



**GREATER NEW BEDFORD
VOCATIONAL TECHNICAL HIGH SCHOOL**

**COORDINATED PROGRAM REVIEW
REPORT OF FINDINGS**

Dates of Onsite Visit: April 29-May 3, 2002

Date of Draft Report: August 20, 2002

Due Date for Comments: September 3, 2002

Date of Final Report: September 25, 2002

Action Plan Due: November 8, 2002

Department of Education Onsite Team Members:

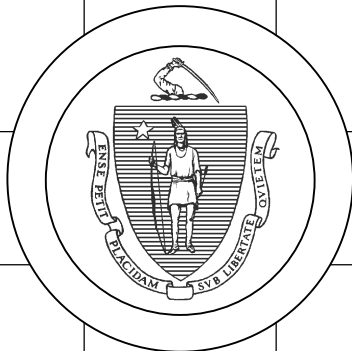
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**MASSACHUSETTS DEPARTMENT OF EDUCATION
COORDINATED PROGRAM REVIEW**

New Bedford Vocational Technical High School

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MASSACHUSETTS DEPARTMENT OF EDUCATION

COORDINATED PROGRAM REVIEW REPORT

New Bedford Regional Vocational Technical High

OVERVIEW OF REVIEW PROCEDURES

As one part of its school and school district accountability system, the Department of Education oversees local compliance with education requirements through the Coordinated Program Review system. All reviews include selected requirements in special education under the federal Individuals with Disabilities Education Act, 20 U.S.C. Section 1400 *et seq.* (IDEA-97) and M.G.L. Chapter 71B (Chapter 766 of the Acts of 1972) and certain federal civil rights requirements under Titles I and II of the Americans with Disabilities Act of 1990, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, together with related state requirements under M.G.L. Chapter 76, Section 5 (Chapter 622 of the Acts of 1971). Additionally, all reviews include certain standards included under the newly adopted Board of Education Physical Restraint Regulations (603 CMR 46.00). Other monitoring activities in the areas of the state's Transitional Bilingual Education law (M.G.L. Chapter 71A), federal requirements under Title I, the Safe and Drug-Free Schools and Communities Act, the Perkins Vocational and Technical Education Act, and Nutrition Programs and Services will be conducted in some districts during these Coordinated Program Reviews. The school districts and charter schools selected for review in 2001-2002 were notified by the Commissioner of Education in April 2001 of the scheduled visits and were encouraged to assess themselves before the arrival of the Department's visiting team.

Coordinated Program Review Elements

- Team: Depending upon the size of a school district and the number of program areas to be reviewed, a team of two to eight members conducts a Coordinated Program Review over two to seven days in a school district or charter school. The team may include Department consultants as well as Department staff members.
- Scope: Approximately sixty school districts and charter schools are scheduled to receive visits in school year 2001-2002. All school districts and charter schools in the Commonwealth are monitored through the Department's Coordinated Program Review system on a six-year cycle with an additional mid-cycle special education follow-up visit.
- Content: The Program Review criteria include certain of the statutory and regulatory requirements for each program area. In the case of special education, the criteria for the FY 2002 reviews contain, at a minimum, those elements required by the federal Office for Special Education Programs (OSEP) and revised requirements under IDEA-97 as described in the Department's Special Education Advisories. Additionally, the 2001-2002 reviews incorporate updated state special education requirements as adopted by the Board of Education, effective December 20, 2000. The Program Review compliance criteria selected in all of the regulated program areas are those that are most closely aligned with the goals of the Massachusetts Education Reform Act of 1993, being intended to promote high standards and achievement for all students.
- Report: The Department's report is based on a review of documentation regarding the operation of the district's programs, together with information gathered through the following Department program review methods:

- Interviews of administrative, instructional and support staff across all grade levels.
- Interviews of parent advisory council (PAC) representatives.
- Other interviews as requested by members of the general public.
- Review of student records in the special education, Transitional Bilingual Education, and Perkins vocational programs. Parents of students with disabilities whose files were selected for the record review are sent a survey that solicits information about their experiences with the district's implementation of special education programs, related services and procedural requirements.
- Observation of classrooms and other facilities. A sample of instructional classrooms and other school facilities used in the delivery of programs and services are visited to determine general levels of compliance with program and accessibility requirements.
- Interviews, review of student records, and observations in the case of collaborative programs and services. Where the district is a member of a collaborative approved by the Department of Education and serves as a site for any programs or services operated by the collaborative, interviews with collaborative staff, review of records of collaborative students, and observations of collaborative facilities are conducted.

Response: An executive summary and detailed findings for each program area describe determinations about the implementation status of each requirement (criterion) reviewed. The findings note those criteria the implementation of which the team found to be commendable. Where criteria were found not to be fully implemented, the local district or charter school must propose corrective actions to bring those areas into compliance with the controlling statutes or regulations. Districts are encouraged to incorporate the corrective action into their district and school improvement plans, including their professional development plan.

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

REPORT INTRODUCTION

A five-member Massachusetts Department of Education team visited New Bedford Vocational Technical School during the week of April 29, 2002 to evaluate the implementation of selected criteria in the program areas of Special Education, Title I, Perkins, TBE, Nutrition and MOA. 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 New Bedford Regional Vocational Technical School. These areas are as follows:

- *The Department of Education commends the school for providing an extensive variety of student support services. These services include before and after school tutoring and MCAS support classes on vacations and in the summer. The school also provides transportation for these classes.*
- *The Department of Education commends the school for supplying the special needs students with specialized materials and assistive technology in a pro-active and consistent manner.*
- *The Department of Education commends the school for providing free dental services to the students of New Bedford Public Schools through their Dental Assistant Program.*
- *The Department of Education commends the school for providing workshops for the New Bedford Public Schools students through their Aquaculture Curriculum.*
- *The Department of Education commends the school for providing a comprehensive and diverse course of studies in occupational specialties. The new course in pre-engineering is an example of such an innovative and advanced curriculum offering.*
- *The Department of Education commends the school for providing a comprehensive cooperative education program. This program enables students to be placed with dozens of co-op employers throughout the region.*

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 eight administrative staff.
- Interviews of 29 teaching and support services staff across all levels.
- Interviews of two parent advisory council (PAC) representatives, and other interviews as requested by persons from the general public.
- Interviews as requested by persons from the general public.
- Student record reviews: A sample of 57 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: 15 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. Four 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 35 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

New Bedford Regional Vocational Technical School

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 school has implemented an assessment system to ensure that students with disabilities are appropriately identified and serviced. The school has on staff an evaluation specialist who is responsible for conducting and coordinating the academic testing for special needs students. State and local assessments are conducted, and students with disabilities participate in MCAS. Testing accommodations are made clear on the IEP, including a definite correlation between these accommodations and the learner profile. Skilled evaluators ensure that the evaluation results are appropriately interpreted so that educationally relevant recommendations can be incorporated into the IEP's of eligible students. There is excellent communication and collaboration between special and regular education academic and shop teachers. The special education department head and secretary monitor by a computerized system the specified timelines required to meet the regulatory requirements. LEP students are assessed using appropriate testing instruments to determine their level of English reading and writing proficiency. These test results are used to place the students in the appropriate educational setting.

