



**WHITTIER REGIONAL VOCATIONAL TECHNICAL
HIGH SCHOOL**

**COORDINATED PROGRAM REVIEW
REPORT OF FINDINGS**

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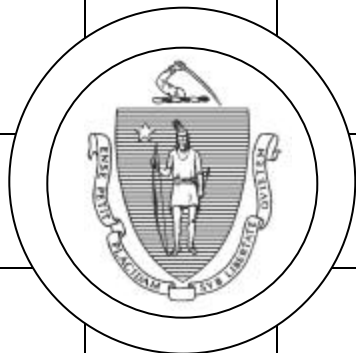
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**MASSACHUSETTS DEPARTMENT OF EDUCATION
COORDINATED PROGRAM REVIEW**

Whittier Regional Vocational Technical High School

Table of Contents

OVERVIEW OF REVIEW PROCEDURES	3
REPORT INTRODUCTION	5
EXECUTIVE SUMMARY	7
DEFINITION OF TERMS	10
COMPONENT I: ASSESSMENT OF STUDENT PROGRESS.....	11
SPECIAL EDUCATION	12
TITLE 1.....	23
PERKINS VOCATIONAL.....	24
COMPONENT II: STUDENT IDENTIFICATION AND PLACEMENT	27
SPECIAL EDUCATION	28
CIVIL RIGHTS METHODS OF ADMINISTRATION	35
TITLE 1.....	37
PERKINS VOCATIONAL.....	39
COMPONENT III: PARENTAL INVOLVEMENT.....	41
SPECIAL EDUCATION	42
CIVIL RIGHTS METHODS OF ADMINISTRATION	47
TITLE 1.....	48
SAFE AND DRUG FREE SCHOOLS	50
PERKINS VOCATIONAL.....	52
COMPONENT IV: CURRICULUM AND INSTRUCTION.....	54
SPECIAL EDUCATION	55
CIVIL RIGHTS METHODS OF ADMINISTRATION	63
TITLE 1.....	64
SAFE AND DRUG FREE SCHOOLS	68
PERKINS VOCATIONAL.....	69
COMPONENT V: STUDENT SUPPORT SERVICES	73
SPECIAL EDUCATION	74
CIVIL RIGHTS METHODS OF ADMINISTRATION	79
TITLE 1.....	84
PERKINS VOCATIONAL.....	85
COMPONENT VI: FACULTY, STAFF AND ADMINISTRATION	87
SPECIAL EDUCATION	88
CIVIL RIGHTS METHODS OF ADMINISTRATION	91
TITLE 1.....	93
PERKINS VOCATIONAL.....	95

COMPONENT VII: SCHOOL FACILITIES	96
SPECIAL EDUCATION	97
CIVIL RIGHTS METHODS OF ADMINISTRATION	97
PERKINS VOCATIONAL.....	98
COMPONENT VIII: PROGRAM PLAN AND EVALUATION	99
SPECIAL EDUCATION	100
CIVIL RIGHTS METHODS OF ADMINISTRATION	100
TITLE 1.....	101
SAFE AND DRUG FREE SCHOOLS	103
PERKINS VOCATIONAL.....	104
COMPONENT IX: RECORD KEEPING.....	106
SPECIAL EDUCATION	107
TITLE 1.....	108
SAFE AND DRUG FREE SCHOOLS	110
PERKINS VOCATIONAL.....	110
APPENDIX:	111
SCHOOL AND DISTRICT PROFILES.....	112

MASSACHUSETTS DEPARTMENT OF EDUCATION

COORDINATED PROGRAM REVIEW REPORT

Whittier Regional Vocational High School

OVERVIEW OF REVIEW PROCEDURES

As one part of its school and school district accountability system, the Department of Education oversees local compliance with education requirements through the Coordinated Program Review system. All reviews 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 special education, Transitional Bilingual Education, and Perkins vocational programs. Parents of students with disabilities whose files were selected for the record review are sent a survey that solicits information about their experiences with the district's implementation of special education programs, related services and procedural requirements.
- Observation of classrooms and other facilities. A sample of instructional classrooms and other school facilities used in the delivery of programs and services are visited to determine general levels of compliance with program and accessibility requirements.
- Interviews, review of student records, and observations in the case of collaborative programs and services. Where the district is a member of a collaborative approved by the Department of Education and serves as a site for any programs or services operated by the collaborative, interviews with collaborative staff, review of records of collaborative students, and observations of collaborative facilities are conducted.

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

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

REPORT INTRODUCTION

A six-member Massachusetts Department of Education team visited the Whittier Regional Vocational Technical High School during the week of December 3, 2001 to evaluate the implementation of selected criteria in the program areas of Special Education, Title I, Methods of Administration, Safe and Drug-Free Schools, and Perkins Vocational. 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 Whittier Regional Vocational Technical High School. These areas are as follows:

- ❑ *The partnership with the Haverhill Police Department that promotes a safe and drug-free school environment.*
- ❑ *The establishment of a multi-cultural club that is open to all students and fosters respect and appreciation for the diverse student body.*
- ❑ *Evidence of strong administrative teamwork to ensure the effective day-to-day operation of the school.*
- ❑ *The opportunity for all Whittier RVTHS students to participate in a well-developed Tech Prep Program.*
- ❑ *The development and implementation of an annual review of Whittier RVTHS's career and technical programs.*
- ❑ *The use of the Career and Technical Evaluation to monitor and improve the shop facilities.*
- ❑ *The provision of transportation for students to participate in the school's extracurricular activities and field trips to broaden students' learning experiences.*
- ❑ *The provision to culinary and marketing students of a facility with an authentic atmosphere that provides them with the opportunity to gain technical skill competencies in a real world environment.*
- ❑ *The commitment of all the staff members interviewed to assist students with maximizing their potential and becoming knowledgeable in their chosen areas of concentration as well as to prepare them to become responsible members of the community.*

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 seven administrative staff.
- Interviews of 35 teaching and support services staff across all levels.
- Interviews of two parent advisory council (PAC) representatives, one school committee member 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 40 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: 25 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. Seven 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 12 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

Whittier Regional Vocational Technical High 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 Whittier RVTHS does meet the specified timelines for assessment but appears to be over-reliant on the Woodcock Johnson to assess most of the special needs students. In many cases Teams do not include a teacher from the student's general education program. The Whittier RVTHS is to be commended for assuring that assessment summaries are provided to parents with the Team meeting notice at least two weeks before the scheduled Team meeting.

Component II: Student Identification and Program Placement

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

The district is in substantial compliance with regard to student identification and placement. In most cases the vision statements included in the Individual Education Plans (IEPs) are not very substantive, and they appear to be the same for most of the students. Teachers are presented with information regarding each student's IEP; however, it is not clear whether regular education teachers and special education teachers coordinate their efforts to provide appropriate classroom accommodations.

Component III: Parental Involvement

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

Parents of special education students are always notified and are provided with the opportunity to be involved in decisions regarding their children's programs and services. However, because of the growing number of Hispanic students attending the Whittier RVTHS through school choice, the school needs to do a better job of identifying and reaching out to limited English proficient parents. There also needs to be more parent involvement in the Title I program. Community representatives are involved in shaping the Safe and Drug-Free Schools program. The program is a success and has contributed to a safe school environment that is conducive to learning for all students; however, its advisory council needs to include more parents and needs to take a more active role. And though the school does a commendable job of informing students and parents of career and technical programs, all members of the advisory committee need to be involved in the development, implementation and evaluation of

those programs.

Component IV: Curriculum and Instruction

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

The Whittier RVTHS aligns its academic curriculum with the Massachusetts Curriculum Frameworks. Enrichment programs have been initiated for mathematics and English. The enrichment courses offered are more rigorous than the general academic courses. The Whittier RVTHS needs to continue its efforts to coordinate the academic program with the vocational and technical skills offerings. The coordination between regular education staff and special education staff should be strengthened. Special population students need better support, and state-of-the-art technology should continue to be acquired and maintained. The Tech Prep program is well set up and well publicized.

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?

