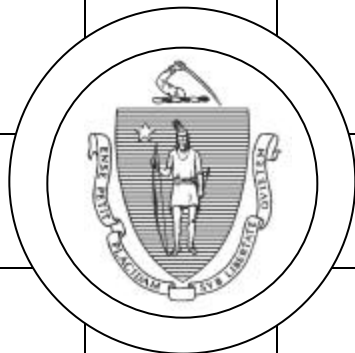
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MASSACHUSETTS DEPARTMENT OF EDUCATION
COORDINATED PROGRAM REVIEW

WAREHAM SCHOOL DISTRICT

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MASSACHUSETTS DEPARTMENT OF EDUCATION

COORDINATED PROGRAM REVIEW REPORT

WAREHAM SCHOOL DISTRICT

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 the of 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 four-member Massachusetts Department of Education team visited Wareham School District during the week of April 22, 2002 to evaluate the implementation of selected criteria in the program areas of Special Education, Civil Rights Methods of Administration, Title I, and Perkins Vocational and Technical Education. 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 Wareham School District. These areas are as follows:

Wareham School District is commended for the dynamic leadership that maintained a unified approach to enhance instruction and student learning. The Superintendent has coordinated leadership and standardized curriculum across the district. The teachers are extremely dedicated to student proficiency and success in academics, creativity, athletics and community service. Overall, the teachers brought a varied set of experiences and expertise to their positions such as a second area of expertise or proficiency in foreign language. The district posted the region's top average English score for MCAS in Grade 10 at 244 in 2001. The Wareham district trained administrators and leadership staff for the past five years in effective learning and critical thinking. A standardized curriculum was in place and is fully aligned with the Massachusetts Curriculum Frameworks. The district developed the Wareham Curriculum Assessment System (WCAS) to drive curriculum refinement. The WCAS was developed to help: identify academic strengths and areas of need, alleviate student test anxiety, the continuous alignment to the Frameworks, and encourage students to take responsibility for their learning. The new report cards include in depth information on student performance. Teachers are released to participate in the analysis of the WCAS. During the teacher release time, a Core Curriculum for expanded and enrichment activities that teachers developed during the past summer is implemented

The Wareham School District implemented numerous programs to enhance student proficiency, promote critical thinking, extend the value of community service, enhance student and teacher creativity, and develop an environment conducive to learning and respect where each person is valued. Some of the programs and services operated by the district received national recognition, like the Community Service Learning project. Concerted efforts to enhance literacy for students was demonstrated through the numerous approaches to reading and opportunities for practice that include inter-generational activities, reading to newborns, peer tutoring programs, poetry contests, drama presentations, student written letters to the editor of local newspapers, Renaissance program, Young Publishers Program, and interdisciplinary portfolios. The district encouraged staff to participate in grant opportunities and one example was the award of an Excellence in Inclusive Education grant.

The district implemented an integrated services approach that includes case management, documenting beneficial strategies and a sharing of knowledge between staff. The district piloted a point and level system for consistency in behavior management. New tracking forms were recently implemented to assist in meeting timelines for special education. In the past year the district implemented an intensive assistive technology service for students and staff,

A variety of nationally recognized programs and services were offered through the district. Some of the programs implemented were: School to Career Program, Young Adult Training Program, Distributed Education Program, Community Service Programs (at all levels), Reading for Newborns, DECA, Young Publishers Program, Mentoring Renaissance Program, After School Academies, Environmental Clubs, Breakfast Club, Project READ, Reading is Fundamental, Wareham Arts Council Grant projects, Excellence in Inclusive Education, Guided Reading, Lexia Learning Systems Phonics Based Reading, Life Long Ago, and Destination Imagination.

The Community Service Learning initiative is commendable. Students are involved in many community projects such as Toby Homestead Project, a taped reading of "A Christmas Carol" for persons who are blind and the inter-generational project with the Forestview Nursing Home to name only a few. The district has an active and nationally recognized Community Service Learning Program. Innovative programs and services were developed to ensure cross-generational participation and cross-age grouping for some activities (Reading for Newborns).

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 33 teaching and support services staff across all levels.
- Interviews of 38 parent advisory council (PAC) representatives, and other interviews as requested by persons from the general public.
- Interviews as requested by persons from the general public.
- Student record reviews: A sample of 28 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: 27 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. 31 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 10 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

WAREHAM 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?

The Wareham School District is commended for the comprehensive assessment systems in place. National (Terra Nova), statewide (MCAS) and local (WCAS) assessments were used to analyze the effectiveness of the curriculum across the district and to measure how well students performed in relation to other students across the nation, statewide and within the local system. The district made a concerted effort to individualize assessment reports and recommendations to meet the needs of students.

The timelines for special education assessments were not always met. A tracking system was implemented at each building-level to assist in meeting timelines. The use of independent educational evaluations was frequently delayed, and the use of the sliding fee scale was administered inappropriately.

Assessment of Title I student progress is integrated into the district-wide assessments Massachusetts Curriculum Assessment System (MCAS), Wareham Curriculum Assessment System (WCAS), Terra Nova and the Diagnostic Reading Assessment. District tests are comprehensive, addressing all areas and reflect high expectations.

The students who benefit from the Perkins program receive appropriate academic and career and technical assessments to identify their individual needs. Portfolios are also used as a means of identifying competency gain and attainment.

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 Wareham School District has an extensive outreach program for all ages as well as screening provided for preschoolers on an on-going basis. The entry for children turning three, from early intervention, requires earlier involvement on the part of the district or the utilization of the child's current Individualized Family Service Plan in order to meet timelines. Timelines for the implementation of IEPs was improved through the introduction of a tracking system by Team chairs.

The Wareham School District appropriately uses extended evaluation in conjunction with a partial IEP. The district has made a concerted effort to implement and refine the least restrictive program requirements through an inclusion model and plans to extend the use of co-teaching at the high school level. The extended school year options offered by the district were programmatically limited, rather than individualized.

All Title I Schools in Wareham are Schoolwide Projects. As a result, all students within the Title I schools are eligible for Title I services.

The Wareham School District has a system to determine which students are enrolled in vocational education and in career and technical education in accordance with the Perkins requirements.

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?

Parents in Wareham desire a more active role in the decision-making for their children. Attendance at IEP meetings was documented, however the notices and consent forms were completed inconsistently. Overall, parent involvement has increased.

The district has attempted to improve parent involvement. Unfortunately, by having only one scheduled parent-teacher conference day for Title I, on-going communication was limited.

The Wareham School District provided Parents Nights, Open House and representation on the advisory board to learn about eligibility requirements for enrollment, course offerings and employment and training opportunities available to career and technical students.

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 Wareham School District is commended for the comprehensive approach to curriculum development and the articulated curriculum process and procedures employed by teachers, Department Heads and administrators. The district embraced standards-based education and implemented an exemplary program that resulted in raising MCAS scores. Numerous resources were devoted to curriculum alignment. A Curriculum and Instruction Director coordinates the alignment as well as professional development to ensure that student proficiency continues to be the focus of the district's efforts and resources. The purpose of administering the WCAS was the foundation of the item analysis and foundation for curriculum refinement in building not only tool skills, but in developing critical thinking skills for all students. The WCAS was designed to ensure that students at each grade level are being taught and assessed using the same standards and measurements regardless of school or teacher placement.

The district has aligned its curriculum with the Massachusetts Curriculum Frameworks. All students are held to high expectations and standards. The leadership teams analyze data and use the results to enhance student learning by improving instruction through focused professional development.

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 Wareham School District implemented equal access for the variety of programs and services it offered. Supports to students are provided for students in general education and students in special education to address behavior, the use of assistive technology and to provide assistance with homework.

Administration and access to some related services (recreation and parent counseling and training) was problematic. The exposure of students to nontraditional training and employment activities was limited.

Title I students have equal access to programs and services throughout the district and Title I services function to supplement, not supplant services in regular education, special education and services for English language learners.

Supports for students within the Perkins program for alternative education are offered through the Even Start program and the School within a School program. The district has not demonstrated efforts to address the preparation of individual students in non-traditional careers.

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?

The Wareham School District provides a variety of professional development opportunities for all staff. Leadership teams receive training annually on effectiveness at Harvard University. Teaching staff has professional development tied to curriculum alignment and paraprofessionals receive opportunities to enhance their ability to support students in the classroom. Professional development is focused, intensive and effective, however some staff are excluded from some professional development activities. Specific program area staff provided supervision to aides. All but one staff were appropriately certified or had an approved waiver from the Department of Education. The district employs some faculty and staff who represent the student population served. Recruitment efforts included some innovative strategies.

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 Wareham School District maintains one building at the elementary level that is accessible. Construction at the Middle School is on going to address the accessibility issues. The placement of support services for students in special education is designed to facilitate

integration, especially at the elementary level.

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?

The district in consultation with Title I parents, evaluates its programs in accordance with regulatory requirements. The results of its evaluation were used to improve instruction and to enhance student learning. Parents had opportunities through the School Council for input on program needs, program implementation and program evaluation and improvement.

The program evaluation for the district's four year Perkins local plan includes the four core indicators for student participation and attainment.