The school's assessment program includes the Iowa Test of Basic Skills, the COP system, the STAR assessment and the Test of Academic Proficiency (TAP) in addition to the MCAS. The results of these tests help to determine the needs of the students.

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 school follows procedures for student assessment and classroom observation to ensure the appropriate identification of students with special needs. Teams consistently select the least restrictive program possible for all students. The school has a successful inclusion program for special needs students. There is a need for the Title 1 Program to develop and implement an appropriate Student Selection Survey Sheet and Rank Order List in order to prioritize at risk students that are most in need of Title 1 services.

Component III: Parental Involvement

Has the district ensured that parents are notified in the appropriate language and are involved in decisions regarding their children's programs and services? Where appropriate, does the district involve community representatives in shaping programs?

The school involves parents of special needs students as full partners in the education of their children. Interviews indicate a high rate of parent participation at Team meetings. The special education department head has organized the Parent Advisory Council and has provided parents with a workshop on special education laws, regulations and school policies and procedures. Parental notices, IEP's, parents rights information and school handbooks are also translated for LEP parents. The TBE department holds open houses for the parents. At these meetings parents are able to discuss the nature of the program and student progress. The school has ensured that parents are notified in their native language regarding the Title 1 Program and services. Business and community leaders are actively involved on school advisory councils.

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?

All students are held to high learning standards. Special Education, Title 1 and Bi- Lingual programs are designed to maximize student's participation in the general curriculum. Special education programs are implemented according to the specific regulatory requirements with respect to class size, learning time and staffing ratios. The school has devoted extensive efforts to aligning its curriculum with the Massachusetts Curriculum Frameworks. There is frequent collaboration among regular education teachers, bi-lingual, Title 1 and special education teachers. These teachers facilitate coordination of the curriculum across program areas.

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 Department of Education commends the school for providing an extensive variety of student support services. The school does an excellent job in ensuring equal access to all students. These services include before and after school tutoring and MCAS support classes on vacations and in the summer. The school also provides transportation for these classes. The special education staff are advisors to many clubs and plan trips for the students. All students have equal access to Title 1 and Bi-Lingual programs and services. All students have equal access to educational, non-academic, extra-curricular and ancillary programs. All related services identified in the IEP's are provided and appropriate procedures are in place for special education student suspensions. Non-discrimination statements are listed in the student handbook and job postings. Awards and scholarships are given without bias, and counseling/guidance services are available for all students.

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?

School staff are appropriately certified or credentialed in their specific area of responsibility. Personnel policies and procedures are non-discriminatory including staff recruitment and hiring practices. The school provides appropriate supervision for their teacher aides. The school's Professional Development Plan offers a variety of professional development opportunities for all staff members.

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?

All facilities are maintained to be conducive to learning, facilitate integration and provide equal access and opportunities for students to achieve. All instructional spaces used for special education instruction are comparable to spaces used for general education instruction. The school is in the process of construction that will update lavatories, gym locker rooms and ensure that all areas are handicap accessible and meet the necessary requirements. The parking lot has spaces appropriately designated for handicap accessibility.

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 special education department does an informal evaluation of its programs however there is no formal written evaluation occurring every three years. The Bi-lingual Program also needs to conduct annual written program evaluations. The Title 1 Program did not conduct the annual needs assessment required determining the types of programs and services for this year. The Title 1 program also did not conduct the annual written program evaluation that is required by Title 1 regulations. The school has ongoing, continuous review of all curricular areas. Curricular materials are reviewed regularly to ensure that they fairly present different races and cultures.

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 school maintains a register of students receiving special education services and also maintains appropriate documentation regarding the Federal Special Education Child Count and the federal entitlements grants. These grants are appropriately monitored by school personnel. The Title 1 Department has not submitted to the Department of Education the required amendment indicating present programmatic changes pertaining to Integrated Math I.

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)
 - Transitional Bilingual Education (Report Issues # 1-2A)

CRITERION NUMBER	SPECIAL EDUCATION I. ASSESSMENT OF STUDENT PROGRESS	
	Legal Standard	
SE 1	<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>Federal Requirements 300.532, 300.535</p>	
	Rating: Implemented	District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 2	<p>Required and optional assessments</p> <ol style="list-style-type: none"> 1. Required assessments: 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. Optional assessments: 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.

CRITERION NUMBER			
	Legal Standard		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 28.04 (1) and (2)</td> <td style="width: 50%;">Federal Requirements 300.532; 300.346.(a)(2)(v)</td> </tr> </table>	State Regulations 28.04 (1) and (2)	Federal Requirements 300.532; 300.346.(a)(2)(v)
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Rating: Implemented	District Response Required: No		

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:</p> <p><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.</p> <p><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. <p><u>Required written certification of Team members:</u> Each Team member certifies in writing whether the report reflects his or her</p>

CRITERION NUMBER					
	Legal Standard				
	conclusion. If not, the Team member submits a separate statement presenting his or her conclusions.				
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Rating: Implemented	District Response Required: No				

CRITERION NUMBER					
	Legal Standard				
SE 4	<p>Reports of assessment results</p> <ol style="list-style-type: none"> 1. Each person conducting an assessment shall summarize in writing the procedures employed, the results, and the diagnostic impression, and shall define in detail and in educationally relevant and common terms, the student's needs, offering explicit means of meeting them. Assessors may recommend appropriate types of placements, but shall not recommend specific classrooms or schools. 2. Summaries of assessments are completed prior to discussion by the Team and, upon request, are made available to the parent at least two days in advance of the Team discussion. 				
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations</td> <td style="width: 50%; text-align: center;">Federal Requirements</td> </tr> <tr> <td>28.04(2)(c)</td> <td style="text-align: center;">300.532</td> </tr> </table>	State Regulations	Federal Requirements	28.04(2)(c)	300.532
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CRITERION NUMBER							
	Legal Standard						
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						
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations</td> <td style="width: 50%;">Federal Requirements</td> </tr> <tr> <td>M.G.L. Ch.71B, Sections 12A-C</td> <td>300.344(b), 300.347</td> </tr> <tr> <td>603 CMR 28.05(4)(c)</td> <td></td> </tr> </table>	State Regulations	Federal Requirements	M.G.L. Ch.71B, Sections 12A-C	300.344(b), 300.347	603 CMR 28.05(4)(c)	
State Regulations	Federal Requirements						
M.G.L. Ch.71B, Sections 12A-C	300.344(b), 300.347						
603 CMR 28.05(4)(c)							
	Rating: Implemented District Response Required: No						