Whittier RVTHS has ensured that most students have equal access to programs and services. The majority of the special education, Perkins, and civil rights criteria have been implemented. The district does need to extend its notification of its nondiscrimination policy to include outside work placements and the general public. Documentation and student and staff interviews indicated that not all Limited English Proficient (LEP) students are identified and provided with the necessary support services to assist in their educational achievement and career planning.

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?

All career and technical faculty are appropriately certified or hold current professional licensure status. Many technical educators hold advanced degrees. Special education and Title I staff are also appropriately certified. The Whittier RVTHS provides excellent professional development opportunities for all staff, except that it needs to provide annual in-service training on civil rights responsibilities. Although the school's personnel procedures are nondiscriminatory, the diversity of the staff does not match the diversity of the student population being served.

Component VII: School Facilities

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

The Whittier RVTHS is a secure, well-maintained, and accessible facility that is conducive to learning for all students. Several shops are equipped with state-of-the-art computers and current software. Professional developmental should include technical assistance for

instructors in the use of new application software. Special educators responsible for the development of student IEPs should also receive technical training in the IEP process software that will enable them to provide more individual and specific student plans. The Whittier RVTHS provides a facility for a varied spectrum of vocational and technical programs and complementary academic and elective courses for students to pursue.

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 Whittier RVTHS has developed an annual review process for Perkins III that identifies areas of strength, makes recommendations, and corrects identified deficiencies. The special education program is also evaluated yearly. This evaluation survey includes input from parents and staff regarding program implementation, program needs, and program improvements.

The district performs appropriate curriculum review and institutional self-evaluation. But although the effectiveness of Title I programs is evaluated, the annual needs assessment performed for the Title I program is non-compliant. The Safe and Drug-Free Schools program, on the other hand, needs an evaluation tool to measure progress toward the program's goals and objectives and guide the program's improvement.

Component IX: Record keeping

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

The district is fully compliant with all criteria in this component.

DEFINITION OF TERMS
FOR THE RATING OF EACH COMPLIANCE CRITERION

Commendable	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.
Implemented	The requirement is substantially met.
Implementation in Progress	In reference to compliance criterion MOA 17A, new Board of Education requirements became effective on April 2, 2001 regarding the use of physical restraint in publicly funded education programs. The district is currently engaged in staff training and is beginning implementation practices for these new requirements which the Department's onsite team anticipates will result in substantial compliance by the end of the 2001-2002 school year.
Partially Implemented	The requirement, in one or several important aspects, is not entirely met.
Not Implemented	The requirement is totally or substantially not met.
Not Applicable	The requirement does not apply to the school district or charter school.

COMPONENT I: ASSESSMENT OF STUDENT PROGRESS

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

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

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

CRITERION NUMBER	
	Legal Standard
	28.04 (1) and (2) 300.532; 300.346.(a)(2)(v)
	Rating: 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.				
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations</td> <td style="width: 50%;">Federal Requirements</td> </tr> <tr> <td></td> <td style="text-align: center;">300.540-543</td> </tr> </table>	State Regulations	Federal Requirements		300.540-543
State Regulations	Federal Requirements				
	300.540-543				
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Rating: Partially Implemented	DISTRICT RESPONSE REQUIRED:	Yes			

Department of Education Findings:

Staff interviews, student record review, and related documentation indicated that students' regular education teachers do not always attend Team meetings or provide written input.

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%;">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
State Regulations	Federal Requirements				
28.04(2)(c)	300.532				
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Commendable</td> <td style="width: 25%;">DISTRICT RESPONSE REQUIRED:</td> <td style="width: 25%; text-align: right;">No</td> </tr> </table>	Rating: Commendable	DISTRICT RESPONSE REQUIRED:	No	
Rating: Commendable	DISTRICT RESPONSE REQUIRED:	No			

Department of Education Findings:

The district takes the initiative to provide parents with summaries of assessments at least ten days before the Team meeting.

CRITERION NUMBER	
	Legal Standard
	<p>or paying for transition services is invited to the Team meeting. If the representative(s) does not attend the meeting, the school district takes other steps to obtain the participation of these agencies.</p> <p>State Regulations 28.02(22)</p> <p>Federal Requirements 300.344; 300.552</p>
	<p>Rating: Partially Implemented DISTRICT RESPONSE REQUIRED: Yes</p>

Department of Education Findings:

Regular education teachers are not always included in the Team evaluation meetings.

CRITERION NUMBER	
	Legal Standard
SE 9	<p>Eligibility determination: Timelines for evaluation, provision of IEP and/or identification of other needed instructional programs</p> <p>1. Within forty-five school working days after receipt of the parent's written consent to an initial evaluation, unscheduled evaluation, or re-evaluation, the school district:</p> <ul 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.

CRITERION NUMBER				
	Legal Standard			
	<p>2. If a Team determines that a student is not eligible for special education but may be eligible for accommodation(s) for disability(ies) under Section 504, the student is referred for consideration by the district for eligibility under that regular education program.</p> <p>3. When the development of a student's IEP does not indicate a need for direct services, the Team makes a finding of no eligibility and appropriate services are provided through the district's general education program.</p>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 28.05(1) and (2)</td> <td style="width: 50%;">Federal Requirements 300.534</td> </tr> </table>	State Regulations 28.05(1) and (2)	Federal Requirements 300.534	
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Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

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>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 28.05(1)</td> <td style="width: 50%;">Federal Requirements 300.342</td> </tr> </table>	State Regulations 28.05(1)	Federal Requirements 300.342	
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Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

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</p>

CRITERION NUMBER			
	Legal Standard		
	<p>district implements the following requirements:</p> <ol style="list-style-type: none"> 1. All independent educational evaluations funded by the district are conducted by qualified persons who are registered, certified, licensed or otherwise approved and who abide by the rates set by the state agency responsible for setting such rates. Unique circumstances of the child are justified when an individual assessment rate is higher than that normally allowed. 2. The school district has procedures to offer parents the option of participating in an income eligibility program for free or reduced cost independent educational evaluations that are equivalent to the types of assessments done by the school district. 3. The district extends the right to a publicly funded independent educational evaluation (only if cost shared or funded for state wards or for students receiving free or reduced cost lunch) for sixteen (16) months from the date of the evaluation with which the parent disagrees. 4. If the parent is requesting an evaluation in an area not assessed by the school district, or if the student does not meet or the parent does not choose to share the financial documentation regarding the income eligibility standards for free or reduced cost independent educational evaluation, then the school district responds in accordance with the requirements of federal law by paying for the independent educational evaluation or, within five school days, proceeding to Special Education Appeals to show that its evaluation was comprehensive and appropriate. Where the Department's Special Education Appeals finds that the school district's evaluation was comprehensive and appropriate, the school district does not pay for the independent educational evaluation requested by the parent. 5. Whenever possible, the independent educational evaluation is completed and a written report sent no later than thirty (30) days after the date the parent requests the independent educational evaluation. If publicly funded, the report is sent to the parents and to the school district. The independent evaluator's report summarizes, in writing, procedures, assessments, results, and diagnostic impressions as well as educationally relevant recommendations for meeting identified needs of the student. The independent evaluator recommends appropriate types of placements but does not recommend specific classrooms or schools. 6. Within ten (10) school days from the time the school district receives the report of the independent educational evaluation, the Team reconvenes and considers the independent educational evaluation (which may be publicly or privately funded) and whether a new or amended IEP is appropriate. <p>State Regulations 28.04(5)</p> <p>Federal Requirements 300.503(a)(3)(i)</p>		
	Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No

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>
	<p>Rating: Implemented</p> <p style="text-align: right;">DISTRICT RESPONSE REQUIRED: No</p>

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>
	<p>Rating: Implemented</p> <p style="text-align: right;">DISTRICT RESPONSE REQUIRED: No</p>

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

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

CRITERION NUMBER	PERKINS VOCATIONAL I. ASSESSMENT OF STUDENT PROGRESS
	Legal Standard
P 1	(a) Appropriate individual academic assessments are provided to all in-coming students. (Section 135) Appropriate academic assessments administered include, but are not limited to the following: <ul style="list-style-type: none"> • ABLE • APTICOM • CAT

CRITERION NUMBER	PERKINS VOCATIONAL I. ASSESSMENT OF STUDENT PROGRESS
	Legal Standard
	<ul style="list-style-type: none"> • METROPOLITAN • IOWA • MCAS • STANFORD 9 • WRAT <p>(b) Academic assessments provided to incoming students are used in planning students' academic program. (Sec. 135)</p>
	Rating: Implemented District Response Required: No

Department of Education Findings:

Interviews and documentation indicated that academic assessments are provided to all incoming ninth grade students and the assessment results are used to plan students' academic programs. Parents are provided with the opportunities to be involved in the planning of their child's course of academic study. The district needs to disseminate the assessment results to appropriate instructional staff and to parents to assist in the monitoring of student achievement.