The evaluation of special education programs was conducted on a limited basis with the School Committee and some input from a survey for out-of-district programs. Staff and parents were unaware of the evaluation process and any changes made due to the analysis of the program evaluation.

The evaluation of curriculum occurred throughout the year. A core curriculum was developed for use when teachers are out for professional development. The core curriculum includes expansion activities for generalization and advanced opportunities to engage in a topic in depth. All curriculum materials are reviewed for non-discrimination.

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 required records and documentation for special education and Title I program areas. The student records for the Perkins program did not reflect all the items listed in the Perkins checklist. Federal entitlement grants are appropriately designed, amended and monitored.

DEFINITION OF TERMS
FOR THE RATING OF EACH COMPLIANCE CRITERION

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

COMPONENT I: ASSESSMENT OF STUDENT PROGRESS

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

- Special Education (Report Issues # SE 1- SE 14)
 - Title I (Report Issues # TI 1-4)
- Perkins Vocational and Technical Education (Report Issues # P 1-4)

CRITERION NUMBER	SPECIAL EDUCATION I. ASSESSMENT OF STUDENT PROGRESS
	Legal Standard
<p style="text-align: center;">SE 1</p>	<p>Assessments are appropriately selected and interpreted for students referred for evaluation</p> <ol style="list-style-type: none"> 1. Tests and other evaluation materials are: <ol style="list-style-type: none"> a. validated b. administered and interpreted by trained individuals c. tailored to assess specific areas of educational need d. selected and administered to reflect aptitude and achievement levels e. as free as possible from cultural and linguistic bias f. provided in the student's native language or other mode of communication where feasible g. not the sole criterion for determining an appropriate educational program h. not only those designed to provide a single general intelligence quotient i. are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or the other factors the test purports to measure j. technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors 2. In interpreting evaluation data and making decisions, the district: <ol style="list-style-type: none"> a. uses information from a variety of sources to gather relevant functional and developmental information, including information provided by the parent b. ensures that information obtained from these sources is considered c. ensures that the placement decision conforms with placement in the least restrictive environment d. includes information related to enabling the student to be involved in and progress in the general curriculum <p>State Regulations 28.04</p> <p style="text-align: right;">Federal Requirements 300.532, 300.535</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
SE 2	<p>Required and optional assessments</p> <ol style="list-style-type: none"> 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"> 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. b. Educational assessment by a representative of the school district, including a history of the student’s educational progress in the general curriculum. 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. 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. 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"> 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. b. A psychological assessment by a certified school psychologist, licensed psychologist, or licensed educational psychologist, including an individual psychological examination. 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 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"> a. that no further assessments are needed and the reasons for this; and b. the right of such parents to request an assessment. <p style="text-align: center;">State Regulations Federal Requirements</p>

CRITERION NUMBER	
	Legal Standard
	28.04 (1) and (2) 300.532; 300.346.(a)(2)(v)
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Student records and parent surveys indicated that parents were not informed of the right to request an assessment or that no further assessments are needed.

CRITERION NUMBER	
	Legal Standard
SE 3	<p>Special requirements for determination of specific learning disabilities When the district proposes to evaluate a child suspected of having a specific learning disability, the following requirements are implemented: <u>Team membership:</u> The district ensures the Team includes at a minimum the parent, the child’s regular classroom teacher appropriate to the age of the child and at least one person qualified to conduct individual diagnostic examinations of children. <u>Criteria for determining the existence of a specific learning disability:</u></p> <ol style="list-style-type: none"> 1. the achievement is determined not to be commensurate with the age and ability of the child; 2. a severe discrepancy exists in one or more areas between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill and reading comprehension, mathematics calculation and reasoning; 3. the severe discrepancy between ability and achievement is not resulting from visual, hearing or motor impairment, mental retardation, emotional disturbance or environmental, cultural or economic disadvantage. <p><u>Required observation of the child:</u></p> <ol style="list-style-type: none"> 1. at least one Team member <u>other than</u> the child’s regular teacher observes the child’s academic performance in the regular classroom setting; 2. if the child is less than school age, the observation is conducted in an environment appropriate for a child of that age. <p><u>Written documentation of the Team’s determination of eligibility due to the presence of a specific learning disability includes the following:</u></p> <ol style="list-style-type: none"> 1. statement whether the child has a specific learning disability; 2. the basis for making the determination; 3. the relevant behavior noted during the observation of the child; 4. the relationship of that behavior to the child’s academic functioning; 5. the educationally relevant medical findings, if any; 6. statement whether there is a severe discrepancy between achievement and ability that is not correctable without special education and/or related services; and 7. the determination of the Team concerning the effects of environmental, cultural, or economic disadvantage.

CRITERION NUMBER	
	Legal Standard
	<p>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.</p> <p>6. The district ensures that students age 14, or younger if appropriate, are invited to and attend Team meetings at which transition services are discussed or proposed</p> <p>State Regulations M.G.L. Ch.71B, Sections 12A-C 603 CMR 28.05(4)(c)</p> <p>Federal Requirements 300.344(b), 300.347</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

Student records, staff interviews and parent surveys indicated that the district needs to expand transition service options for students over 14 years of age and to document the implementation of transition procedures thorough systematic record keeping.

CRITERION NUMBER	
	Legal Standard
SE 7	<p>Transfer of parental rights at age of majority and student participation and consent at the age of majority</p> <ol style="list-style-type: none"> 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. 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. 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"> (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 (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

CRITERION NUMBER			
	Legal Standard		
	<p>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</p> <p>(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.</p>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> State Regulations M.G.L. Ch. 231, Sec 3A 603 CMR 28.08(5), </td> <td style="width: 50%; vertical-align: top;"> Federal Requirements 300.347(c), 300.517 </td> </tr> </table>	State Regulations M.G.L. Ch. 231, Sec 3A 603 CMR 28.08(5),	Federal Requirements 300.347(c), 300.517
State Regulations M.G.L. Ch. 231, Sec 3A 603 CMR 28.08(5),	Federal Requirements 300.347(c), 300.517		
	Rating: Partially Implemented District Response Required: Yes		

Department of Education Findings:

Student records indicated that forms were utilized to provide options, yet none of the options were circled or checked to indicate how information should be shared and who was to provide consent.

CRITERION NUMBER	
	Legal Standard
SE 8	<p><u>Evaluation Team composition</u> The following persons are members of the evaluation Team:</p> <ol style="list-style-type: none"> 1. The child's parents 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. 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) 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. 5. The student, age fourteen and older, if he/she chooses 6. Other individuals at the request of the student's parents 7. At least one teacher or specialist trained in the area of the student's suspected special needs 8. Individuals who are qualified to interpret the instructional implications of evaluation results

CRITERION NUMBER		
	Legal Standard	
	9. Other individuals who may be necessary to write an IEP for the child, as determined by the Administrator of Special Education 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. 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.	State Regulations 28.02(22)
		Federal Requirements 300.344; 300.552
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings:

Student records and staff interviews indicated that some staff does not remain for the entire duration of the Team meeting. In order to integrate the student's related service and other needs; the Team needs to develop mutual goals and benchmarks, especially within an inclusion model.

CRITERION NUMBER		
	Legal Standard	
SE 9	Eligibility determination: Timelines for evaluation, provision of IEP and/or identification of other needed instructional programs 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"> a. provides an evaluation b. convenes a Team meeting c. determines whether the student has one or more disabilities d. determines if the student is making effective progress in school e. determines if any lack of progress is a result of the student's disability 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 g. develops an IEP where the student is found to need special education h. provides the parent with the proposed IEP, or a written explanation of the finding of no eligibility 	

CRITERION NUMBER	
	Legal Standard
	<p>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</p> <p>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.</p> <p>2. If a Team determines that a student is not eligible for special education but may be eligible for accommodation(s) for disability(ies) under Section 504, the student is referred for consideration by the district for eligibility under that regular education program.</p> <p>3. 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.</p> <p>State Regulations 28.05(1) and (2)</p> <p>Federal Requirements 300.534</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

Student records, staff interviews and parent surveys indicated that timelines are not consistently met. The flow chart documenting a student's disability was not always completed or was partially completed.

CRITERION NUMBER	
	Legal Standard
SE 10	<p>End of school year evaluations 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>State Regulations 28.05(1)</p> <p>Federal Requirements 300.342</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
<p>SE 11</p>	<p>School district response to parental request for independent educational evaluation 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"> 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. 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. 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. 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 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. 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. 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>State Regulations 28.04(5)</p> <p style="text-align: right;">Federal Requirements 300.503(a)(3)(i)</p>

CRITERION NUMBER	
	Legal Standard
	28.07(3) 20 U.S.C. Chapter 33, Section 1414(d)(1)(A)(viii) 300.347
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Student records, staff interviews and parent surveys indicated that there was inconsistent progress reporting, both frequency and quality of the reports. Progress reports did not always relate to the goal. The "yes" box was reported by teachers to be checked automatically indicating that progress was always made.

CRITERION NUMBER	
	Legal Standard
SE 14	Annual review Team meeting 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.
	State Regulations 28.04(3) Federal Requirements 300.343(c)
	Rating: Implemented District Response Required: No

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)
	Rating: Implemented District Response Required: No

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

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

Department of Education Findings:
The Title I schools are all Schoolwide Projects.