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 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 (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

CRITERION NUMBER			
	Legal Standard		
	choice is made in the presence of at least one representative of the school district and one other witness and is documented in written form and maintained in the student record.		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; 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
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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 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

CRITERION NUMBER			
	Legal Standard		
	steps to obtain the participation of these agencies.		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 28.02(22)</td> <td style="width: 50%;">Federal Requirements 300.344; 300.552</td> </tr> </table>	State Regulations 28.02(22)	Federal Requirements 300.344; 300.552
State Regulations 28.02(22)	Federal Requirements 300.344; 300.552		
	Rating: Implemented District Response Required: No		

CRITERION NUMBER	
	Legal Standard
SE 9	<p>Eligibility determination: Timelines for evaluation, provision of IEP and/or identification of other needed instructional programs</p> <ol style="list-style-type: none"> 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 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 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. 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.

CRITERION NUMBER	
	Legal Standard
	<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 style="text-align: right;">Federal Requirements 300.534</p>
	<p>Rating: Implemented District Response Required: No</p>

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 style="text-align: right;">Federal Requirements 300.342</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
SE 11	<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> <p>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.</p>

CRITERION NUMBER		
	Legal Standard	
	<p>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.</p> <p>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.</p> <p>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.</p> <p>5. Whenever possible, the independent educational evaluation is completed and a written report sent no later than thirty (30) days after the date the parent requests the independent educational evaluation. If publicly funded, the report is sent to the parents and to the school district. The independent evaluator’s report summarizes, in writing, procedures, assessments, results, and diagnostic impressions as well as educationally relevant recommendations for meeting identified needs of the student. The independent evaluator recommends appropriate types of placements but does not recommend specific classrooms or schools.</p> <p>6. Within ten (10) school days from the time the school district receives the report of the independent educational evaluation, the Team reconvenes and considers the independent educational evaluation (which may be publicly or privately funded) and whether a new or amended IEP is appropriate.</p>	
	<p>State Regulations 28.04(5)</p>	<p>Federal Requirements 300.503(a)(3)(i)</p>
	<p>Rating: Implemented District Response Required: No</p>	

CRITERION NUMBER	
	Legal Standard
SE 12	<p>Frequency of re-evaluation</p> <ol style="list-style-type: none"> 1. Every three years, or sooner if necessary, the school district, with parental consent, conducts a full three-year re-evaluation consistent with the requirements of federal law. 2. The district implements re-evaluation procedures in all cases where it is suspected that a student is no longer eligible for special education. <p>State Regulations 28.04(3)</p> <p>Federal Requirements 300.536</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 13	<p>Progress Reports and content</p> <ol style="list-style-type: none"> 1. Parents receive reports on the student's progress toward reaching the goals set in the IEP at least as often as parents are informed of the progress of non-disabled students. 2. Progress report information sent to parents includes written information on the student's progress toward the annual goals in the IEP, including information on the extent to which such progress is sufficient to enable the child to achieve the goals by the end of the year. <p>State Regulations 28.07(3)</p> <p>Federal Requirements 20 U.S.C. Chapter 33, Section 1414(d)(1)(A)(viii) 300.347</p>
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Student Records indicated that Progress Reports do not always include written information on the student's progress toward achieving the annual goals in the IEP.

CRITERION NUMBER	
	Legal Standard
SE 14	<p>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.</p> <p>State Regulations Federal Requirements 28.04(3) 300.343(c)</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	TITLE 1 I. ASSESSMENT OF STUDENT PROGRESS		
	Legal Standard		
TI 1	<p>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.</p> <p>1111(b)(3)(D)</p>		
	Rating: Implemented	District Response Required:	No

CRITERION NUMBER	
	Legal Standard
TI 3	<p>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.)</p> <p>1115 (c)(1)(A) ESEA,IASA</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
TI 4	<p>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.</p> <p>1111 (b)(3) ESEA, IASA</p>
	<p>Rating: Implemented District Response Required: No</p>

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>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
P 2	<p>(a) Appropriate individual career and technical assessments are provided to all <u>in-</u> <u>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 • 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>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

A career assessment is being administered to students, although the record review did not contain this document for all students. Ninth grade career guidance is provided to groups of 40 students by one guidance counselor. Students do not have a four-year career plan. This would provide them with a structured plan to complete a more rigorous academic course of study to better prepare them to meet the demands of the workplace and/or postsecondary education. Record review and interviews indicate the results of these assessments are being used as a starting point for planning students' vocational course of study.

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

CRITERION NUMBER	
	Legal Standard
P 4	Methods of measuring career and technical competency gain and competency attainment are appropriate. (Section 122)
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Record review, documentation and interviews indicate the methods of measuring career and technical competency gain and competency attainment is inconsistent. Some technical areas measure career and technical gains and attainment and delineate the competencies in greater depth. There is a basic competency skill gain and attainment process for students on a cooperative education placement. Record review and interviews do not indicate that there is a vocational instructor who is a technical expert in the students' areas of study who consistently monitors the progress of students on a cooperative placement.

CRITERION NUMBER	TRANSITIONAL BILINGUAL EDUCATION I. ASSESSMENT OF STUDENT PROGRESS
	Legal Standard
TBE 1	Pupil's progress reports and report cards are: a) sent to parents or guardians of students enrolled in Transitional Bilingual Education program in the same manner and frequency as progress reports and reports cards are sent to parents or guardians of other students enrolled in the school district; and b) written in English and the native language of the parents or guardians of the student. 603 CMR 14.03(2)
	Rating: Implemented District Response Required: No

Department of Education Findings:

There are qualified persons who are used by the district to ensure that accurate language translation is provided to parents or guardians. Credits earned in the bilingual program counted equally toward students' graduation. The district's bilingual department staff are available to consult with parents to ensure that parents clearly understand the academic progress of their children in the TBE program and the general curriculum. There is also a specific open house for parents whose children are enrolled in the bilingual program. TBE students are included in the class-rank classification utilized at the high-school level.

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

Department of Education Findings:

Appropriate assessment instruments are used to accurately measure English language proficiency. These include but are not limited to the Mela-O and Las R/W and district assessment instruments. Qualified staff are used to conduct and interpret these assessments. Assessment information is properly used to make student placement determinations.