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)

CRITERION NUMBER	
	Legal Standard
	<ul style="list-style-type: none"> • Career Inventories for the Learning Disabled <p>(b) Career and Technical Education assessments provided to in-coming students are used in planning students' vocational and academic program. (Sec. 135)</p>
	Rating: Implemented DISTRICT RESPONSE REQUIRED: No

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

Department of Education Findings:

Assessment results need to be systematically analyzed and used to drive the curriculum instruction and services provided to all students. Competency based assessments are used to measure academic progress.

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:

Staff and student interviews and documentation indicated that the measurement of students' vocational competency gain and competency attainment is inconsistently documented among individual vocational programs and not always provided to students and their parents/guardians. For students on a co-op education placement, there is currently no documented competency skill gain and attainment process in which a vocational instructor who is a technical expert in the students' area of study monitors students' vocational skill attainment and ensures that it is appropriate.

COMPONENT II: STUDENT IDENTIFICATION AND PLACEMENT

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

- Special Education (Report Issues # SE 15-23)
- Civil Rights Methods of Administration (MOA)
(Report Issues # MOA 1-6)
 - Title I (Report Issues # TI 5-9)
- Perkins Vocational and Technical Education (Report Issues # P 5-6)

CRITERION NUMBER			
	Legal Standard		
SE 17	<p>Initiation of services at age three and Early Intervention transition procedures</p> <ol style="list-style-type: none"> <li data-bbox="407 474 1396 674">1. The school district encourages referrals from the Department of Public Health, other agencies, and individuals for young children when or before the child turns two-and-one-half years old in order to ensure continuity of services and to ensure the development and implementation of an IEP for eligible children by the date of the child's third birthday in accordance with federal requirements. <li data-bbox="407 674 1396 779">2. The district implements procedures to ensure the effective transition of young children with disabilities from Early Intervention Programs through participation in transition planning conferences arranged by such programs. <p>State Regulations 28.06(7)(b)</p> <p>Federal Requirements 300.24(b)(3); 300.121(c); 300.132; 300.342(c)</p>		
	Rating: Not Applicable	DISTRICT RESPONSE REQUIRED:	No

CRITERION NUMBER			
	Legal Standard		
SE 18A	<p>IEP development and content</p> <ol style="list-style-type: none"> <li data-bbox="407 1320 1396 1614">1. Upon determining that the student is eligible for special education, the Team, including the parent(s), develops an IEP at the Team meeting using the evaluation data to guide development of measurable, annual goals and objectives/benchmarks for the student. If the district chooses to draft any element(s) of the IEP for discussion, the Team Chairperson ensures that those elements are genuinely considered prior to adoption at the Team meeting. All ideas and needs of the child as expressed by all Team members, especially the parents, are genuinely considered by the district prior to proposing the IEP. <li data-bbox="407 1614 1396 1782">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. <li data-bbox="407 1782 1396 1869">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. 		

CRITERION NUMBER									
	Legal Standard								
	<p>4. The IEP is completed addressing all elements of the most current IEP format provided by the Department of Education. Where applicable, the district includes in the IEP, or other notice to the parent, information regarding the implementation of any necessary restraint procedures for students as required under 603 CMR 46.00.</p> <p>5. If the Team members are unable to agree on the IEP, the Team chairperson states the elements of the IEP proposed by the school district.</p> <p>6. The school district ensures that each IEP Team has at least one person with authority to commit the resources of the district and that whatever services are set out in the IEP will actually be provided and that the IEP will not be changed at a higher administrative level within the district.</p> <p>7. The IEP is written in generally understandable language.</p> <table border="0" data-bbox="407 747 1396 877"> <tr> <td data-bbox="407 747 699 779">State Regulations</td> <td data-bbox="980 747 1273 779">Federal Requirements</td> </tr> <tr> <td data-bbox="407 779 699 810">28.05(3), (4), (6) and (7)</td> <td data-bbox="980 779 1317 810">300.340-300.350; 300.343(a)</td> </tr> <tr> <td data-bbox="407 810 699 842">28.06(2)</td> <td data-bbox="980 810 1341 877">34 CFR Part 300, Appendix A, Question #22.</td> </tr> </table>	State Regulations	Federal Requirements	28.05(3), (4), (6) and (7)	300.340-300.350; 300.343(a)	28.06(2)	34 CFR Part 300, Appendix A, Question #22.		
State Regulations	Federal Requirements								
28.05(3), (4), (6) and (7)	300.340-300.350; 300.343(a)								
28.06(2)	34 CFR Part 300, Appendix A, Question #22.								
	Rating: Partially Implemented	DISTRICT RESPONSE REQUIRED:	Yes						

Department of Education Findings:

Staff interviews and classroom observations indicated that special needs students receive specially designed instruction; however, a review of students' IEPs indicated that no special needs students receive specially designed instruction. The district needs to review its IEP development and record keeping procedures to ensure that students who are receiving specially designed instruction are appropriately identified.

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 style="text-align: right;">Federal Requirements 300.346</p>		
	Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No

CRITERION NUMBER			
	Legal Standard		
SE 19	<p>Extended evaluation</p> <p>If the Team finds a student eligible for special education and finds the evaluation information insufficient to develop a full or partial IEP, the Team, with the parents' consent, agrees to an extended evaluation period.</p> <ol style="list-style-type: none"> 1. The extended evaluation period is not used to deny programs or services 		

CRITERION NUMBER	
	Legal Standard
	<p>determined to be necessary by the Team. If, prior to the extended evaluation, the Team determines that sufficient information is available to determine eligibility and to determine, in part, necessary annual goals and services, the Team writes a partial IEP that, if accepted by the parent, is immediately implemented by the district while the extended evaluation is occurring.</p> <ol style="list-style-type: none"> 2. The extended evaluation period is not be used to allow additional time to complete the required assessments and does not deny programs and services to the student. 3. If the parent consents to an extended evaluation, the Team documents their findings and determines what evaluation time period is necessary and the types of information needed to determine eligibility and/or develop an IEP, if 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. 4. The extended evaluation may extend longer than one week, but does not exceed eight school weeks. 5. The extended evaluation is not considered a placement. <p>State Regulations 28.05(2)(b)</p> <p style="text-align: right;">Federal Requirements</p>
	<p>Rating: Implemented</p> <p style="text-align: center;">DISTRICT RESPONSE REQUIRED:</p> <p style="text-align: right;">No</p>

CRITERION NUMBER	
	Legal Standard
SE 20	<p>Least restrictive program selected</p> <ol style="list-style-type: none"> 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. 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. 3. The district does not remove an eligible child from the general education classroom solely because of needed modification in the curriculum.

CRITERION NUMBER				
	Legal Standard			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 28.06(2)(a)</td> <td style="width: 50%;">Federal Requirements 300.130; 300.550-300.556</td> </tr> </table>	State Regulations 28.06(2)(a)	Federal Requirements 300.130; 300.550-300.556	
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Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

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. <table style="width: 100%; border: none; margin-top: 10px;"> <tr> <td style="width: 50%;">State Regulations 28.05(4) Chapter 69, section 1G</td> <td style="width: 50%;">Federal Requirements 300.309(b)</td> </tr> </table>	State Regulations 28.05(4) Chapter 69, section 1G	Federal Requirements 300.309(b)	
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Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION II. STUDENT IDENTIFICATION AND PLACEMENT		
	Legal Standard		
MOA 1	Identification of limited English proficient students The district uses qualified staff and appropriate procedures and assessments to annually classify and evaluate students who are limited English proficient and who need special language assistance. Title VI; MGL, Ch.76, Section 5		
	Rating: Not Implemented	District Response Required:	Yes

Department of Education Findings:

The English-as-a-Second Language staff person(s) assigned to work with this population does not hold current certification or licensure. Also, documentation review and staff interviews indicated that the school does not have appropriate procedures in place to identify and assess the needs of limited English proficient students.