CRITERION NUMBER	
	Legal Standard
TI 4	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
	Rating: Commendable District Response Required: No

Department of Education Findings:
The district has implemented an effective assessment plan based on national and local assessments, which are used to monitor student progress and to measure the effectiveness of the curriculum and instruction. The district tests have been developed in all content areas to reflect the high expectations and standards of MCAS and the Massachusetts Curriculum Frameworks.

CRITERION NUMBER	PERKINS VOCATIONAL I. ASSESSMENT OF STUDENT PROGRESS	
	Legal Standard	
P 1	<p>(a) Appropriate individual academic assessments are provided to all in-coming students. (Section 135)</p> <p>Appropriate academic assessments administered include, but are not limited to the following:</p> <ul style="list-style-type: none"> • ABLE • APTICOM • CAT • METROPOLITAN • IOWA • MCAS • STANFORD 9 • WRAT <p>(b) Academic assessments provided to incoming students are used in planning students' academic program. (Sec. 135)</p>	
	Rating: Implemented	District Response Required: No

Department of Education Findings:

Appropriate academic and career and technical assessments including MCAS, Stanford and WCAS are provided to all incoming students and used to identify their individual needs.

CRITERION NUMBER		
	Legal Standard	
P 2	<p>(a) Appropriate individual career and technical assessments are provided to all <u>in-coming</u> students. (Section 135)</p> <p>Appropriate career and technical assessments administered include but are not limited to the following:</p> <ul style="list-style-type: none"> • ACT Career Planning • ACDM • CAB • CIT • SAGE • Myers Briggs Type Indicator • ASVAB 	

CRITERION NUMBER	
	Legal Standard
	<ul style="list-style-type: none"> • CAP/COP • Bennett Mechanical Comprehension • DISCOVER • Self-Directed Search (SDS) • Career Inventories for the Learning Disabled <p>(b) Career and Technical Education assessments provided to in-coming students are used in planning students' vocational and academic program. (Sec. 135)</p>
	Rating: Implemented District Response Required: No

Department of Education Findings:

Appropriate individual career and technical assessments including “CHOICES” and the “BRIDGES” program are provided to all students and used to identify their individual needs.

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

Department of Education Findings:

Competency-based assessments including MCAS testing at the eighth and tenth grade levels are used to measure academic progress. While student portfolios are utilized in a few academic areas, the school district is encouraged to explore and expand the use of this model.

CRITERION NUMBER	
	Legal Standard
P 4	Methods of measuring career and technical competency gain and competency attainment are appropriate. (Section 122)
	Rating: Implemented District Response Required: No

Department of Education Findings:

Competency-based assessments including student portfolios are employed to measure competency gain and attainment.

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)
- Perkins Vocational and Technical Education (Report Issues # P 5-6)

CRITERION NUMBER			
	Legal Standard		
	required by the Department of Public Health (vision, hearing, and posture).		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> State Regulations 28.03(1)(d) Chapter 71, section 57 </td> <td style="width: 50%; vertical-align: top; text-align: center;"> Federal Requirements </td> </tr> </table>	State Regulations 28.03(1)(d) Chapter 71, section 57	Federal Requirements
State Regulations 28.03(1)(d) Chapter 71, section 57	Federal Requirements		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 50%; text-align: right;">District Response Required: No</td> </tr> </table>	Rating: Implemented	District Response Required: No
Rating: Implemented	District Response Required: No		

CRITERION NUMBER			
	Legal Standard		
SE 17	<p>Initiation of services at age three and Early Intervention transition procedures</p> <ol style="list-style-type: none"> 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. 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. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> State Regulations 28.06(7)(b) </td> <td style="width: 50%; vertical-align: top; text-align: center;"> Federal Requirements 300.24(b)(3); 300.121(c); 300.132; 300.342(c) </td> </tr> </table>	State Regulations 28.06(7)(b)	Federal Requirements 300.24(b)(3); 300.121(c); 300.132; 300.342(c)
State Regulations 28.06(7)(b)	Federal Requirements 300.24(b)(3); 300.121(c); 300.132; 300.342(c)		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Partially Implemented</td> <td style="width: 50%; text-align: right;">District Response Required: Yes</td> </tr> </table>	Rating: Partially Implemented	District Response Required: Yes
Rating: Partially Implemented	District Response Required: Yes		

Department of Education Findings:

The Wareham School District participated in observations of children entering from early intervention programs. However, delays in evaluation and implementation of IEPs were indicated through student record reviews and parent surveys. Documentation that the district participated in the 90 day transition planning meeting or used the Early Intervention evaluations and/or IFSP to initiate services by the child's third birthday could facilitate meeting timelines.

CRITERION NUMBER	
	Legal Standard
SE 18A	<p>IEP development and content</p> <ol style="list-style-type: none"> 1. Upon determining that the student is eligible for special education, the Team,

CRITERION NUMBER			
	Legal Standard		
	<p>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.</p> <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> <p>8.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>State Regulations 28.05(3), (4), (6) and (7) 28.06(2)</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Federal Requirements 300.340-300.350; 300.343(a) 34 CFR Part 300, Appendix A, Question #22.</p> </td> </tr> </table>	<p>State Regulations 28.05(3), (4), (6) and (7) 28.06(2)</p>	<p>Federal Requirements 300.340-300.350; 300.343(a) 34 CFR Part 300, Appendix A, Question #22.</p>
<p>State Regulations 28.05(3), (4), (6) and (7) 28.06(2)</p>	<p>Federal Requirements 300.340-300.350; 300.343(a) 34 CFR Part 300, Appendix A, Question #22.</p>		
	<p>Rating: Partially Implemented District Response Required: Yes</p>		

Department of Education Findings:

Student records and staff interviews indicated that regular education staff were not always present for the IEP meeting and when they were, they did not always remain for the duration of the IEP meeting.

CRITERION NUMBER	
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	Legal Standard	
SE 18B	<p>Determination of placement; provision of IEP to parent</p> <ol style="list-style-type: none"> 1. At the Team meeting, after the IEP has been fully developed, the Team determines the appropriate placement to deliver the services on the student's IEP. 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. 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. 4. The placement selected by the Team is the least restrictive environment consistent with the needs of the student. 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>State Regulations 28.05(6) and (7)</p>	<p>Federal Requirements 300.346</p>
	Rating: Implemented	District Response Required: No

CRITERION NUMBER	Legal Standard	
SE 19	<p>Extended evaluation</p> <p>If the Team finds a student eligible for special education and finds the evaluation information insufficient to develop a full or partial IEP, the Team, with the parents' consent, agrees to an extended evaluation period.</p> <ol style="list-style-type: none"> 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. 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. 3. If the parent consents to an extended evaluation, the Team documents their findings and determines what evaluation time period is necessary and the types of information needed to determine eligibility and/or develop an IEP, if 	

CRITERION NUMBER	
	Legal Standard
	<p>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>State Regulations 28.05(2)(b)</p> <p style="text-align: right;">Federal Requirements</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 20	<p>Least restrictive program selected</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>State Regulations 28.06(2)(a)</p> <p style="text-align: right;">Federal Requirements 300.130; 300.550-300.556</p>
	Rating: Implemented District Response Required: No

Department of Education Findings:

The Wareham School District has returned some students from private approved schools. The staff worked hard to ensure the appropriate supports were in place and continue to do so with plans to return other students to the district programs. The district is encouraged to continue to train regular education staff to support success and high standards for all students. The district invested time and resources to further their work on the co-teaching model within the district.

CRITERION NUMBER	
	Legal Standard
SE 21	<p>School day and school year requirements</p> <ol style="list-style-type: none"> 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. 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. 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. 4. Specialized transportation schedules do not impede a student's access to a full school day and program of instruction. 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. 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. 7. Camping or recreation programs provided solely for recreational purposes and with no corresponding IEP goals or specially designed instruction are not to be considered for extended year programs. <p>State Regulations 28.05(4) Chapter 69, section 1G</p> <p style="text-align: right;">Federal Requirements 300.309(b)</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
SE 22	<p>IEP implementation and availability</p> <ol style="list-style-type: none"> 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. 2. At the beginning of each school year, the district has an IEP in effect for each eligible student within its jurisdiction. 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. 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. <p>State Regulations 28.05(7)(b); 28.06(2)(b)(2)</p> <p style="text-align: right;">Federal Requirements 300.342</p>
	<p>Rating: Implemented District Response Required: No</p>

Department of Education Findings:

In order to maximize learning opportunities and ensure generalization of skills, the staff for the high school Learning Center identified interaction opportunities linked to IEP goals and benchmarks for each student during their daily routines.

CRITERION NUMBER	
	Legal Standard
SE 23	<p>Confidentiality of personally identifiable information</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>State Regulations 603 CMR 23.00 (Student Records Regulations)</p> <p style="text-align: right;">Federal Requirements 300.560-576; Family Educational Rights and Privacy Act (FERPA)</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION II. STUDENT IDENTIFICATION AND PLACEMENT
	Legal Standard
MOA 1	Identification of limited English proficient students The district uses qualified staff and appropriate procedures and assessments to annually classify and evaluate students who are limited English proficient and who need special language assistance. Title VI; MGL, Ch.76, Section 5
	Rating: Implemented District Response Required: No

Department of Education Findings:

The district had utilized Russian and Cape Viridian tutors when they were necessary.