CRITERION NUMBER	
	Legal Standard
TBE 2A	As required by the Department of Education, the district has determined the participation of TBE and ESL students in the state mandated (MCAS) testing program and provides testing accommodations as appropriate to ensure equal participation of these students.
	Rating: Implemented District Response Required: No

Department of Education Findings:

Documentation and record review indicated that the district provided the Spanish version of the MCAS testing for identified TBE and ESL students when necessary. When appropriate, the district provides approved accommodations such as the use of a bilingual dictionary or extended time for completing the tests.

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)
- Transitional Bilingual Education (Report Issues # TBE 3-7)

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, 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. 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. 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. 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. 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. 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. 7. The IEP is written in generally understandable language. 8. <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>
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	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 50%;">District Response Required: No</td> </tr> </table>	Rating: Implemented	District Response Required: No
Rating: Implemented	District Response Required: No		

CRITERION NUMBER	
	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>
	<p>Rating: Implemented District Response Required: No</p>

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

CRITERION NUMBER	
	Legal Standard
	<p>complete the required assessments and does not deny programs and services to the student.</p> <p>3. If the parent consents to an extended evaluation, the Team documents their findings and determines what evaluation time period is necessary and the types of information needed to determine eligibility and/or develop an IEP, if appropriate. The Team may decide to meet at intervals during the extended evaluation, but in all cases reconvenes promptly to make their eligibility determination and/or develop an IEP when the evaluation is complete.</p> <p>4. The extended evaluation may extend longer than one week, but does not exceed eight school weeks.</p> <p>5. The extended evaluation is not considered a placement.</p> <p>State Regulations 28.05(2)(b)</p> <p style="text-align: right;">Federal Requirements</p>
	<p>Rating: Implemented District Response Required: No</p>

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>
	<p>Rating: Implemented District Response Required: No</p>

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>

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	<p>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.</p> <p>Title VI; MGL, Ch.76, Section 5</p>
	Rating: Implemented District Response Required: No

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

CRITERION NUMBER	
	Legal Standard
MOA 3	<p>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.</p> <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 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>
	<p>Rating: Implemented District Response Required: No</p>

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>
	<p>Rating: Implemented District Response Required: No</p>

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>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	TITLE 1
	II. STUDENT IDENTIFICATION AND PLACEMENT
	Legal Standard
TI 5	<p>Targeted Assistance Schools: a description is available of the multiple, 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>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

Documentation indicated that the Title 1 program has a description of the multiple objectives and educationally- related criteria available, however, this document needs to be streamlined to make it more user- friendly. In addition, this information should be used to create a rank-order list indicating the students who are at the greatest risk.

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: Implemented District Response Required: No

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. 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)

CRITERION NUMBER	PERKINS VOCATIONAL II. STUDENT IDENTIFICATION AND PLACEMENT
	Legal Standard
	Rating: Implemented District Response Required: No

CRITERION NUMBER	PERKINS VOCATIONAL II. STUDENT IDENTIFICATION AND PLACEMENT
	Legal Standard
P 6	<p>Special population students are appropriately identified for services and include the following groups:</p> <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 <p>(Section 134)</p>
	Rating: Implemented District Response Required: No

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

Department of Education Findings:

There are four non- English language groups represented in the district. The largest of these is Portuguese (36), followed by Spanish(22), Cape Verdean Creole(4) and Albanian (1). The district has experienced an increase in the number of its English language learners, particularly from the Hispanic community. It has begun to address this through the hiring of additional staff.

CRITERION NUMBER	
	Legal Standard
TBE 4	<p>a. The school district shall establish procedures that use qualified staff and appropriate assessments to annually classify and evaluate each student considered for placement in Transitional Bilingual Education and to determine if the student is of limited English-speaking ability and is not able to perform ordinary class work in English.</p> <p>b. Such determination shall be placed in the student’s school record.</p> <p>c. The parent or guardian of any student resident in the school district may request and receive such an evaluation of her or his child.</p> <p>603 CMR 14.02 and G.L. c.71A, 2</p>
	<p>Rating: Implemented District Response Required: No</p>

Department of Education Findings:

Appropriate assessment instruments are used to accurately measure English language proficiency. These include but are not limited to the Mela-O and Las R/W and district assessment instruments. Qualified staff are used to conduct and interpret these assessments. Assessment information is properly used to make student placement determinations.

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

CRITERION NUMBER	
	Legal Standard
	c) oral comprehension, speaking, reading, and writing in English; d) courses in the history and culture of the native land of the students' parents; and e) courses in the history and culture of the United States. G.L. c.71A, Sec. 1 and Sec. 2
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

The district uses an ESL model to educate all of its English language learners and individual tutoring is also given on an as needed basis. The district uses a standard document to notify parents of their right to request to remove their child from the bilingual program. The bilingual program is modeled after the regular education program, which is aligned with the Massachusetts Curriculum Frameworks. The district does not provide instruction in the native language of the student. Bilingual teachers instruct their students in English with native language support.

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

Department of Education Findings:

Virtually all bilingual students are mainstreamed prior to their third year in the program, however should a student require additional time, as determined by appropriate assessments, they are allowed to remain in the program. The district consults with the parents when such cases arise, yet they do not document this with written parental consent.

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

Department of Education Findings:

The Bilingual program staff use grade sheets to monitor student achievement in the regular education classes. Students are monitored carefully and if regression occurs students are allowed to re-enter the Bilingual program for more intensive instruction. Tutoring is also available for these students. In-service training has been provided to all staff on teaching strategies for ESL students. The Bilingual staff frequently collaborate with the regular education staff regarding the needs of students.

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)
 - Transitional Bilingual Education (Report Issue # TBE 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 indicated that the NI, Notice of Proposed School District Action was not dated in several student records.

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: Implemented	District Response Required: No

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> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">State Regulations MGL c. 71B, Sec. 3</td> <td style="width: 50%; border: none;">Federal Requirements 300.503-504</td> </tr> </table>	State Regulations MGL c. 71B, Sec. 3	Federal Requirements 300.503-504
State Regulations MGL c. 71B, Sec. 3	Federal Requirements 300.503-504		
	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. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">State Regulations 28.07(7)</td> <td style="width: 50%; border: none;">Federal Requirements 300.515</td> </tr> </table>	State Regulations 28.07(7)	Federal Requirements 300.515
State Regulations 28.07(7)	Federal Requirements 300.515		
	Rating: Implemented District Response Required: No		

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:

Documentation and staff interviews indicated that a copy of the School-Parent Compact was available however, there was no evidence that it was being utilized.

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

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

CRITERION NUMBER	
	Legal Standard
P 8	<p>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:</p> <ul style="list-style-type: none"> (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: Partially Implemented District Response Required: Yes

Department of Education Findings:

Record review and interviews did not indicate career awareness and assessment information is being provided to students and their parent(s) or guardian(s) in the primary language(s) of the home. Additionally, students sign their exploratory selection sheet indicating they have discussed their selection with their parent(s) or guardian(s), however, there was no evidence contained in the files that parent(s) or guardian(s) had been involved in the students' selection of vocational areas to be explored. The current system assigns a student to a technical program after eight areas are explored which is before the completion of the full exploratory cycle.