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

Staff interviews indicate the school does make modifications to serve limited English proficient students, however, as noted in MOA 1, the district does not use trained and qualified staff and does not have appropriate procedures in place to identify and assess the needs of limited English proficient students.

CRITERION NUMBER	
	Legal Standard
	Title II, S. 504
	Rating: Implemented DISTRICT RESPONSE REQUIRED: No

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

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

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

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)
	Rating: Implemented District Response Required: No

Department of Education Findings:

The district has an effective system in place to determine which students are enrolled in programs that meet the Perkins Act definition of vocational education. The school's program of study reflects the definition of vocational study.

CRITERION NUMBER	
	Legal Standard
P 6	Special population students are appropriately identified for services and include the following groups: <ul style="list-style-type: none"> • individuals with disabilities • individuals from economically disadvantage families, including foster children • individuals preparing for nontraditional training and employment • single parent, including single pregnant women • displaced homemakers • individuals with other barriers to educational achievement, including individuals with limited English proficiency

CRITERION NUMBER				
	Legal Standard			
	(Section 134)			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Partially Implemented</td> <td style="width: 30%; text-align: center;">DISTRICT RESPONSE REQUIRED:</td> <td style="width: 20%; text-align: right;">Yes</td> </tr> </table>	Rating: Partially Implemented	DISTRICT RESPONSE REQUIRED:	Yes
Rating: Partially Implemented	DISTRICT RESPONSE REQUIRED:	Yes		

Department of Education Findings:

Record review and staff and student interviews indicated that a Spanish bilingual aide is provided to assist several limited English proficient students in academic classes; however, not all students with limited English proficiency are identified, assessed, and assisted in a systematic and timely manner. Limited English proficient students are not provided with assistance in vocational shops.

COMPONENT III: PARENTAL INVOLVEMENT

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

- Special Education (Report Issues # SE 24-32)
- Civil Rights Methods of Administration (MOA) (Report Issue # MOA 7)
 - Title I (Report Issues # TI 10-11B)
- Safe and Drug Free Schools (Report Issues # SDF 1-3)
- Perkins Vocational and Technical Education (Report Issues # P 7-8)

CRITERION NUMBER	SPECIAL EDUCATION III. PARENTAL INVOLVEMENT
	Legal Standard
SE 24	<p>Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE</p> <ol style="list-style-type: none"> 1. A student may be referred for an evaluation by a parent or any person in a caregiving or professional position concerned with the student's development. 2. When a student is referred for an evaluation to determine eligibility for special education, the school district sends written notice to the child's parent(s) within 5 school days of receipt of the referral. 3. Notice is given by the district within a reasonable time for all other actions. 4. The school district provides the student's parent(s) with an opportunity to consult with the Special Education Administrator or his/her designee to discuss the reasons for the referral and the nature of the proposed evaluation 5. The district provides parents with an opportunity to consult with the Administrator of Special Education or his/her designee regarding the evaluators to be used and the proposed content of all required and optional assessments 6. The school district does not limit a parent's right to refer a student for timely special education evaluation because the district has not fully explored and/or attempted some or all of the available instructional support programs or other interventions available in general education that may be described in the district's Curriculum Accommodation Plan, including any pre-referral program. 7. The school district refuses to conduct an initial evaluation only when the circumstances of a student make clear that there is no suspicion of a disability and that there is no concern about the student's development. <p>State Regulations 28.04(1)</p> <p style="text-align: right;">Federal Requirements 300.503(a)</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	Legal Standard
SE 25	<p>Parental consent In accordance with state and federal law, the school district obtains informed parental consent as follows:</p> <ol style="list-style-type: none"> 1. The school district obtains written parental consent before conducting an initial evaluation or making an initial placement of a student in a special education program. Written parental consent is obtained before conducting a reevaluation and before placing a student in a special education placement subsequent to the initial placement in special education. 2. The school district obtains consent before initiating extended evaluation

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

CRITERION NUMBER	
	Legal Standard
SE 26	<p>Parent participation in meetings</p> <p>1. The district ensures that one or both parents of a child are members of any group that makes decisions on the educational placement of their child.</p> <p>2. The Administrator of Special Education notifies parent(s) in writing of any Team meeting early enough to ensure that they have an opportunity to attend.</p>

CRITERION NUMBER				
	Legal Standard			
	<p>3. The district schedules the meeting at a mutually agreed upon time and place; and documents such efforts.</p> <p>4. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls, or video conferencing.</p> <p>5. In cases where the district, after reasonable efforts, is unable to obtain the parents' participation in Team meeting discussions and decisions, the district conducts the Team meeting and documents its attempts to facilitate the parents' participation.</p>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 28.02(22)</td> <td style="width: 50%;">Federal Requirements 300.345(d), 300.501</td> </tr> </table>	State Regulations 28.02(22)	Federal Requirements 300.345(d), 300.501	
State Regulations 28.02(22)	Federal Requirements 300.345(d), 300.501			
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Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

CRITERION NUMBER				
	Legal Standard			
SE 27	<p>Content of Team meeting notice to parents</p> <p>1. The parent notice of an evaluation required by 603 CMR 28.04(1)(a) meets all of the content requirements set forth in MGL c.71B, §3, and in federal law and seeks the consent of the parent for any evaluation to occur, and provides the parent with the opportunity to express any concerns or provide information on the student's skills or abilities and to consult regarding the evaluators to be used.</p> <p>2. The parent notice of any Team meeting states the purpose, time and location of the meeting as well as who will be in attendance.</p>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 28.04(1)(b)</td> <td style="width: 50%;">Federal Requirements 300.503-504</td> </tr> </table>	State Regulations 28.04(1)(b)	Federal Requirements 300.503-504	
State Regulations 28.04(1)(b)	Federal Requirements 300.503-504			
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Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

CRITERION NUMBER	
	Legal Standard
SE 28	Parent provided the IEP or notice of no eligibility together with notification of procedural safeguards and parents' rights

CRITERION NUMBER				
	Legal Standard			
	Immediately following the development of the IEP and without undue delay, the district provides the parents with a copy of the proposed IEP or a written explanation of the finding of no eligibility for special education together with the required notice of procedural safeguards and parents' rights.			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 28.05(7)</td> <td style="width: 50%;">Federal Requirements 300.345(f)</td> </tr> </table>	State Regulations 28.05(7)	Federal Requirements 300.345(f)	
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Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

CRITERION NUMBER				
	Legal Standard			
SE 29	<p>Communications are in English and primary language of home</p> <ol style="list-style-type: none"> 1. Communications with parents are in both English and the primary language of the home if such primary language is other than English. Any interpreter used in fulfilling these requirements is fluent in the primary language of the home and familiar with special education procedures, programs and services. If the parents or the student are unable to read in any language or are blind or deaf, communications required by these regulations are made orally in English with the use of a foreign language interpreter, in Braille, in sign language, via TTY, or in writing, whichever is appropriate, and that all such communications are documented. 2. If the district provides notices orally or in some other mode of communication that is not written language, the district keeps written documentation (1) that it has provided such notice in an alternate manner, (2) that the content of the notice and (3) the steps taken to ensure that the parent understands the content of the notice. 			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 28.07(g)</td> <td style="width: 50%;">Federal Requirements 300.345(e)</td> </tr> </table>	State Regulations 28.07(g)	Federal Requirements 300.345(e)	
State Regulations 28.07(g)	Federal Requirements 300.345(e)			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Partially Implemented</td> <td style="width: 25%;">DISTRICT RESPONSE REQUIRED:</td> <td style="width: 25%; text-align: right;">Yes</td> </tr> </table>	Rating: Partially Implemented	DISTRICT RESPONSE REQUIRED:	Yes
Rating: Partially Implemented	DISTRICT RESPONSE REQUIRED:	Yes		

Department of Education Findings:

Review of documentation and staff interviews indicated that the school does not have a procedure to identify the primary language of the home. The primary second language group is Hispanic, and a Spanish-speaking bilingual aide is able to assist in translation for some families; however, the aide has not been trained in special education procedures, programs and services. There was no evidence to indicate that written communication to the home is provided in any language other than English.