CRITERION NUMBER	
	Legal Standard
MOA 2	Program modification for limited English proficient students For students requiring special language assistance, the district makes necessary program modifications to effectively serve limited English proficient students. Title VI; MGL, Ch.76, Section 5
	Rating: Implemented District Response Required: No

Department of Education Findings:

Currently, the district has no students who require program modifications due to limited English proficiency. In the past the modifications were made and the district identified resources to assist with the process.

CRITERION NUMBER	
	Legal Standard
MOA 3	Access to a full range of education programs All students in grades 7-12, including linguistic and/or racial and ethnic minorities, males/females and students with disabilities, have access to the general education program and the full range of any occupational/vocational education programs offered by the district. Title II, Title VI, Title IX, S. 504, MGL, Ch.76, Section 5

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

Department of Education Findings:

The Wareham School District collaborated with the Upper Cape Collaborative to provide vocational opportunities to all students through an orientation program as well as a six-week vocation sampler program. Another vocational option was implemented through the Adult Training Program that builds competency in computer applications and keyboarding skills. The district also developed the Distributed Education Program, a marketing program, which received a National award. Finally, the School to Career program was operated at job sites and provided skills for many students in special education.

CRITERION NUMBER	
	Legal Standard
MOA 4	<p>Placement of linguistic, racial minority and female/male students Patterns of placement in district programs and services for disabled students, linguistic and racial minority students, and females are consistent with patterns of placement for non-disabled students, linguistic and racial majority students, and males. If these patterns of placement are not consistent, the district is able to demonstrate that placements have been made for valid educational reasons.</p> <p>Title VI; Title IX; S. 504; MGL, Ch.76, Section 5</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
MOA 5	<p>Placement of disabled students in occupational/vocational education programs When occupational/ vocational placement needs of disabled students are being considered:</p> <ul style="list-style-type: none"> a. persons knowledgeable about a student’s disabilities are present at 504 or special education TEAM meetings and participate in ongoing communication regarding a student’s progress b. an array of occupational/vocational education programs and services are available to facilitate necessary program modifications and to meet the identified needs of students. <p>Title II, S. 504</p>

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

CRITERION NUMBER	
	Legal Standard
MOA 6	<p>Availability of in-school programs for pregnant students Pregnant students are permitted to remain in regular education classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave.</p> <p>Title IX</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	TITLE 1 II. STUDENT IDENTIFICATION AND PLACEMENT
	Legal Standard
TI 5	<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>
	Rating: Not Applicable District Response Required: No

Department of Education Findings:
All Title I Schools are Schoolwide Projects.

CRITERION NUMBER	
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	Legal Standard
TI 6	Targeted Assistance Schools: preschool through grade 2 students are selected based on teacher judgment, parental interviews and developmentally appropriate measures. 1115 (b)(1)(B) ESEA,IASA
	Rating: Not Applicable District Response Required: No

Department of Education Findings:
All Title I Schools are Schoolwide Projects.

CRITERION NUMBER	
	Legal Standard
TI 7	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
	Rating: Not Applicable District Response Required: No

Department of Education Findings:
All Title I Schools are Schoolwide Projects.

CRITERION NUMBER	
	Legal Standard
TI 8	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
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 9	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.

CRITERION NUMBER	
	Legal Standard
	1115(b)(2)(A)(i); 200.63 (c)(3)(ii) (Federal Register) CFR
	Rating: Implemented District Response Required: No

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

Department of Education Findings:

A system to identify students enrolled in career and technical education was in place.

CRITERION NUMBER	
	Legal Standard
P 6	Special population students are appropriately identified for services and include the following groups: <ul style="list-style-type: none"> • individuals with disabilities • individuals from economically disadvantage families, including foster children • individuals preparing for nontraditional training and employment • single parent, including single pregnant women • displaced homemakers • individuals with other barriers to educational achievement, including individuals with limited English proficiency (Section 134)
	Rating: Implemented District Response Required: No

Department of Education Findings:

A system to identify special populations was in place.

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)
- Perkins Vocational and Technical Education (Report Issues # P 7-8)

CRITERION NUMBER	SPECIAL EDUCATION III. PARENTAL INVOLVEMENT	
	Legal Standard	
SE 24	<p>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</p> <ol style="list-style-type: none"> 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. 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. 3. Notice is given by the district within a reasonable time for all other actions. 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 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 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. 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. <p>State Regulations 28.04(1)</p> <p>Federal Requirements 300.503(a)</p>	
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings:

Student records and parent surveys indicated that consent forms are not always found in the record and timelines to provide consent forms were not consistently met. The NI Notice form was not always found in the record. The NI Notice forms found either had page 2 inconsistently completed or frequently did not include page 2.

CRITERION NUMBER		
	Legal Standard	
SE 25	<p>Parental consent In accordance with state and federal law, the school district obtains informed parental consent as follows:</p>	

CRITERION NUMBER	
	Legal Standard
	<ol style="list-style-type: none"> 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. 2. The school district obtains consent before initiating extended evaluation services. 3. The school district obtains consent to the services proposed on a student's IEP before providing such services. 4. The school district obtains consent prior to placing a student in an initial special education placement and for any subsequent placement. 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. 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. 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 style="margin-top: 20px;"> State Regulations 28.07(1) </p> <p style="margin-left: 350px; margin-top: 20px;"> Federal Requirements 300.500(b)(1) </p>
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Student records indicated that some, but not all records had consent for evaluation forms completed.

CRITERION NUMBER		
	Legal Standard	
SE 26	<p>Parent participation in meetings</p> <ol style="list-style-type: none"> 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. 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. 3. The district schedules the meeting at a mutually agreed upon time and place; and documents such efforts. 4. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls, or video conferencing. 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>State Regulations 28.02(22)</p> <p>Federal Requirements 300.345(d), 300.501</p>	
	Rating: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
SE 27	<p>Content of Team meeting notice to parents</p> <ol style="list-style-type: none"> 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. 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>State Regulations 28.04(b)</p> <p>Federal Requirements 300.503-504</p>	
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings:

See SE 24 and SE 25. The student records indicated consent forms and notice forms were not completed or were only partially completed.

CRITERION NUMBER	
	Legal Standard
SE 30	<p>Elements of notice of parents' rights 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>State Regulations MGL c. 71B, Sec. 3</p> <p style="text-align: right;">Federal Requirements 300.503-504</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 31	<p>State and district responsibility for educational surrogate parents</p> <ol style="list-style-type: none"> 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. 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. 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. 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. <p>State Regulations 28.07(7)</p> <p style="text-align: right;">Federal Requirements 300.515</p>
	Rating: Implemented District Response Required: No

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

Department of Education Findings:

The Wareham School District employed staff who can interpret Spanish, Portuguese, Cape Verian and American Sign Language.

CRITERION NUMBER	TITLE 1 III. PARENTAL INVOLVEMENT
	Legal Standard
TI 10	<p>The program demonstrates evidence of having met the following Title I requirements:</p> <ul style="list-style-type: none"> • parents are involved in writing, and have agreed upon, both the district's and school 's written parental involvement policies; • plans/policies are developed which ensure that parents are involved in program planning, implementation and review; • parents are involved in a timely, organized, and ongoing manner in the planning, review, and improvement of programs; • parents are provided the following information in a timely manner: <ul style="list-style-type: none"> - school performance profiles and their child's individual assessment results and interpretation of those results; - a curriculum description and explanation, forms of assessment used, and expected proficiency levels; - opportunities for regular meetings; - and timely responses to parental suggestions • parents are involved in School-Parent Compacts and annual assessment of the effectiveness of parent involvement; and • an annual Title I informational meeting is conducted for parents together with other pertinent meetings of interest to parents. <p>1118 (a)-(e) ESEA,IASA</p>
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

No school parent compacts at Wareham Middle School were evident. No written parental involvement policies were evident.

CRITERION NUMBER	
	Legal Standard
TI 11	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. 1118 (f) ESEA, IASA
	Rating: Not Implemented District Response Required: Yes

Department of Education Findings:

There was no evidence of written parental involvement policies.

CRITERION NUMBER	
	Legal Standard
TI 11A	The district provides materials and training to Title I parents to enable them to improve their children's achievement. (e.g., curriculum descriptions; school performance profiles) 1118(e)(2)(A) and (B)
	Rating: Implemented District Response Required: No

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

CRITERION NUMBER	PERKINS VOCATIONAL III. PARENT AND COMMUNITY INVOLVEMENT	
	Legal Standard	
P 7	Parents, students, teachers, representatives of business and industry, labor organizations, advisory committees and/or school councils, representatives of special populations, and other interested individuals are involved in the development, implementation and evaluation of career and technical programs. (Section 135)	
	Rating: Implemented	District Response Required: No

Department of Education Findings:

A review of documentation and interviews with students, staff and representatives who served on the advisory board demonstrated that these parties were involved in the development, implementation and evaluation of career and technical programs within the district.