CRITERION NUMBER	TRANSITIONAL BILINGUAL EDUCATION III. PARENTAL INVOLVEMENT
	Legal Standard
TBE 8	<p>Each school district required to provide Transitional Bilingual Education programs shall develop means for including parents or guardians of students participating in such programs in matters pertaining to their children's education. This involvement may be through the development of a parent advisory council on Transitional Bilingual Education, through membership on a school-based council, or through other means determined by the district.</p> <p>603 CMR 14.03(1)</p>
	Rating: Implemented District Response Required: No

Department of Education Findings:

Parents are notified of open house and additional meetings are held between Bi-lingual staff and parents. Parents are also invited to participate in the after-school program. The school provides notification of the after-school program to parents and staff are available to discuss their child's program.

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)
 - Transitional Bilingual Education (Report Issues # TBE 9-11)

CRITERION NUMBER	SPECIAL EDUCATION IV. CURRICULUM AND INSTRUCTION	
	Legal Standard	
SE 33	<p data-bbox="407 415 894 447">Involvement in the general curriculum</p> <ol data-bbox="407 447 1403 877" 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. <p data-bbox="407 915 634 978">State Regulations 28.05(4)(a) and (b)</p> <p data-bbox="980 915 1284 978">Federal Requirements 300.347(a)(1)(i); 300.137</p>	
	Rating: Implemented	District Response Required: No

CRITERION NUMBER	SPECIAL EDUCATION IV. CURRICULUM AND INSTRUCTION	
	Legal Standard	
SE 34	<p data-bbox="407 1373 1036 1404">Continuum of alternative services and placements</p> <p data-bbox="407 1404 1403 1572">The district provides or arranges for the provision of each of the elements of the IEPs of students in need of special education from the ages of three through twenty-one, ensuring that a continuum of services and alternative placements is available to meet the needs of all students with disabilities, and takes all steps necessary to ensure compliance with all elements of the IEPs, including vocational education.</p> <p data-bbox="407 1610 618 1667">State Regulations</p> <p data-bbox="980 1610 1284 1667">Federal Requirements 300.551;300.305; 300.123</p>	
	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>State Regulations</p> <p style="text-align: right;">Federal Requirements 34 CFR 300.308, 34 CFR 300.346</p>
	<p>Rating: Commendable District Response Required: No</p>

Department of Education Findings:

The special education department has purchased sixteen new computers, six Mimio digital note-takers, a powerpoint projector and software plus 30s spellcheckers and 30 calculators.

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 to perm 6. it the school district to access their private insurance does not relieve the district of its responsibility to ensure that all required services are provided at no cost to the parents. <p>State Regulations</p> <p style="text-align: right;">Federal Requirements</p>

CRITERION NUMBER	
	Legal Standard
	28.06(3) 300.142; 300.350
	Rating: Implemented District Response Required: No

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 as identified at a Team meeting convened by the parent's school district. <p>State Regulations 28.06(9) Federal Requirements</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
<p>SE 40</p>	<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. <p>State Regulations 28.06(6)</p> <p style="text-align: right;">Federal Requirements</p>
	<p>Rating: Implemented District Response Required: No</p>

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>
	<p>Rating: Implemented District Response Required: No</p>

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>
	<p>Rating: Implemented District Response Required: No</p>

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>

CRITERION NUMBER	
	Legal Standard
	1112 (b)(4)(A-B); 1115 (c)(1)(E);1120(b)(a)ESEA,IASA
	Rating: Implemented District Response Required: No

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

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

CRITERION NUMBER	PERKINS VOCATIONAL IV. CURRICULUM AND INSTRUCTION	
	Legal Standard	
P 9	Strategies to improve academic success for all students exist. (Section 135)	
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings:

Interviews indicate a lack of awareness of the role of the curriculum leaders in aligning the curriculum. Enrichment programs have been implemented. A further analysis of the effect on student achievement in these programs should be explored, as Core Indicator I performance goals were not met.

CRITERION NUMBER		
	Legal Standard	
P 10	Strategies to improve career and technical skills of all students exist. (Section 135)	
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings:

Special population students are not provided sufficient support to improve their career and technical skills. There was minimal evidence found supporting a cohesive progression of curriculum development across four years in all technical areas. Interviews indicate there are curriculum leaders for the 25 shops; however, connections between related and the vocational technical instructions were not always observed.

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: Partially Implemented	District Response Required: Yes

Department of Education Findings:

Academic and vocational instructors have access to computers and computer labs. Interviews and observations do not verify that all areas are utilizing technology effectively. Students are not always challenged to use technology as an incorporated component of their technical courses of study. Some staff have advanced computer technology skills, but technology usage is not evident across all high

school areas. Further professional development is necessary to provide instructors with training to utilize application software including word processing, spreadsheets, presentation programs and databases. These skills can then be required for all students as elements of challenging projects and class assignments.

RITERION NUMBER	
	Legal Standard
P 12	Linkages between secondary and postsecondary programs exist and are accessible to all students. (Section 135)
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

There are articulations in place. Student and staff interviews and record review indicate limited knowledge about the scope of services that the Tech Prep program provides. Individual Tech Prep registrations were not found in one half of the selected student records. Based upon student interviews, there was minimal understanding about Tech Prep. A continued effort is necessary to insure that all students have the opportunity to benefit from this initiative.

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: Partially Implemented District Response Required: Yes

Department of Education Findings:

Record review did not contain evidence of cooperative agreements. Some students' cooperative placements are not tied directly to their career and technical education program. Additionally in several technical programs, few or no students are participating in cooperative education. These students have limited opportunity to experience all aspects of industry.

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

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: Partially Implemented District Response Required: Yes

Department of Education Findings:

Documentation and interviews indicate that staff is offered group professional development during in-service days. Substitutes are not always available to cover individual instructor's classes so that instructor may attend appropriate courses or workshops off campus. There was limited documentation available that indicated a systemic approach to how professional development is approved across all technical areas. The Perkins 15 percent minimum expenditure is to supplement professional development efforts in support of all career and technical education staff.

CRITERION NUMBER	
	Legal Standard
P16	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)
	Rating: Not Implemented District Response Required: Yes

Department of Education Findings:

A newly developed Admissions Policy and plan has been included in the documentation for the purposes of this review. It has not been formally approved by the Department. Efforts to provide all information to LEP students and their parent(s) or guardian(s) in their native language(s) need to continue.

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

Department of Education Findings:

Documentation indicated that there is no date on the Notice of enrollment for the Bi-lingual Program. In addition, this notice does not contain a simple non-technical explanation of the program. The school does track the sending of notices within the student record.