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION III. PARENTAL INVOLVEMENT
	Legal Standard
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

The school does not have a process to identify parents or guardians with limited English language skills.

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:

District documentation and staff interviews indicated that parents have not been involved in writing the school’s parental involvement policies and that the school has not developed plans and policies which ensure parents are formally involved in program planning, implementation, and review. Also, parents are not involved in a timely, ongoing, and organized manner in the planning, review, and improvement of programs, and the school does not conduct, with parent input, an annual assessment of the effectiveness of parent involvement.

CRITERION NUMBER	
	Legal Standard
TI 11	All policies and procedures regarding parental involvement are in writing and available and/or distributed to Title I parents in a language and form that they can understand. 1118 (f) ESEA,IASA
	Rating: Partially Implemented DISTRICT RESPONSE REQUIRED: Yes

Department of Education Findings:

District documentation showed that the school has a parent involvement policy that needs to be revised to cover the parental involvement required by TI 10.

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	SAFE AND DRUG FREE SCHOOLS III. PARENTAL INVOLVEMENT		
	Legal Standard		
SDF 1	The local education agency coordinates such agency's programs and projects with community-wide efforts to achieve such agency's goals for drug and violence prevention. [Title IV Sec. 4115 (b) (2) (D)]		
	Rating: Commendable	District Response Required:	No

Department of Education Findings:

Through a combination of clear policies and procedures, supportive staff, and active community involvement, Whittier Regional Vocational Technical High School has been able to create a secure and vibrant learning environment for all students. Community agencies participate in the development and evaluation of the local Safe and Drug-Free Schools program and are aware of its objectives. The collaboration with the Haverhill Police Department is particularly effective: the Haverhill Police Department has assigned a trained and knowledgeable juvenile officer to work closely with students and school personnel. The Safe and Drug-Free program has been integrated into the academic and programmatic activities of the school. The program and its team approach have been instrumental in the development of and continuing support for a mediation program, a peer-to-peer program, and a multicultural club.

CRITERION NUMBER	Legal Standard		
SDF 2	The local education agency coordinates such agency's programs and projects with other federal, state, and local programs for drug-abuse and violence prevention, including health programs. [Title IV Sec. 4115 (b) (2) (E)]		
	Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No

Department of Education Findings:

There is evidence that local programming is coordinated and integrated with health and safety grants and programs. The advisory council plays an active and ongoing role in program planning and implementation. However, there is a need to improve the orientation process for new members.

CRITERION NUMBER	
	Legal Standard
SDF 2A	The Safe and Drug Free Schools Advisory Council is representative of community agencies. The Council includes parents, students and representatives from the schools and prevention community. Advisory Council activities are directed toward developing appropriate drug abuse and violence awareness and prevention programs. [Title IV Sec. 4115 (b) (2) (E)]
	Rating: Implemented DISTRICT RESPONSE REQUIRED: No

Department of Education Findings:

The advisory council is made up of members from the school and community. The contribution from the Haverhill Police Department has been outstanding, and Whittier RVTHS would do well to use this collaboration as a model for other community agency involvement. Also, the parents involved are not representative of the school community at large. More outreach is needed to promote a more diversified advisory council that would be representative of the student population

CRITERION NUMBER	
	Legal Standard
SDF 2B	There is evidence of an ongoing role for the Advisory Council in program planning and implementation through a comprehensive set of activities.
	Rating: Partially Implemented DISTRICT RESPONSE REQUIRED: Yes

Department of Education Findings:

The advisory council needs to take a more active role in establishing measurable goals and objectives and designing program strategies to meet those goals and objectives. The Whittier RVTHS needs to document evaluative data and to develop recommendations for program improvement.

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

CRITERION NUMBER	
	Legal Standard
	REQUIRED:

Department of Education Findings:

It is clear that the school informs parents about policies and procedures; however, the Whittier RVTHS needs to expand outreach efforts and attempt to recruit parents to serve on the advisory council.

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: Partially Implemented	District Response Required:	Yes

Department of Education Findings:

Advisory committee documentation and staff and student interviews indicated that members of the advisory committee from different vocational groups vary in how much they participate and how effective they are.

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

Department of Education Findings:

The Whittier RVTHS's community outreach and summer programs, open house, recruitment materials, and course descriptions for vocational programs in the Program of Studies are excellent resources for parents and students.

: CURRICULUM AND INSTRUCTION

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

- Special Education (Report Issues # SE 33-42)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 8-9)
 - Title I (Report Issues # TI 12-14F)
- Safe and Drug Free Schools (Report Issue # SDF 4)
- Perkins Vocational and Technical Education (Report Issues # P 9-16)

CRITERION NUMBER	SPECIAL EDUCATION IV. CURRICULUM AND INSTRUCTION		
	Legal Standard		
SE 33	<p>Involvement in the general curriculum</p> <ol style="list-style-type: none"> 1. District personnel reflect a full understanding of the connection between the Massachusetts Curriculum Frameworks and the expectations of the state for student performance as well as the rights of students with disabilities to be full participants in the general curriculum. 2. The district has either aligned its district curriculum with the Frameworks or has taken steps to provide students (including all students with disabilities) with essential learning opportunities that prepare the students to reach the state graduation standards. 3. At least one member of all IEP Teams is familiar with the general curriculum and is able to discuss an eligible student's appropriate access to the general curriculum. 4. In the IEP the district documents the student's participation in the general curriculum. <p>State Regulations 28.05(4)(a) and (b)</p> <p>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>Continuum of alternative services and placements</p> <p>The district provides or arranges for the provision of each of the elements of the IEPs of students in need of special education from the ages of three through twenty-one, ensuring that a continuum of services and alternative placements is available to meet the needs of all students with disabilities, and takes all steps necessary to ensure compliance with all elements of the IEPs, including vocational education.</p> <p>State Regulations</p> <p>Federal Requirements 300.551;300.305; 300.123</p>		
	Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No

CRITERION NUMBER	
	Legal Standard
SE 37	<p>Procedures for approved and unapproved out-of-district placements</p> <ol style="list-style-type: none"> 1. <u>Individual student program oversight</u>: The school district monitors the provision of services to and the programs of individual students placed in public and private out-of-district programs. Documentation of monitoring plans and all actual monitoring are placed in the files of every eligible student who has been placed out-of-district. To the extent that this monitoring requires site visits, such site visits are documented and placed in the students' files for review. The duty to monitor out-of-district placements is not delegated to parents or their agents, to the Department of Education, or to the out-of-district placement. 2. <u>Student right to full procedural protections</u>: The school district retains full responsibility for ensuring that the student is receiving all special education and related services in the student's IEP, as well as all procedural protections of law and regulation. Any Team meetings conducted during the time that a student is enrolled in the out-of-district program are initiated by the school district in coordination with the out-of-district placement. 3. <u>Preference to approved programs</u>: The school district, in all circumstances, first seeks to place a student in a program approved by the Department pursuant to the requirements of 603 CMR 28.09. Preference is also given to approved programs located within the Commonwealth of Massachusetts if the choice of such program is consistent with the needs of the student and the choice of such program complies with LRE requirements. When an approved program is available to provide the services on the IEP, the district makes such placement in the approved program in preference to any program not approved by the Department. 4. <u>Written contracts</u>: At a minimum, the school district enters into written contracts with all public and private out-of-district placements. Such contracts meet the content requirements of 28.06(3)(f)(1-5). 5. <u>Use of unapproved programs</u>: A school district that places a student in a program that has not been approved by the Department according to the requirements under 603 CMR 28.09 ensures that such programs and services are provided in appropriate settings by appropriately credentialed staff able to deliver the services on the student's IEP. Students placed by the school district in such programs are entitled to the full protections of state and federal special education law and regulation. 6. <u>Placement documentation</u>: The following documentation is maintained by the school district pursuant to its placement of children in unapproved out-of-district programs: <ol style="list-style-type: none"> a. <u>Search</u>: The Administrator of Special Education documents the search for and unavailability of a program approved by the Department. The Administrator places such documentation in the student record. b. <u>Evaluation of facility</u>: The Administrator of Special Education or his/her designee thoroughly evaluates the appropriateness of any