CRITERION NUMBER		
	Legal Standard	
P 8	Appropriate information concerning career and technical education programs is provided to students and to their parents at least once a year before students enter the programs, and in no case later than the beginning of the ninth grade. Such information shall include: (a) the opportunities available in career and technical education (b) eligibility requirements for enrollment in career and technical programs (c) specific courses that are available (d) employment and/or further education opportunities; and (e) placement (Section 135)	
	Rating: Implemented	District Response Required: No

Department of Education Findings:

All required information concerning career and technical programs was provided in accordance with the standard. The district provided Parents Nights, Open House and other opportunities for students and parents to learn about the eligibility requirements for enrollment, course offerings and employment and training opportunities available to career and technical students.

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)
- Perkins Vocational and Technical Education (Report Issues # P 9-16)

CRITERION NUMBER	SPECIAL EDUCATION IV. CURRICULUM AND INSTRUCTION	
	Legal Standard	
SE 33	<p>Involvement in the general curriculum</p> <ol style="list-style-type: none"> 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. 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. 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. 4. In the IEP the district documents the student's participation in the general curriculum. 	
	State Regulations 28.05(4)(a) and (b)	Federal Requirements 300.347(a)(1)(i); 300.137
	Rating: Commendable	District Response Required: No

Department of Education Findings:

The Wareham School District's use of WCAS to analyze and adjust curricular needs provided the means to identify a planful approach to support students who are brought back to district. This planned approach to inclusion was expanded for next year. The district has planned an expanded pilot model for co-teaching where students have some time in the general curriculum with peers. Through the WCAS, the district analyzed and aligned all curriculum strands to the Massachusetts Curriculum Frameworks. In addition, the district developed and implemented a Core Curriculum for substitutes to implement during the staff development days and during the time teachers analyze the results of MCAS and WCAS to adjust their curriculum.

CRITERION NUMBER		
	Legal Standard	
SE 34	<p>Continuum of alternative services and placements</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>	
	State Regulations	Federal Requirements

CRITERION NUMBER	
	Legal Standard
	300.551;300.305; 300.123
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 35	<p>Specialized materials and assistive technology</p> <ol style="list-style-type: none"> 1. Specialized materials and equipment specified in IEPs are provided, are of good quality and are suitable for the role they play in the IEP. 2. 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. <p style="margin-left: 40px;">State Regulations Federal Requirements 34 CFR 300.308, 34 CFR 300.346</p>
	Rating: Implemented District Response Required: No

Department of Education Findings:

The Wareham School District provided a variety of assistive devices (high and low tech). There was assistive technology services provided for several students with significant disabilities, staff and their parents.

CRITERION NUMBER	
	Legal Standard
SE 36	<p>IEP implementation, accountability and financial responsibility</p> <ol style="list-style-type: none"> 1. The district ensures that IEPs are implemented without delay upon parent consent. 2. The district oversees in an ongoing manner the full implementation of each in-district and each out-of-district IEP it proposes which has been consented to by a child's parents. 3. The district makes a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP. 4. The district provides all programs and services without expense to the child's parents. 5. Each time the school district proposes to access the parent's private insurance proceeds to support the costs of IEP implementation, the school district obtains the parent's consent and informs the parents that their refusal

CRITERION NUMBER	
	Legal Standard
	<p>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.</p> <p>6. <u>Placement documentation</u>: The following documentation is maintained by the school district pursuant to its placement of children in unapproved out-of-district programs:</p> <ul style="list-style-type: none"> a. <u>Search</u>: The Administrator of Special Education documents the search for and unavailability of a program approved by the Department. The Administrator places such documentation in the student record. b. <u>Evaluation of facility</u>: The Administrator of Special Education or his/her designee thoroughly evaluates the appropriateness of any unapproved facility prior to placement of the student in such program. Such evaluation determines whether the unapproved facility can appropriately implement the student’s IEP in a safe and educationally appropriate environment. Such evaluation additionally determines whether the unapproved facility can and will provide the student with all the rights that are accorded to the student under state and federal special education law. Such evaluation is documented in detail and placed in the student record for review. To the extent that this evaluation requires a site visit, such site visits are documented and placed in the student record for review. The duty to evaluate the appropriateness of any unapproved facility is not delegated to the parents or their agents or the proposed unapproved facility. 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. 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. 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

CRITERION NUMBER			
	Legal Standard		
	<p>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 style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 28.02(13), 28.06(3)</td> <td style="width: 50%;">Federal Requirements 300.2(c)</td> </tr> </table>	State Regulations 28.02(13), 28.06(3)	Federal Requirements 300.2(c)
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Rating: Implemented	District Response Required: No		

Department of Education Findings:

The Wareham School District provided placements in approved programs. The monitoring procedures for out-of-district placements occurred regularly. Providers and parents expressed gratitude for a district representative who had experience with students with significant disabilities.

CRITERION NUMBER	
	Legal Standard
SE 38	<p>Educational services in institutional settings (ESIS) <u>Department of Education responsibility</u>: In cases where the Department provides certain special education services to eligible students in certain facilities operated by or under contract with the Department of Mental Health, the Department of Youth Services, County Houses of Corrections, or the Department of Public Health, the Department retains the discretion to determine, based upon resources, the type and amount of special education and related services that it provides in such facilities. <u>School district responsibility</u>:</p> <ol style="list-style-type: none"> 1. The district implements its responsibilities to students in institutional settings by acting on requests for evaluation, issuing proposed IEPs in a timely manner, and providing special education and/or related services in accordance with state and federal law. 2. Where a student's IEP requires a type or amount of service that the facility does not provide, it remains the responsibility of the parent’s school district to implement the student's IEP by arranging and paying for the provision of such service(s). 3. The parent’s school district coordinates with the state agency to ensure that the student receives an evaluation, an annual review, and special education services

CRITERION NUMBER			
	Legal Standard		
	as identified at a Team meeting convened by the parent's school district.		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">State Regulations 28.06(9)</td> <td style="width: 50%; vertical-align: top;">Federal Requirements</td> </tr> </table>	State Regulations 28.06(9)	Federal Requirements
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Rating: Implemented	District Response Required: No		

CRITERION NUMBER	
	Legal Standard
SE 39	<p>Procedures used to provide services to eligible students enrolled in private schools at private expense</p> <ol style="list-style-type: none"> 1. On or before December 1, the district determines the number of eligible private school students in consultation with private school representatives. 2. To the extent that the school district provides and pays for special education services for eligible students enrolled in private schools at private expense, the following requirements and procedures are implemented: <ol style="list-style-type: none"> a. The district provides special education and/or related services designed to meet the needs of eligible children who are attending private schools at private expense and whose parents reside in the jurisdiction of the school district. The school district provides to such children genuine opportunities to participate in the public school special education program consistent with state constitutional limitations. 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. 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. 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. 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.

CRITERION NUMBER					
	Legal Standard				
	<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>				
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations</td> <td style="width: 50%;">Federal Requirements</td> </tr> <tr> <td>28.03(e)</td> <td>300.450-300.462</td> </tr> </table>	State Regulations	Federal Requirements	28.03(e)	300.450-300.462
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Rating: Implemented	District Response Required: No				

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

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

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

Department of Education Findings:

Documentation and staff interviews indicated that the Learning Center, Young Adult Program and the resource room at the High School, included students with age spans of more than 48 months for which the district had not applied for waivers. At the elementary level, the Learning Center at Decas School exceeded the age range requirements without approved waivers.

CRITERION NUMBER	
	Legal Standard
SE 42	<p>Programs for young children three and four years of age <u>General requirements:</u></p> <ol style="list-style-type: none"> 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. 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.

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION IV. CURRICULUM AND INSTRUCTION
	Legal Standard
	Title II; Title IX ; S. 504; MGL, Ch.76, Section 5
	Rating: Implemented District Response Required: No

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

Department of Education Findings:

Documentation and staff interviews indicated that during Career days students were not exposed to nontraditional options for careers. See P 17.

CRITERION NUMBER	TITLE 1 IV. CURRICULUM AND INSTRUCTION
	Legal Standard
TI 12 - TAS	<p>Title I services provided to students are designed to assist the students to meet the expectations and standards of the regular education curriculum and of the state curriculum frameworks.</p> <p>1115 (c)(1)(D) (ii) ESEA,IASA; 1001 (a)(1); 1001 (d)(1) ESEA,IASA</p>
	Rating: Not Applicable District Response Required: No

Department of Education Findings:
All Title I Schools are Schoolwide Projects.

CRITERION NUMBER	
	Legal Standard
TI 13 - TAS	<p>There is an established process for coordination and collaboration of Title I services with the instructional and assessment programs provided in regular education, special education, TBE/ESL, vocational education, early childhood (including Even Start and Head Start), and for the Homeless.</p> <p>1112 (b)(4)(A-B); 1115 (c)(1)(E);1120(b)(a)ESEA,IASA</p>
	Rating: Not Applicable District Response Required: No

Department of Education Findings:
All Title I Schools are Schoolwide Projects.