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

Department of Education Findings:

Native language aides are provided to give support to the student in the classrooms and the shop for purpose of any needed clarification .

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

Review of data and observation of programs indicated that all class sizes are appropriate.

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)
- Transitional Bilingual Education (Report Issues # TBE 12-13)

CRITERION NUMBER	SPECIAL EDUCATION V. STUDENT SUPPORT SERVICES	
	Legal Standard	
SE 43	<p>Behavioral interventions For a student whose behavior impedes their learning or the learning of others, the Team considers the student’s behavior including positive behavioral interventions, ability to follow school discipline codes, any needed code modifications and the possible need for a functional behavioral assessment.</p>	
	State Regulations	Federal Requirements 300.346
	Rating: Implemented	District Response Required: No

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

CRITERION NUMBER		
	Legal Standard	
SE 45	<p>Procedures for suspension up to 10 days and after 10 days: General requirements</p> <ol style="list-style-type: none"> 1. All students, including eligible students with disabilities, receive prior written notice regarding the school’s Code of Conduct. 2. The school’s Code of Conduct includes required procedural safeguards such as opportunity for a hearing (per Goss v. Lopez). 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. 	

CRITERION NUMBER	
	Legal Standard
	<p>4. After a student with special needs has been suspended for 10 days in any school year, during any subsequent removal the public school provides sufficient services for the student to continue to receive a free and appropriate public education.</p> <p>5. The school provides additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year.</p> <p>State Regulation MGL c. 76, sec. 16-18 Chapter 71, section 37 H</p> <p>Federal Requirements 300.519-300.529</p>
	<p>Rating: Implemented District Response Required: No</p>

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> <ol style="list-style-type: none"> 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. 2. Prior to a suspension that constitutes a change in placement of a student with disabilities, the Team convenes <ol style="list-style-type: none"> 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?). 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. 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

CRITERION NUMBER					
	Legal Standard				
	<p>subsequent to the finding of eligibility.</p> <p>3. The school district has developed procedures consistent with federal requirements to expedite evaluations.</p>				
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	20 U.S.C. Chapter 33, Section 1415(k)				
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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;"> <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
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Rating: Implemented	District Response Required: No				

CRITERION NUMBER		
	Legal Standard	
SE 49	<p>Related services For each student with special education needs found to require related services, the school district provides or arranges for the provision of transportation and such developmental, corrective, and other supportive services as are required to assist a student to benefit from special education or to access the general curriculum, and includes:</p> <ol style="list-style-type: none"> 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: Implemented	District Response Required: No

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 	

CRITERION NUMBER	
	Legal Standard
	<p>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.</p> <p>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.</p> <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>
	<p>Rating: Implemented District Response Required: No</p>

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>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

Documentation indicated that the School Handbook does not have the name, address and telephone numbers of the Title VI, Title IX and the Section 504 Coordinator.

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, sex, religion, national origin, sexual orientation or disability.</p> <p>Title VI; Title IX; Section 504; MGL, Ch.76, Section 5</p>
	<p>Rating: Implemented District Response Required: No</p>

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>
	<p>Rating: Implemented District Response Required: No</p>

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>
	<p>Rating: Implemented District Response Required: No</p>

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>

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, 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: Implemented District Response Required: No</p>

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	Representatives from non-public school and/or Neglected or Delinquent (N or D) facilities are consulted and informed about the availability of Title I services and the priority needs of their schools. 200.10 (a) (Federal Register) CFR
	Rating: Not Applicable District Response Required: No

Department of Education Findings:

Documentation indicated that Title I services are provided by the sender school districts.

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

Department of Education Findings:

Documentation indicated that Title I services are provided by the sender school districts.

CRITERION NUMBER	
	Legal Standard
TI 18	Additional assistance is provided through teacher-parent conferences for any students not meeting the standards to discuss: <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. 1114(b)(1)(H)(iii)
	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. (Section 135)
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

One counselor works with nontraditional students, female and male. Documentation was limited to memoranda indicating what had occurred in individual and group settings. Observations indicate few visual materials, photographs or posters are exhibited depicting individuals in nontraditional occupations. Interviews indicate certain technical areas were viewed as male or female oriented. Carpentry's visual display depicting females working on projects is commendable. There was no other evidence observed that nontraditional role models, mentors or displays are used to encourage and support students in nontraditional programs.

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

CRITERION NUMBER	TRANSITIONAL BILINGUAL EDUCATION V. STUDENT SUPPORT SERVICES
	Legal Standard
TBE 12	The school district shall ensure that limited-English speaking students have equal access to the educational services and extracurricular activities available to other students in the school district. 603 CMR 14.06; 603 CMR 26.08(1) G.L. c.71A, §; G.L. c.76, §; 603 CMR 26.06(1) and 26.08(1)
	Rating: Implemented District Response Required: No

Department of Education Findings:

The district ensures that limited-English speaking students have equal access to all programs and services offered by the district including special education, vocational/occupational education,

honors programs and advanced-level classes. The student handbook and general notices are all translated for parents. In addition, the school translators are available to give any explanation needed regarding these services.

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

Department of Education Findings:

Bilingual students and their parents are notified of their rights and the provisions of the Student Record Regulations. All the required information is translated in their native language in the student handbook.

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

CRITERION NUMBER	SPECIAL EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
SE 50	<p>Responsibilities of the School Principal and Administrator of Special Education Principal:</p> <ol style="list-style-type: none"> <li data-bbox="407 478 1411 978">1. <u>Instructional support.</u> The principal in each of the district's schools promotes instructional practices responsive to student needs and ensures that adequate instructional support is available for students and teachers. Instructional support includes remedial instruction for students, consultative services for teachers, availability of reading instruction at the elementary level, appropriate services for linguistic minority students, and other services consistent with effective educational practices and the requirements of MGL c. 71B, §2. The principal consults with the Administrator of Special Education regarding accommodations and interventions for students. Such efforts and their results are documented and placed in the student record. Additionally, when an individual student is referred for an evaluation to determine eligibility for special education, the principal ensures that documentation on the use of instructional support services for the student is provided as part of the evaluation information reviewed by the Team when determining eligibility. <li data-bbox="407 978 1411 1514">2. <u>Curriculum Accommodation Plan.</u> The principal implements a curriculum accommodation plan adopted by the district to ensure that all efforts have been made to meet the needs of diverse learners in the general education program. The plan assists the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program including, but not limited to, direct and systemic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning. The Plan includes teacher training in (1) analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the regular classroom of students with diverse learning styles; (2) methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate such styles; and (3) training in the provision of pre-referral services within regular education, teacher mentoring and collaboration and parental involvement. <li data-bbox="407 1514 1411 1612">3. <u>Coordination with special education.</u> The principal with the assistance of the Administrator of Special Education coordinates the delivery and supervision of special education services within each school building. <li data-bbox="407 1612 1411 1879">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: Implemented District Response Required: No

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: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 54	<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: Implemented District Response Required: No</p>

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

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

CRITERION NUMBER	
	Legal Standard
MOA 20	<p>Non-discriminatory personnel policies and procedures District personnel policies and procedures are free of discrimination and bias in the following areas:</p> <ul style="list-style-type: none"> 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

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

CRITERION NUMBER	TITLE 1 VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
TI 19	All professional staff providing Title I services are appropriately certified or hold current waivers for their job title and function. Chapter 71, 38G
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Documentation and interviews indicated that one Title I teacher does not hold a current certification.