CRITERION NUMBER	
	Legal Standard
	<p>unapproved facility prior to placement of the student in such program. Such evaluation determines whether the unapproved facility can appropriately implement the student’s IEP in a safe and educationally appropriate environment. Such evaluation additionally determines whether the unapproved facility can and will provide the student with all the rights that are accorded to the student under state and federal special education law. Such evaluation is documented in detail and placed in the student record for review. To the extent that this evaluation requires a site visit, such site visits are documented and placed in the student record for review. The duty to evaluate the appropriateness of any unapproved facility is not delegated to the parents or their agents or the proposed unapproved facility.</p> <p>c. <u>School district approval to operate a private school in Massachusetts</u>: If services in an unapproved program are provided in a school setting, the Administrator of Special Education ensures that such school has received approval from the local school committee under MGL c.76, §1 and a copy of such approval is retained in the student record.</p> <p>d. <u>Pricing</u>: Pursuant to the requirements for Compliance, Reporting and Auditing for Human and Social Services at 808 CMR 1.00, the Administrator obtains pricing forms required to set program prices for programs receiving publicly funded students. Such pricing forms are completed by the proposed placement and document that the price proposed for the student’s tuition is the lowest price charged for similar services to any student in that program.</p> <p>e. <u>Notification of the Department of Education</u>: Prior to placement, if the Team determines that placement in such facility is appropriate, the Administrator notifies the Department of the intent to place the student and the name and location of the proposed placement. In addition, the Administrator forwards the notice of proposed placement and completed pricing forms to the Department along with the information on the proposed terms of the contract that will govern such placement and documentation of a monitoring plan pursuant to 603 CMR 28.06(3)(b). The district maintains any documentation of the Department’s objections to such placement and the steps the district has taken in regard to such objection. The district maintains documentation of the approved price for publicly funded students as set by the state agency responsible for setting program prices.</p> <p>f. <u>Out of state programs</u>: If out-of-district programs are provided in a placement outside of Massachusetts, and such school has not received approval by the Department under 603 CMR 28.09, the Administrator of Special Education ensures that such school has received approval from the host state.</p>

CRITERION NUMBER				
	Legal Standard			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">State Regulations 28.02(13), 28.06(3)</td> <td style="width: 50%; border: none;">Federal Requirements 300.2(c)</td> </tr> </table>	State Regulations 28.02(13), 28.06(3)	Federal Requirements 300.2(c)	
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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. <table style="width: 100%; border: none; margin-top: 10px;"> <tr> <td style="width: 50%; border: none;">State Regulations 28.06(9)</td> <td style="width: 50%; border: none;">Federal Requirements</td> </tr> </table>	State Regulations 28.06(9)	Federal Requirements	
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Rating: Not Applicable	DISTRICT RESPONSE REQUIRED:	No		

CRITERION NUMBER			
	Legal Standard		
SE 39	<p>Procedures used to provide services to eligible students enrolled in private schools at private expense</p> <ol style="list-style-type: none"> 1. On or before December 1, the district determines the number of eligible private school students in consultation with private school representatives. 2. To the extent that the school district provides and pays for special education services for eligible students enrolled in private schools at private expense, the following requirements and procedures are implemented: <ol style="list-style-type: none"> a. The district provides special education and/or related services designed to meet the needs of eligible children who are attending private schools at private expense and whose parents reside in the jurisdiction of the school district. The school district provides to such children genuine opportunities to participate in the public school special education program consistent with state constitutional limitations. b. The district provides or arranges for the provision of evaluation services and an IEP for any eligible private school child whose parent resides in the jurisdiction of the school district. The evaluation may take place in the public school, the private school, or an appropriate contracted facility, and the school district ensures that a representative of the child's private school is invited to participate as a member of the Team pursuant to §28.05. c. The district provides or arranges for the provision of the special education and/or related services described by the child's IEP and the district ensures that special education services funded with state or local funds are provided in a public school facility or other public or neutral site. When services are provided using only federal funds, services are provided on public or private school grounds. d. The district does not withdraw or withhold services from a child solely because the school district has met the spending requirements of federal law. 3. Special education services and/or related services provided by the district to a private school child are comparable in quality, scope, and opportunity for participation to that provided to public school children with needs of equal importance. 4. The district ensures that programs in which both public and private school children participate do not include classes that are separated on the basis of school enrollment or the religious affiliation of the children. <p>State Regulations 28.03(e)</p> <p>Federal Requirements 300.450-300.462</p>		
	Rating: Not Applicable	DISTRICT RESPONSE REQUIRED:	No

CRITERION NUMBER	
	Legal Standard
SE 41	<p>Age span requirements The ages of the youngest and oldest child in any instructional grouping do not differ by more than forty-eight months. A written request for approval of a wider age range is submitted to the Commissioner of Education in cases where the district believes it is justified. Such requests are implemented only after approval of the Department of Education.</p> <p>State Regulations 28.06(6)(f)</p> <p style="text-align: right;">Federal Requirements</p>
	<p>Rating: Implemented</p> <p style="text-align: center;">DISTRICT RESPONSE REQUIRED:</p> <p style="text-align: right;">No</p>

CRITERION NUMBER	
	Legal Standard
SE 42	<p>Programs for young children three and four years of age <u>General requirements:</u></p> <ol style="list-style-type: none"> 1. The school district ensures programs are available for eligible children three and four years of age. Such programs shall be developmentally appropriate and specially designed for children ages three and four years. 2. Where at all possible the school district accepts referrals from the Department of Public Health, other agencies, and individuals for young children when or before the child turns two-and-one-half years old in order to ensure continuity of services and to ensure the development and implementation of an IEP for eligible children by the date of the child's third birthday in accordance with federal requirements. 3. Where appropriate, the school district elects, consistent with federal requirements to use the format and services of the Individualized Family Service Plan (IFSP), if appropriate, for an additional year as a means of transitioning eligible children to public school services. 4. Where appropriate the Team allows a child to remain in a program designed for three and four year old children for the duration of the school year in which the child turns five years old (including the summer following the date of the child's fifth birthday). <p><u>Types of Settings:</u></p> <ol style="list-style-type: none"> 5. <u>Inclusionary programs</u> for young children are located in a setting that includes children with and without disabilities and meet the following standards: <ol style="list-style-type: none"> a. Services in such programs are provided in the home, the public school, Head Start, or a licensed childcare setting.

CRITERION NUMBER	
	Legal Standard
	<p>b. For public school programs that integrate children with and without disabilities, the class size does not exceed twenty (20) with one teacher and one aide and no more than five (5) students with disabilities. If the number of students with disabilities is six (6) or seven (7) then the class size does not exceed fifteen (15) students with one teacher and one aide.</p> <p>6. <u>Substantially separate programs</u> for young children are located in a public school classroom or facility that serves primarily or solely children with disabilities. Substantially separate programs adhere to the following standards:</p> <p>a. Substantially separate programs are programs in which more than 50% of the children have disabilities.</p> <p>b. Substantially separate programs operated by the district limit class sizes to nine (9) students with one teacher and one aide.</p> <p>State Regulations 28.06(7)</p> <p>Federal Requirements 300.342(c)</p>
	<p>Rating: Not Applicable</p> <p style="text-align: right;">DISTRICT RESPONSE REQUIRED: No</p>