CRITERION NUMBER	
	Legal Standard
TI 14 - TAS	<p>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.</p> <p>1115(c)(1)(D)(iii) ESEA,IASA</p>
	Rating: Not Applicable District Response Required: No

Department of Education Findings:
All Title I Schools are Schoolwide Projects.

CRITERION NUMBER	
	Legal Standard
TI 14A - TAS/SWP	<p>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.</p> <p>1115(c)(1)(D)(i) ESEA, IASA</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 14 - SWP	<p>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:</p> <ul style="list-style-type: none"> • teachers, principals and other staff, and where appropriate • pupil services personnel, • parents, and • secondary school students, if applicable. <p>1114(b)(2)(C)(ii) ESEA,IASA; 200.6(e)(2)(ii)(Federal Register)(CFR)</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 14A - SWP	<p>The comprehensive SWP plan is in effect for the duration of the school's participation and reviewed and revised, as necessary, by the school.</p> <p>1114(b)(2)(C)(iii) ESEA,IASA; 200.6(e)(3) and (4)(Federal Register)(CFR)</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 14B - SWP	<p>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.</p> <p>1114(b)(1)(A) ESEA, IASA; 200.6(d)(1)(i)(Federal Register)(CFR)</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 14C - SWP	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))
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 14D - SWP	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
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 14E - SWP	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. 1112(c)(1)(B); 1114(b)(1) and (2) (Federal Register)(CFR)
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
T1 14F - SWP	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)
	Rating: Implemented District Response Required: No

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

Department of Education Findings:

Strategies to improve academic career and technical skills of all students exist. Alignment of academic and career and technical courses with the Massachusetts Curriculum Frameworks is in place while the school has a sequential course structure leading to the attainment of competencies in academic and career and technical areas.

CRITERION NUMBER	
	Legal Standard
P 10	Strategies to improve career and technical skills of all students exist. (Section 135)
	Rating: Implemented District Response Required: No

Department of Education Findings:

Strategies to improve academic career and technical skills of all students exist. Alignment of career and technical courses with the Curriculum Frameworks is in place while extra help is provided both during and after school. The school has a sequential course of study, which leads to the attainment of competence in career and technical areas.

CRITERION NUMBER	
	Legal Standard
P 11	(a) Technology is used to improve academic education. (Section 135) (b) Technology is used to improve career and technical education.
	Rating: Implemented District Response Required: No

Department of Education Findings:

It is recognized that the district has included an initiative to upgrade technology to allow for the continued improvement of academic education.

CRITERION NUMBER	
	Legal Standard
P 12	Linkages between secondary and postsecondary programs exist and are accessible to all students. (Section 135)
	Rating: Implemented District Response Required: No

Department of Education Findings:

The district is currently involved with articulation agreements with Cape Cod Community College and Bristol Community College.

CRITERION NUMBER	
	Legal Standard
P 13	All students are provided with strong experience in and an understanding of all aspects of a modern industry. (Section 135)
	Rating: Implemented District Response Required: No

Department of Education Findings:

Efforts are made to infuse all aspects of an industry into curriculum content and instruction, cooperative education and other work-based learning opportunities.

CRITERION NUMBER	
	Legal Standard

CRITERION NUMBER	
	Legal Standard
P 14	Instructional supplies and equipment meet the demands of the workforce. (Section 135)
	Rating: Implemented District Response Required: No

Department of Education Findings:

Instructional supplies and equipment met the demands of the work force.

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

Department of Education Findings:

The required 15% set-aside had been allocated in priority areas. The major focus for the past few years was staff development around the curriculum frameworks.

CRITERION NUMBER	
	Legal Standard
P 16	Individuals who are members of special populations {which include (A) individuals with disabilities; (B) individuals from economically disadvantaged families, including foster children; (C) individuals preparing for nontraditional training and employment; (D) single parents, including single pregnant women; (E) displaced homemakers; and (F) individuals with other barriers to educational achievement including individuals with limited English proficiency} are provided with equal access to recruitment activities, admission and opportunities to a full range of courses of study without regard to race, color, gender, religion, national origin, English language proficiency, disability or sexual orientation, and with programs that enable them to meet or exceed state adjusted levels of performance. (Section 122, Chapter 76, section 5 [Chapter 622], Title IX)

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

Department of Education Findings:

Interviews, classroom observations and a review of documentation indicated all students are taught the same challenging academic and career and technical standards. Systems of extra help were available to all students ensuring awareness of activities and opportunities that enabled them to meet or exceed state adjusted levels of performance. Supplementary services, equipment and classroom modifications were observed or evidenced through interviews with staff. Instructional aids, assistive technology and support devices were in place for special population students.

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)
- Perkins Vocational and Technical Education (Report Issues # P 17-18)

CRITERION NUMBER			
	Legal Standard		
	<p>3. Any eligible student may be suspended up to 10 days in any school year without implementation of procedures described in criterion SE 46 below.</p> <p>4. After a student with special needs has been suspended for 10 days in any school year, during any subsequent removal the public school provides sufficient services for the student to continue to receive a free and appropriate public education.</p> <p>5. The school provides additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year.</p>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> State Regulation MGL c. 76, sec. 16-18 Chapter 71, section 37 H </td> <td style="width: 50%; vertical-align: top;"> Federal Requirements 300.519-300.529 </td> </tr> </table>	State Regulation MGL c. 76, sec. 16-18 Chapter 71, section 37 H	Federal Requirements 300.519-300.529
State Regulation MGL c. 76, sec. 16-18 Chapter 71, section 37 H	Federal Requirements 300.519-300.529		
	Rating: Implemented District Response Required: No		

CRITERION NUMBER	
	Legal Standard
SE 46	<p>Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district</p> <p>1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.</p> <p>2. Prior to a suspension that constitutes a change in placement of a student with disabilities, the Team convenes</p> <ol style="list-style-type: none"> 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; b. to identify appropriate alternative educational setting(s); and c. to determine the relationship between the disability and the behavior - “a manifestation decision” (Is IEP appropriate? Is placement appropriate? If there was a behavior plan, was it implemented? Does student understand impact and consequences of his/her behavior? Can student control behavior?). <p>3. If the Team determines that the behavior is <u>NOT</u> a manifestation of the disability, then the district may suspend or expel the student consistent with policies applied to any student without disabilities, except that the district must still offer an appropriate education program to the student with disabilities which may be in some other setting.</p> <p>4. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 days</p>

CRITERION NUMBER					
	Legal Standard				
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations</td> <td style="width: 50%;">Federal Requirements</td> </tr> <tr> <td></td> <td>20 U.S.C. Chapter 33, Section 1415(k)</td> </tr> </table>	State Regulations	Federal Requirements		20 U.S.C. Chapter 33, Section 1415(k)
State Regulations	Federal Requirements				
	20 U.S.C. Chapter 33, Section 1415(k)				
	Rating: Implemented District Response Required: No				

CRITERION NUMBER					
	Legal Standard				
SE 48	<p>FAPE (Free, appropriate, public education): Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education</p> <p>All students receiving special education, regardless of placement, shall have an equal opportunity to participate in and, if appropriate, receive credit for the vocational, supportive, or remedial services that may be available as part of the general education program as well as the non-academic and extracurricular programs of the school.</p> <p>Programs, services and activities include, but are not limited to:</p> <ol style="list-style-type: none"> 1. art and music 2. vocational education, industrial arts, and consumer and homemaking education 3. work study and employment opportunities 4. counseling services 5. health services 6. transportation 7. recess and physical education, including adapted physical education 8. athletics and recreational activities 9. school-sponsored groups or clubs 10. meals <table style="width: 100%; border: none; margin-top: 10px;"> <tr> <td style="width: 50%;">State Regulations</td> <td style="width: 50%;">Federal Requirements</td> </tr> <tr> <td>28.06(5)</td> <td>300.121; 300.300-313</td> </tr> </table>	State Regulations	Federal Requirements	28.06(5)	300.121; 300.300-313
State Regulations	Federal Requirements				
28.06(5)	300.121; 300.300-313				
	Rating: Implemented District Response Required: No				

CRITERION NUMBER	
	Legal Standard
SE 49	<p>Related services</p> <p>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>

CRITERION NUMBER	
	Legal Standard
	<ol style="list-style-type: none"> 1. speech-language pathology and audiology services 2. psychological services 3. physical therapy 4. occupational therapy 5. recreation, including therapeutic recreation 6. early identification and assessment of disabilities in children 7. counseling services, including rehabilitation counseling 8. orientation and mobility services (peripatology) 9. medical services for diagnostic or evaluation purposes 10. school health services 11. social work services in schools, and 12. parent counseling and training. <p>State Regulations 28.02(19)</p> <p>Federal Requirements 300.24</p>
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Student records, staff interviews and parent surveys indicated that related services were not always recorded on the IEP, especially counseling services.

CRITERION NUMBER	
	Legal Standard
SE 49A	<p>Special Transportation</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"> 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 school district makes such arrangements. 2. The district arranges to have eligible students who use wheelchairs transported in vehicles that do not require such children to be removed from their wheelchairs in order to enter or leave the vehicles; provided, however, that this requirement is not applicable where a Team or the student’s physician recommends that the student regularly transfer in and out of conventional vehicles to or from a wheelchair for therapeutic or for independence training reasons. 3. The Team specifies whether the student requires assistance in or out of the home, on or off of the vehicle, and in or out of the school. If such assistance is specified, the district ensures that it is provided.