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

CRITERION NUMBER	
	Legal Standard
TI 21	Professional development activities: <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 • are provided to all of the district's instructional staff who serve Title I eligible students. 1119 (b)(1)(A) ESEA,IASA
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 22	Title I professional development activities are designed by principals, teachers, and other school staff to ensure that Title I students' needs are addressed. The district devotes sufficient resources to effectively carry out its responsibilities for professional development. 1119 (a)(2) ESEA,IASA; 1114(b)(1)(H)(i).
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
TI 23	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. 1116(c)(3)(A)(i), (ii), and (C) ESEA, IASA
	Rating: Implemented District Response Required: No

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

CRITERION NUMBER	TRANSITIONAL BILINGUAL EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
TBE 15	The school district provides the following personnel for its TBE Programs: a) certified TBE teachers, G.L. c.71A, Sec. 6 b) CERTIFIED ESL TEACHERS, G.L. C.71, SEC. 38G c) native language teacher aides if class ratio exceeds maximum, 603 CMR 14.04 d) an individual to be responsible for administration of the programs. 603 CMR 14.01(2)
	Rating: Implemented District Response Required: No

Department of Education Findings:

There are currently no bilingual teachers under waivers. The district makes efforts to actively recruit and hire qualified and certified personnel for its TBE and ESL programs through state and local advertisements. Native language aides are used in the classroom to provide clarification and reinforcement of the instruction. Considerable collaboration occurs between TBE, ESL and regular education teachers especially in monitoring the progress of students.

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

Department of Education Findings:

Review of data and classroom observation indicated that the school has the correct student-teacher ratio with or without an aide..

CRITERION NUMBER		
	Legal Standard	
TBE 17	<p>The school district is implementing a professional development plan that addresses the need for training and skills for all staff in second language acquisition and in working with culturally and linguistically diverse student populations.</p> <p>G.L. c.71, §9C</p>	
	Rating: Implemented	District Response Required: No

Department of Education Findings:

Some training topics for both new and veteran TBE teachers include modification of curriculum for Limited English Proficient students and how to manage diverse learning styles in the vocational settings. Consultants and in-house staff deliver this training. Regular education staff are included in staff development opportunities focused on issues of second language learners.

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

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: Partially Implemented	District Response Required: Yes

Department of Education Findings:

The open space in a large classroom on the second floor provided for speech and language services does not provide the special needs students with an adequate learning setting due to the many visual distractions.

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

Department of Education Findings:

The auditorium stage is not accessible by the front stairs. The school has plans to renovate the elevator in order to meet necessary standards. Many existing bathrooms need upgrades in order to ensure that a person with disabilities has access to a restroom from any area of the building without changing floor levels. Installation of a new fire alarm system is planned throughout the school.

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>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

The onsite visit team found that the girl’s gym locker room on the second floor is not as accessible as the boy’s locker room on the first floor.

CRITERION NUMBER	PERKINS VOCATIONAL VII. SCHOOL FACILITIES
	Legal Standard
P 20	<p>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)</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

Current facilities meet most of the demands of the workforce. Student equipment is not ergonomically correct and in short supply in some technical areas. The findings on one facility checklist included in the documentation were not addressed. Over three days, 24 shops were briefly observed for health and safety. The following health and safety issues were noted:

There are two hoods in the school lunch cafeteria kitchen. There is only one Ansul fire extinguisher hooked up. The second junction box is there, but the extinguisher is not.

There are not two means of egress in the related classroom between Electromechanical Drafting and Architectural Drafting laboratory areas. The area is very small, and there were over ten desks in this area.

In the Visual Arts laboratory, there is a room that contains several computers, which students were working on during the walk through. This area appears to be a converted storage room. Also there is only one means of egress in this room.

Material Safety Data Sheets were not readily available in all laboratory areas. Instructors knew where to find them, but many were locked in cabinets.

There is a hose hanging from the ceiling draining into the sink in Health Services. There is also a sink with a small sign reading “waste”. There is no sanitary facility in this laboratory area.

There is paint peeling on two pipes in the Automotive Technology laboratory.

Eye wash stations in several technical areas without sinks below them drain onto the floor. This creates an immediate safety hazard. The following vocational labs have this type of eye wash station without a drainage sleeve or other means to catch water when operated: Machine Technology, Automotive Technology, Visual Arts, Property Management, and Electrical. There were drainage buckets tilted on an angle under a few of these stations that were not secure.

Fire escape routes in some laboratory areas have faded to the extent that they cannot be easily read. All Exit signs observed are in English only.

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

Department of Education Findings:

The district does not operate any TBE programs in locations other than in the vocational high school setting.

CRITERION NUMBER		
	Legal Standard	
TBE 19	TBE classrooms are comparable to those provided for regular education students (including physical characteristics, materials, and equipment). G.L. c.71A, ¶; G.L. c.76, §; 603 CMR 26.03(4)	
	Rating: Implemented	District Response Required: No

Department of Education Findings:

Students are instructed in English with materials used by the regular education program. When necessary, materials are translated by the district's bilingual department into the appropriate languages. The district ensures that the facilities used to serve bilingual students are at least equal in all respects to those facilities provided to monolingual English speaking students.

COMPONENT VIII: PROGRAM PLAN AND EVALUATION

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

- Special Education (Report Issue # SE 56)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 24-25)
 - Title I (Report Issues # TI 24-26)
- Perkins Vocational and Technical Education (Report Issue # P 21)
 - Transitional Bilingual Education (Report Issue # TBE 20)

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. <p>State Regulations Chapter 71B Chapter 71, sec. 59C</p> <p style="text-align: right;">Federal Requirements 300.137</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

Documentation review and staff interviews indicate that the school has conducted teacher surveys and student questionnaires to access program evaluation information. The school does not develop a written evaluation report on the special education programs and services at least every three years.