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION IV. CURRICULUM AND INSTRUCTION
	Legal Standard
MOA 8	<p>Accessibility of extra curricular activities Extra curricular activities sponsored by the district are non-discriminatory in that:</p> <p>X the school provides equal opportunity for male and female students to participate in intramural and interscholastic sports</p> <p>X extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, sex, color, religion, national origin, sexual orientation and disability.</p> <p>X Title II; Title IX ; S. 504; MGL, Ch.76, Section 5</p>
	<p>Rating: Implemented</p> <p style="text-align: right;">District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
	special education, TBE/ESL, vocational education, early childhood (including Even Start and Head Start), and for the Homeless. 1112 (b)(4)(A-B); 1115 (c)(1)(E);1120(b)(a)ESEA,IASA
	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	
	Legal Standard
TI 14C - SWP	The SWP plan includes reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student performance. 1114(b)(1)(B)(i) ESEA, IASA; 200.6(d)(2)(i) (Federal Register (CFR))
	Rating: Not Applicable DISTRICT RESPONSE REQUIRED: No

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

CRITERION NUMBER	
	Legal Standard
TI 14E - SWP	In providing technical assistance and support to schoolwide programs, the district ensures that the programs and plans contain all required schoolwide components and plan requirements. 1112(c)(1)(B); 1114(b)(1) and (2) (Federal Register)(CFR)
	Rating: Not Applicable DISTRICT RESPONSE REQUIRED: No

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

CRITERION NUMBER	SAFE AND DRUG FREE SCHOOLS IV. CURRICULUM AND INSTRUCTION		
	Legal Standard		
SDF 4	Local SDFSCA activities (where applicable) are integrated with the following federal programs under IASA and Goals 2000 and the ESEA: <ul style="list-style-type: none"> • Title I (helping disadvantaged children meet high standards); • Title II (professional development); • Subpart 1 of Part A of Title VII (bilingual education); • Subpart 4 of Part A of Title IX (Indian education); • Title VI (innovative education program strategies); • Part C of Title VII (emergency immigrant education); and • IDEA-97 (special education) [Title IV Sec. 4115 (c) (2) (B) (iii)]		
	Rating: Implemented	District Response Required:	No

Department of Education Findings:

Local SDFSCA activities, as applicable, are integrated with the federal programs under IASA and Goals 2000 and ESEA.

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:

Record review and student and staff interviews indicated that enrichment programs have been initiated and implemented for mathematics and English. Further analysis of these programs' effect on student achievement needs to be made and any necessary modification implemented. Documentation and interviews indicated inconsistent curriculum alignment between the academic and enrichment courses. Course offerings need to be streamlined to provide opportunities for rigorous academic programs for all students. Interviews indicated that enrichment courses are more rigorous than academic course offerings. All academic offerings should be aligned with the current curriculum frameworks.. Policies regarding student placement and course transfer need to be reviewed. Policies and strategies need to be developed and implemented for limited English proficient students.

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 career and technical skills. The cooperative education program does not provide sufficient vocational supervision to ensure that students continue their skill competency gain and attainment at their respective worksites. All career and technical related courses should be aligned with the English Language Arts and Math Curriculum Frameworks.

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	Yes

CRITERION NUMBER	
	Legal Standard
	REQUIRED:

Department of Education Findings:

Though several shops/labs are equipped with state-of-the-art computers and current software, technology in all vocational programs need continued evaluation, and state-of-the-art technology should be acquired and maintained.. Professional development should be provided to assist instructors with using application software including spreadsheets and databases as part of challenging parents..

CRITERION NUMBER				
	Legal Standard			
P 12	Linkages between secondary and postsecondary programs exist and are accessible to all students. (Section 135)			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Commendable</td> <td style="width: 20%; text-align: center;">DISTRICT RESPONSE REQUIRED:</td> <td style="width: 30%; text-align: right;">No</td> </tr> </table>	Rating: Commendable	DISTRICT RESPONSE REQUIRED:	No
Rating: Commendable	DISTRICT RESPONSE REQUIRED:	No		

Department of Education Findings:

Whittier RVTHS does an excellent job of providing students with information on Tech Prep and other postsecondary programs. The Tech Prep 2+2 Pathways are well articulated.

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)			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 20%; text-align: center;">DISTRICT RESPONSE REQUIRED:</td> <td style="width: 30%; text-align: right;">No</td> </tr> </table>	Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No
Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

Department of Education Findings:

Whittier RVTHS provides instruction in all aspects of modern industries in all of their academic and career and technical courses. The cooperative education and other work-based learning sites are reviewed and monitored to ensure that all aspects of a modern industry are included in the students' experiences.

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

Department of Education Findings:

The Whittier RVTHS advisory committee reviews the school's instructional supplies and equipment on a regular basis. Plans are developed and implemented as necessary to correct any deficiencies.

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

Department of Education Findings:

Whittier RVTHS provides the required professional development for all staff in the two required priority areas as delineated in the Massachusetts State Plan for Professional Development.

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

CRITERION NUMBER				
	Legal Standard			
	<p>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.</p> <p>(Section 122, Chapter 76, section 5 [Chapter 622], Title IX)</p>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Partially Implemented</td> <td style="width: 25%; text-align: center;">DISTRICT RESPONSE REQUIRED:</td> <td style="width: 25%; text-align: right;">Yes</td> </tr> </table>	Rating: Partially Implemented	DISTRICT RESPONSE REQUIRED:	Yes
Rating: Partially Implemented	DISTRICT RESPONSE REQUIRED:	Yes		

Department of Education Findings:

Documentation and student and staff interviews indicated that limited English proficient students are not consistently provided with support services to assist them with educational planning and achievement in academic and technical programs. Efforts to improve services and materials for limited English proficient students and their parents need to be continued. Current admissions materials must be reviewed and revised to meet current policy.

COMPONENT V: STUDENT SUPPORT SERVICES

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

- Special Education (Report Issues # SE 43-49A)
- Civil Rights Methods of Administration (MOA)
(Report Issues MOA 10 –17A)
 - Title I (Report Issues # TI 15-18)
- Perkins Vocational and Technical Education (Report Issues # P 17-18)

CRITERION NUMBER	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</p> <p style="text-align: center;">DISTRICT RESPONSE REQUIRED:</p> <p style="text-align: right;">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> <p>1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.</p> <p>2. Prior to a suspension that constitutes a change in placement of a student with disabilities, the Team convenes</p> <ul style="list-style-type: none"> a. to develop or review a functional behavioral assessment of the student’s behavior to modify a behavior intervention plan or develop an assessment plan; b. to identify appropriate alternative educational setting(s); and c. to determine the relationship between the disability and the behavior - “a manifestation decision” (Is IEP appropriate? Is placement appropriate? If there was a behavior plan, was it implemented? Does student understand impact and consequences of his/her behavior? Can student control behavior?). <p>3. If the Team determines that the behavior is <u>NOT</u> a manifestation of the disability, then the district may suspend or expel the student consistent with policies applied to any student without disabilities, except that the district must still offer an appropriate education program to the student with disabilities which may be in some other setting.</p> <p>4. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up</p>

CRITERION NUMBER					
	Legal Standard				
	<p>the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.</p> <p>3. The school district has developed procedures consistent with federal requirements to expedite evaluations.</p>				
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations</td> <td style="width: 50%;">Federal Requirements</td> </tr> <tr> <td></td> <td>20 U.S.C. Chapter 33, Section 1415(k)</td> </tr> </table>	State Regulations	Federal Requirements		20 U.S.C. Chapter 33, Section 1415(k)
State Regulations	Federal Requirements				
	20 U.S.C. Chapter 33, Section 1415(k)				
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 25%;">DISTRICT RESPONSE REQUIRED:</td> <td style="width: 25%; text-align: right;">No</td> </tr> </table>	Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No	
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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28.06(5)	300.121; 300.300-313				
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Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No			

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

CRITERION NUMBER	
	Legal Standard
	Rating: Implemented DISTRICT RESPONSE REQUIRED: No

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

CRITERION NUMBER	
	Legal Standard
MOA 15	<p>Non-discriminatory administration of scholarships, prizes and athletic awards Scholarships, prizes and athletic awards sponsored or administered by the district are free of restrictions based upon race, color, sex, religion, national origin, sexual</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>
	Rating: Implemented District Response Required: No

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

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

CRITERION NUMBER			
	Legal Standard		
P18	The needs of students in alternative education programs are adequately addressed. (Section 122)		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 50%; text-align: right;">DISTRICT RESPONSE REQUIRED: No</td> </tr> </table>	Rating: Implemented	DISTRICT RESPONSE REQUIRED: No
Rating: Implemented	DISTRICT RESPONSE REQUIRED: No		

COMPONENT VI: FACULTY, STAFF AND ADMINISTRATION

The criteria in this component examine whether the district has certified staff, provides supervision of aides and tutors, and provides ongoing professional development in the program areas listed below. Additionally, the component examines whether the district implements an effective system of program leadership and oversight which fosters high standards and performance expectations for all students and staff consistent with the goals of applicable federal and state requirements and Education Reform Act of 1993.