CRITERION NUMBER	
	Legal Standard
	<p>4. The Team specifies if the student has a particular need or problem that may cause difficulties during transportation, such as seizures, a tendency for motion sickness, behavioral concerns, or communication disabilities.</p> <p>5. The school district does not allow transportation considerations to influence, modify, or determine the educational program, including the length of the school day, required by any student.</p> <p>State Regulations 28.05(5)(b)</p> <p style="text-align: right;">Federal Requirements</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION V. STUDENT SUPPORT SERVICES
	Legal Standard
MOA 10	<p>Notification of school district staff and the general public At the beginning of each school year, students, parents, employees, and the general public are:</p> <p>X notified that all programs, activities and employment opportunities are offered without regard to race, color, sex, religion, national origin, sexual orientation and disability</p> <p>X given the name(s), address(es) and telephone number(s) of Title VI, Title IX and Section 504 coordinator(s)</p> <p>Title VI; Title IX; S. 504; MGL, Ch.76, Section 5</p>
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Documentation and staff interviews indicated that coordinator names for persons in charge of Title VI, Title IX and Section 504 were not consistently published and known.

CRITERION NUMBER	
	Legal Standard
MOA 11	<p>Publication of notices of non-discrimination 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>

CRITERION NUMBER	
	Legal Standard
	Title VI; Title IX; Section 504; MGL, Ch.76, Section 5
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

District documentation provided evidence that the nondiscrimination statement did not consistently contain all elements.

CRITERION NUMBER	
	Legal Standard
MOA 12	<p>Grievance procedures Written grievance procedures for students and for employees covering Title VI (race, national origin), Title IX (sex equity), and Section 504 (disability) have been adopted and published, and a grievance process is in place that provides prompt and equitable resolution.</p> <p>Title II, Title VI, Title IX, S. 504</p>
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Review of district documentation indicated that the grievance procedures for students are only published for sexual harassment, not other discrimination or harassment.

CRITERION NUMBER	
	Legal Standard
MOA 13	<p>Availability of information to prospective occupational/vocational students All students in grades 7-9, including those in special education and English as a second language programs, receive counseling and information on the full range of general curricular and any occupational/vocational opportunities available to them.</p> <p>Title VI, Title IX, S. 504</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
MOA 14	<p>Counseling materials and activities free from bias and stereotypes To ensure that materials and activities are free from bias and stereotypes on the basis of race, color, sex, religion, national origin, sexual orientation or disability, all counselors:</p> <ul style="list-style-type: none"> X encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills X examine testing materials for bias and counteract any found bias when administering and interpreting test results X communicate effectively with limited English-proficient and disabled students and facilitate their access to all programs and services offered by the district X support students in non-traditional educational and occupational pursuits for their gender <p>Title II, Title VI; Title IX; S. 504; MGL, Ch.76, Section 5</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
MOA 15	<p>Non-discriminatory administration of scholarships, prizes and athletic awards Scholarships, prizes and athletic awards sponsored or administered by the district are free of restrictions based upon race, color, sex, religion, national origin, sexual orientation or disability with the following exceptions:</p> <ul style="list-style-type: none"> X when making athletic awards to members of single sex teams, awards are in proportion to the number of students of each gender participating in interscholastic competition X when accepting outside assistance (i.e. wills, trusts) for awards that would discriminate, the district provides an alternative source of funding to erase the discriminatory effect <p>Title VI; Title IX; S. 504; MGL, Ch.76, Section 5</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
MOA 16	<p>Notice to students who have left or are about to leave school without a high school diploma</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"> a. their attendance is voluntary; b. their right to meet with a school representative to discuss the reasons for withdrawal; c. their rights to return to school; and d. all program options available to them. <p>MGL, Ch. 76, S.18</p>
	<p>Rating: Implemented District Response Required: No</p>

Department of Education Findings:

The Wareham School District had a significant decrease in the student drop out rate following the implementation of WCAS and curriculum modifications.

CRITERION NUMBER	
	Legal Standard
MOA 17	<p>Codes of conduct and student handbooks</p> <ol style="list-style-type: none"> 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. 2. The district has complaint resolution procedures that include the disciplinary measures that may be imposed upon students who harass or discriminate. 3. The principal of each school ensures that the district and school codes of conduct are distributed annually to students, parents and school personnel. <p>Title VI, Title IX, Section 504, MGL, Ch.76, Section 5</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

The complaint resolution procedures in the district documentation were not specified for all areas of discrimination or harassment.

CRITERION NUMBER	
	Legal Standard
MOA 17A	<p>Use of physical restraint on any student enrolled in a publicly funded education program</p> <ol style="list-style-type: none"> 1. The district has developed and implemented staff training at least annually on the use of restraint consistent with regulatory requirements. 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. 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. 4. The district has developed and implemented reporting requirements and procedures for administrators, parents and the Department of Education consistent with the regulations. 5. The district has developed and implemented any applicable individual waiver procedures consistent with the regulations. <p>603 CMR 46.00</p>
	<p>Rating: Implemented District Response Required: No</p>

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

CRITERION NUMBER	
	Legal Standard
TI 16	<p>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.</p> <p>200.10 (a) (Federal Register) CFR</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 17	<p>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.</p> <p>1120(a), 200.10 (a) (Federal Register) CFR; 200.11(b) (Federal Register) CFR</p>
	Rating: Not Applicable District Response Required: No

Department of Education Findings:

There are no services provided to non-public schools, N or D facilities.

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

CRITERION NUMBER	
	Legal Standard
P 17	Programs and services exist that support student participation in and completion of nontraditional training and employment activities. (Section135)
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

While efforts have been made on an individual basis to address preparation for non-traditional careers, efforts were not initiated to address all students.

CRITERION NUMBER	
	Legal Standard
P18	The needs of students in alternative education programs are adequately addressed. (Section 122)
	Rating: Implemented District Response Required: No

Department of Education Findings:

The needs of students in alternative education are met through participation in programs coordinated through the “Even Start” program and the “School within a School “ program.

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)
- Perkins Vocational and Technical Education (Report Issue # P 19)

CRITERION NUMBER	SPECIAL EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
SE 50	<p>Responsibilities of the School Principal and Administrator of Special Education <u>Principal:</u></p> <ol style="list-style-type: none"> 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. 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. 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. 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

CRITERION NUMBER	
	Legal Standard
SE 52	<p>Appropriate certifications or other credentials -- related services Any person, including non-educational personnel, who provides related services described under federal special education law, who supervises paraprofessionals in the provision of related services, or who provides support services directly to the regular or special classroom teacher is appropriately certified, licensed, board-registered or otherwise approved to provide such services by the relevant professional standards board or agency for the profession.</p> <p>State Regulations 28.02(3)</p> <p>Federal Requirements 300.23; 300.24; 300.136</p>
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

District documentation indicated that one individual with an occupational teacher certification had certification which expired in 1999.

CRITERION NUMBER	
	Legal Standard
SE 53	<p>Use of paraprofessionals</p> <ol style="list-style-type: none"> 1. Paraprofessionals and assistants (e.g., teacher aides, tutors and student teachers) are appropriately trained to assist in providing special education or related services. 2. Persons employed as paraprofessionals and assistants do not design instruction for students with disabilities but are expected to implement instruction under the supervision of an appropriately certified or licensed professional who is proximate and readily available to provide such supervision. <p>State Regulations</p> <p>Federal Requirements 300.136(f)</p>
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Staff interviews indicated that training provided to paraprofessionals was not always mandated or made available at times when staff could attend.

CRITERION NUMBER	
	Legal Standard
<p style="text-align: center;">SE 54</p>	<p>Professional development regarding special education</p> <ol style="list-style-type: none"> 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: 2) state and federal special education requirements and related local special education policies and procedures; 3) confidentiality of student records; 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; 5) methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning needs of all students in the regular classroom; 6) training in the provision of pre-referral services within regular education, teacher mentoring and collaboration and parental involvement; 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 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. <p>State Regulations 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;">Federal Requirements 300.382</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

District documentation and staff interviews indicated that regular education teachers do not participate in required training.

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
<p style="text-align: center;">MOA 18</p>	<p>School district employee recruitment activities</p>

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

CRITERION NUMBER		
	Legal Standard	
MOA 19	Employment application and interview procedures 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. Title I, Title VI, Title IX, S. 504	
	Rating: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
MOA 20	Non-discriminatory personnel policies and procedures District personnel policies and procedures are free of discrimination and bias in the following areas: X employee hiring, upgrading, award of tenure, demotion, return from layoff and retirement are the same for both sexes X employee pay schedules and rates of other compensation for all job categories provide equal pay for equal work X fringe benefits for all job categories such as medical, dental, insurance, leave (sick, personal, professional, parental, dependent care, bereavement) etc. are the same for all employees. Title I, Title VI, Title IX, S. 504	
	Rating: Implemented	District Response Required: No

CRITERION NUMBER	
	Legal Standard
MOA 21	<p>Staff training regarding civil rights responsibilities 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>
	Rating: Implemented District Response Required: No

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

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

CRITERION NUMBER	
	Legal Standard
TI 21	<p>Professional development activities:</p> <ul style="list-style-type: none"> • 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

CRITERION NUMBER	
	Legal Standard
	<ul style="list-style-type: none"> are provided to all of the district's instructional staff who serve Title I eligible students. <p>1119 (b)(1)(A) ESEA,IASA</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 22	<p>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.</p> <p>1119 (a)(2) ESEA,IASA; 1114(b)(1)(H)(i).</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 23	<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>
	Rating: Not Applicable District Response Required: No

Department of Education Findings:
There are no schools in need of improvement.