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
MOA 24	<p>Curriculum review process</p> <p>The district has a process to ensure that teachers in the district regularly review all instructional and educational materials for simplistic and demeaning generalizations, lacking intellectual merit on the basis of disability, race, color, sex, religion, national origin and sexual orientation.</p> <p>MGL, Ch.76, Section 5; 603 CMR 26.05(2)</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
MOA 25	<p>Institutional self-evaluation The district has in place a comprehensive evaluation process to examine and remedy policies and programs that discriminate or limit educational access due to race, color, sex, religion, national origin, sexual orientation, or disability.</p> <p>Title VI; Title IX; S. 504; MGL, Ch.76, Section 5</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	TITLE 1 VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
TI 24	<p>A needs assessment and data analysis is conducted annually in each school to determine the types of programs and services to be provided to Title I students. Such assessment is conducted in consultation with school staff and parents.</p> <p>1115 (c)(2)(B); IASA 1114 (b)(1)(A) ESEA,IASA</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

Documentation indicated that a comprehensive needs assessment is not done but a data analysis is done on an annual basis.

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

Department of Education Findings:

Documentation and staff interviews indicate that Title I program changes were implemented based on the data analysis of the MCAS but no formal written evaluation of the program was conducted.

CRITERION NUMBER	
	Legal Standard
TI 25	<p>Each Title I school identified in need of improvement develops an improvement plan in consultation with parents, the district, and the school support team, or revises its school plan in a manner that demonstrates the greatest likelihood of improving the performance of participating children.</p> <p>1116(c)(2)(C)(i) ESEA, IASA</p>
	Rating: Implemented District Response Required: No

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: Implemented District Response Required: No

CRITERION NUMBER	PERKINS VOCATIONAL VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
P 21	<p>The school has developed and implemented a system of program evaluation that includes, at a minimum, the following four core indicators: (Section 116)</p> <p>(i) Student attainment of challenging State established academic and career and technical skill proficiencies.</p> <p>(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.</p> <p>(iii) Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment/</p> <p>(iv) Student participation in and completion of career and technical education programs that lead to nontraditional training and employment.</p>
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

For Core Indicator I, student attainment of challenging State established academic proficiencies, the district did not meet its performance goals. For Core Indicator II, attainment of a secondary school diploma, the district exceeded its performance goals. For Core Indicator III, placement and retention in and completion of postsecondary or advanced training, the military service or employment, the district did not meet its performance goals for any special population category students. For Core Indicator IV, Student participation in and completion of programs that lead to nontraditional training and employment, the district met its performance goals.

CRITERION NUMBER	TRANSITIONAL BILINGUAL EDUCATION VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
TBE 20	<p>The school district provides information as requested to the Department of Education that describes an Annual Performance Evaluation of its program of Transitional Bilingual Education in accordance with G.L. c.69, 71, 70.</p>
	Rating: Not Implemented District Response Required: Yes

Department of Education Findings:

Interviews and document review indicated that the school has not provided any formal written evaluation as required by the Department of Education.

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)
 - Transitional Bilingual Education (Report Issue # TBE 21)

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 	

CRITERION NUMBER			
	Legal Standard		
	funds on services for children enrolled in private schools at private expense.		
	<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 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> <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: Partially Implemented District Response Required: Yes

Department of Education Findings:

Documentation and staff interviews indicate that the Title I student selection criteria and rank order list must be developed.

CRITERION NUMBER	
	Legal Standard
TI 29A	Federal Title I Grant: 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. Where necessary, appropriate local administrators amend the programmatic and budgetary sections of the grant according to procedures and timelines required by the Department of Education. Appropriate local administrators monitor the grant in an ongoing manner to ensure its full implementation as the Department of Education has approved it. The district secures the approval of the Department of Education for all amendments prior to their implementation.
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Documentation review indicates that the required grant amendment has not been submitted to the Department of Education regarding the present programmatic changes.

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

Department of Education Findings:

The students’ records did not contain up-to-date and relevant documentation, and a one-page generic description of services was placed in each of the 30 records reviewed. The district has not established a system of record keeping with up-to-date information and documentation in a central location, although much information is stored in a database. The documentation to support database information was not included in the students’ permanent records and these records do not consistently contain all relevant information.

CRITERION NUMBER	TRANSITIONAL BILINGUAL EDUCATION IX. RECORD KEEPING
	Legal Standard
TBE 21	<p>Cumulative records on bilingual students are maintained in a confidential fashion as required by the Student Record Regulations and provided to parents upon request. Such records include:</p> <ul style="list-style-type: none"> a) results of tests and evaluations, and b) information about student's previous school experiences. <p>G.L. c.71, 34 D and E, 603 CMR 23.00</p>
	<p>Rating: Implemented District Response Required: No</p>

Department of Education Findings:

The school maintains all confidential student records in a secure location.

APPENDIX I:
NUTRITION PROGRAMS AND SERVICES

Code of Federal Regulations:

7 CFR Parts: 210 National School Lunch Program

215 Special Milk Program for Children

220 School Breakfast Program

227 Nutrition Education and Training Program

245 Determining Eligibility for Free and Reduced Price Meals and Free Milk in Schools

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

CRITERION NUMBER	NUTRITION PROGRAMS AND SERVICES
	<i>Legal Standard</i>
NS 1	All free and reduced price and paid lunches claimed for reimbursement are served to students eligible for free, reduced price and paid lunches respectively; and are counted, recorded, consolidated and reported through a system which consistently yields correct claims. 7 CFR 210.18 (g) (1).
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Documentation review indicated that several free and reduced priced applications were approved in error or missing. Fiscal action may be assessed to the district. It is recommended that the district's response to these criteria should be completed as outlined in the USDA Corrective Action Format.

CRITERION NUMBER	
	Legal Standard
NS 2	Records indicate that lunches claimed for reimbursement within the school food authority contain food items/components as required by program regulations. 7 CFR 210.18 (g) (2)
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
NS 3	School Food Authorities account for all revenues and expenditures of their nonprofit school food service. In order to participate in the NSLP, the School Food Authority maintains records to demonstrate compliance with program requirements. Retention of these documents is for three years after the close of the fiscal year to which they pertain except in cases where audit findings are unresolved. 7CFR210.9 (a) (17); 210.14, 210.15
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
NS 4	The School Food Authority works to strengthen the following school nutrition program participation and management practices: a. school nutrition participation b. nutrition education activities c. productivity evaluation 7CFR 210.19; 7CFR 220.8; 7CFR 210.9
	Rating: Implemented District Response Required: No

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

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

**APPENDIX II:
SCHOOL DISTRICT PROFILE INFORMATION**

The information which is provided in this Appendix was drawn from data supplied by the school district. The Department's visiting team carefully reviewed this data as part of its planning for the onsite visit and in preparing this Coordinated Program Review Report. 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>

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