CRITERION NUMBER	PERKINS VOCATIONAL VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
P 19	All career and technical education staff in Perkins eligible programs appropriately certified, approved, or otherwise qualified. (M.G.L. c.74 s. 18, M.G.L. c.71.s.38G)
	Rating: Implemented District Response Required: No

Department of Education Findings:
All instructors are certified as required.

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

CRITERION NUMBER	SPECIAL EDUCATION VII. SCHOOL FACILITIES	
	Legal Standard	
SE 55	<p>Special education facilities and classrooms</p> <ol style="list-style-type: none"> 1. The school district provides facilities and classrooms for eligible students which maximize the inclusion of such students into the life of the school; 2. provide accessibility in order to implement fully each child's IEP; 3. are at least equal in all physical respects to the average standards of general education facilities and classrooms; and 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. <p>State Regulations 28.03(b)</p> <p>Federal Requirements Section 504 of the Rehabilitation Act of 1973</p>	
	Rating: Implemented	District Response Required: No

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VII. SCHOOL FACILITIES	
	Legal Standard	
MOA 22	<p>Accessibility of district programs and services for students with limited physical mobility</p> <p>In at least one facility within the district, the district makes available and entirely accessible to students with disabilities all educational programs and services offered at each level (preschool, elementary and secondary).</p> <p>Title II of the Americans with Disabilities Act; S. 504; MGL, Ch. 71B; Individuals with Disability Act (IDEA-97)</p>	
	Rating: Partially Implemented	District Response Required: Yes

The facilities review, parent surveys and staff interviews indicated that the Middle School requires a number of modifications, including ramps, entrance doors to the gymnasium and auditorium, lavatories, access to bleachers, emergency visual alarms, and accessibility within the home economics area that will be addressed during construction that is slated to begin during the summer of 2002.

CRITERION NUMBER	
	Legal Standard
MOA 23	<p>Comparability of facilities and programs Where the district provides separate facilities or programs for members of a specific group, facilities and programs are comparable to those offered other students in the district, including:</p> <ul style="list-style-type: none"> X separate classes and facilities for disabled, limited English-proficient or pregnant students that are comparable to the facilities, programs, equipment and services offered other students in the district; X changing rooms, showers and other facilities for students of one gender that are comparable in size, number and location to those provided students of the other gender. <p>Title II, Title VI, Title IX, S. 504, MGL, Ch. 76, Section 5</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	PERKINS VOCATIONAL VII. SCHOOL FACILITIES
	Legal Standard
P 20	Instructional facilities meet the demands of the workforce including those for state of the art facilities as well as for a healthy, safe environment. (Section 122 and Sec. 135)
	Rating: Implemented District Response Required: No

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

CRITERION NUMBER	SPECIAL EDUCATION VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
SE 56	<p>Special education programs and services are evaluated</p> <ol style="list-style-type: none"> 1. Special education programs, services and administrative areas are regularly evaluated. 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. 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. 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.

CRITERION NUMBER	SPECIAL EDUCATION VIII. PROGRAM PLAN AND EVALUATION	
	Legal Standard	
	State Regulations Chapter 71B Chapter 71, sec. 59C	Federal Requirements 300.137
	Rating: Implemented	District Response Required: No

Department of Education Findings:

Staff interviews and parent interviews indicated that the process and outcomes of the evaluation for special education services and programs were unfamiliar to staff and parents.

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VIII. PROGRAM PLAN AND EVALUATION	
	Legal Standard	
MOA 24	Curriculum review process 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. MGL, Ch.76, Section 5; 603 CMR 26.05(2)	
	Rating: Commendable	District Response Required: No

Department of Education Findings:

The Wareham School District, through the implementation of WCAS initiated an intensive analysis of the curriculum across levels. Student evaluations resulted in curriculum-based report cards, which reflect progress in the curriculum. The district hired a curriculum coordinator who systematically linked professional development to the outcomes of the WCAS to improve the outcomes for students. The district's approach to professional development ensured that staff have opportunities to apply what was learned through varied approaches such as teach back, case study reviews and pilots to gather data on new content or approaches.

CRITERION NUMBER		
	Legal Standard	
MOA 25	Institutional self-evaluation The district has in place a comprehensive evaluation process to examine and remedy policies and programs that discriminate or limit educational access due to race, color, sex, religion, national origin, sexual orientation, or disability.	

CRITERION NUMBER	
	Legal Standard
	Title VI; Title IX; S. 504; MGL, Ch.76, Section 5
	Rating: Implemented District Response Required: No

CRITERION NUMBER	TITLE 1 VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
TI 24	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. 1115 (c)(2)(B); IASA 1114 (b)(1)(A) ESEA,IASA
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 24A	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. 1115 (c)(2)(B)ESEA, IASA
	Rating: Implemented District Response Required: No

Department of Education Findings:

The district has contracted with an outside evaluator to determine the effectiveness of the Title I program.

CRITERION NUMBER	
	Legal Standard
TI 25	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.

CRITERION NUMBER	
	Legal Standard
	1116(c)(2)(C)(i) ESEA, IASA
	Rating: Not Applicable District Response Required: No

Department of Education Findings:

There are no schools in need of improvement.

CRITERION NUMBER	
	Legal Standard
TI 26	<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"> • 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.); • (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 • 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. <p>1116(c)(4) and (5) ESEA, IASA 2763A-32 of P.L. 106-554 (Education Appropriations Act, 2001)</p>
	Rating: Not Applicable District Response Required: No

Department of Education Findings:

There are no schools in need of improvement.

CRITERION NUMBER	PERKINS VOCATIONAL VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
P 21	The school has developed and implemented a system of program evaluation that includes, at a minimum, the following four core indicators: (Section 116)

CRITERION NUMBER	PERKINS VOCATIONAL VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
	(i) Student attainment of challenging State established academic and career and technical skill proficiencies. (ii) Student attainment of a secondary school diploma or its recognized equivalent, proficiency credentials in conjunction with a secondary school diploma or a post secondary degree or credential. (iii) Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment/ (iv) Student participation in and completion of career and technical education programs that lead to nontraditional training and employment.
	Rating: Implemented District Response Required: No

Department of Education Findings:

The school has developed and implemented a system of program evaluation that includes at a minimum the four core indicators as a part of the district's four-year Perkins local Plan.

COMPONENT IX: RECORD KEEPING

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

- Special Education (Report Issues # SE 57-58)
 - Title I (Report Issues # TI 27-29A)
- Perkins Vocational and Technical Education (Report Issue # P 22)

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

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

CRITERION NUMBER			
	Legal Standard		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 28.03(1)(e)</td> <td style="width: 50%;">Federal Requirements 300.230; 300.340-300.500</td> </tr> </table>	State Regulations 28.03(1)(e)	Federal Requirements 300.230; 300.340-300.500
State Regulations 28.03(1)(e)	Federal Requirements 300.230; 300.340-300.500		
	Rating: Implemented District Response Required: No		

CRITERION NUMBER	TITLE 1 IX. RECORD KEEPING
	Legal Standard
TI 27	<p>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.</p> <p>200.63 (Federal Register) CFR</p>
	Rating: Implemented District Response Required: No

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

CRITERION NUMBER	
	Legal Standard
TI 29	<p>The district has submitted all required reports to the Department of Education including the Local Title I Plan/Application and Performance and Achievement Report.</p> <p>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.</p>

CRITERION NUMBER	
	Legal Standard
	<p>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.</p> <p>ESEA 1116 (d)(1)(A), 1111(b)(2)(A)(ii), 1120A(c)(2)</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 29A	<p>Federal Title I Grant:</p> <p>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.</p> <p>Where necessary, appropriate local administrators amend the programmatic and budgetary sections of the grant according to procedures and timelines required by the Department of Education.</p> <p>Appropriate local administrators monitor the grant in an ongoing manner to ensure its full implementation as the Department of Education has approved it.</p> <p>The district secures the approval of the Department of Education for all amendments prior to their implementation.</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	PERKINS VOCATIONAL IX. RECORD KEEPING
	Legal Standard
P 22	<p>Student records contain the items listed in the Perkins Student Record Review Checklist. (Section 122)</p>
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Student records do not reflect all items listed in the Perkins student record checklist and should be addressed accordingly

**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.

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.

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.

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.

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

People

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

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.

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, P

File Name: Wareham CPR Final Report 2002.doc

Last Revised on: September 9, 2002

Prepared by: JB, RT