:

- Special Education (Report Issues # SE 50-54)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 18-21)
 - Title I (Report Issues # TI 19-23)
- Perkins Vocational and Technical Education (Report Issue # P 19)

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

CRITERION NUMBER	
	Legal Standard
SE 52	<p>Appropriate certifications or other credentials -- related services Any person, including non-educational personnel, who provides related services described under federal special education law, who supervises paraprofessionals in the provision of related services, or who provides support services directly to the regular or special classroom teacher is appropriately certified, licensed, board-registered or otherwise approved to provide such services by the relevant professional standards board or agency for the profession.</p> <p>State Regulations 28.02(3)</p> <p>Federal Requirements 300.23; 300.24; 300.136</p>
	<p>Rating: Implemented</p> <p style="text-align: right;">DISTRICT RESPONSE REQUIRED: No</p>

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>
	<p>Rating: Implemented</p> <p style="text-align: right;">DISTRICT RESPONSE REQUIRED: No</p>

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>Federal Requirements 300.382</p>		
	Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VI. FACULTY, STAFF AND ADMINISTRATION		
	Legal Standard		
MOA 18	<p>School district employee recruitment activities The district's employee recruitment activities are aimed at reaching all groups, including bilingual/bicultural persons, females/males in nontraditional roles and</p>		

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VI. FACULTY, STAFF AND ADMINISTRATION		
	Legal Standard		
	persons with disabilities. When certain categories of employment show a disproportionate number of females/males, racial and ethnic group members or disabled persons, the district makes efforts to recruit for such positions members of the under represented groups. Title I, Title VI, Title IX, S. 504		
	Rating: Partially Implemented	District Response Required:	Yes

Department of Education Findings:

As a school choice district, the Whittier RVTHS has been able to recruit a growing number of Hispanic students but only one Hispanic employee, a bilingual paraprofessional. The current Hispanic student population is now over 12% of the total school population. The school needs to improve its employee recruitment so that the staff better reflects the current student population.

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

CRITERION NUMBER			
	Legal Standard		
MOA 20	Non-discriminatory personnel policies and procedures District personnel policies and procedures are free of discrimination and bias in the following areas: X employee hiring, upgrading, award of tenure, demotion, return from layoff and retirement are the same for both sexes X employee pay schedules and rates of other compensation for all job categories provide equal pay for equal work		

CRITERION NUMBER	
	Legal Standard
	X fringe benefits for all job categories such as medical, dental, insurance, leave (sick, personal, professional, parental, dependent care, bereavement) etc. are the same for all employees. Title I, Title VI, Title IX, S. 504
	Rating: Implemented DISTRICT RESPONSE REQUIRED: No

CRITERION NUMBER	
	Legal Standard
MOA 21	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: Partially Implemented DISTRICT RESPONSE REQUIRED: Yes

Department of Education Findings:

Staff interviews indicated that civil rights issues are raised during staff orientation; however, there was no documentation to indicate that Whittier RVTHS has provided an annual in-service training regarding civil rights responsibilities.

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: Implemented District Response Required: No

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: Not Applicable 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

COMPONENT VII: SCHOOL FACILITIES

The criteria in this component examine whether the district maintains facilities that are conducive to learning, facilitate integration, and provide equal access and opportunity for students to achieve in the program areas listed below:

- Special Education (Report Issues # SE 55)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 22-23)
 - Perkins Vocational and Technical Education (Report Issue # P 20)

CRITERION NUMBER	SPECIAL EDUCATION VII. SCHOOL FACILITIES
	Legal Standard
SE 55	<p>Special education facilities and classrooms</p> <ol style="list-style-type: none"> 1. The school district provides facilities and classrooms for eligible students which maximize the inclusion of such students into the life of the school; 2. provide accessibility in order to implement fully each child's IEP; 3. are at least equal in all physical respects to the average standards of general education facilities and classrooms; and 4. are given the same priority as general education programs for access to and use of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students. <p>State Regulations 28.03(b)</p> <p>Federal Requirements Section 504 of the Rehabilitation Act of 1973</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VII. SCHOOL FACILITIES
	Legal Standard
MOA 22	<p>Accessibility of district programs and services for students with limited physical mobility</p> <p>In at least one facility within the district, the district makes available and entirely accessible to students with disabilities all educational programs and services offered at each level (preschool, elementary and secondary).</p> <p>Title II of the Americans with Disabilities Act; S. 504; MGL, Ch. 71B; Individuals with Disability Act (IDEA-97)</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
MOA 23	<p>Comparability of facilities and programs</p> <p>Where the district provides separate facilities or programs for members of a specific group, facilities and programs are comparable to those offered other students in the</p>

COMPONENT VIII: PROGRAM PLAN AND EVALUATION

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

- Special Education (Report Issue # SE 56)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 24-25)
 - Title I (Report Issues # TI 24-26)
 - Safe and Drug Free Schools (Report Issue # SDF 5-8)
- Perkins Vocational and Technical Education (Report Issue # P 21)

CRITERION NUMBER	SPECIAL EDUCATION VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
SE 56	<p>Special education programs and services are evaluated</p> <ol style="list-style-type: none"> 1. Special education programs, services and administrative areas are regularly evaluated. 2. The district develops methods for determining the effectiveness of programs in assisting students with disabilities to achieve the goals set forth in their IEPs in the least restrictive environment. 3. The district uses information it gathers from annual IEP reviews to measure the effectiveness of special education programs, and identifies programs, services and administrative areas that need improvement or must be developed. 4. As part of these evaluation procedures, the district measures the success of programs based on students' local and statewide assessment results, drop out rates and graduation rates for special education students. <p>State Regulations Chapter 71B Chapter 71, sec. 59C</p> <p style="text-align: right;">Federal Requirements 300.137</p>
	Rating: Implemented District Response Required: No

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

CRITERION NUMBER	
	Legal Standard
MOA 25	<p>Institutional self-evaluation</p> <p>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,</p>

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

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

Department of Education Findings:

The assessment as described by the Whittier RVTHS does not meet the requirements and intent of the law and is not performed in consultation with school staff and parents.

CRITERION NUMBER	
	Legal Standard
TI 24A	The effectiveness of the Title I program/services at each school is evaluated on at least an annual basis, and Title I program changes are implemented which reflect the recommendations of this evaluation. The Title I Schoolwide Plan is integrated into the school's Improvement Plan. 1115 (c)(2)(B)ESEA, IASA
	Rating: Implemented DISTRICT RESPONSE REQUIRED: No

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>
	<p>Rating: Partially Implemented DISTRICT RESPONSE REQUIRED: Yes</p>

Department of Education Findings:

Whittier RVTHS has not completed the plan required by this criterion.

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>
	<p>Rating: Not Applicable DISTRICT RESPONSE REQUIRED: No</p>

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

Department of Education Findings:

The district has a process in place to determine the level of violence and drug use in the community and has been able to assess the data and develop a safe and drug-free environment for the Whittier RVTHS students. The school has an active community advisory group that includes representation from the local law enforcement agency. The district analyzes and evaluates current data.

CRITERION NUMBER	Legal Standard		
SDF 6	Each recipient, with the assistance of a local or regional advisory council, establishes a set of measurable goals and objectives and designs its programs to meet those goals and objectives. [Title IV Sections 4111 – 4116, 20 U.S.C. 7111 – 7116]		
	Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No

Department of Education Findings:

The Safe and Drug-Free program is directly integrated into the academic and programmatic activities of the Whittier RVTHS. The advisory council has taken an active role in establishing measurable goals and objectives and designing program strategies to meet the goals and objectives. There is a need to improve the orientation process for new members of the advisory council in order to assist them in understanding the guidelines associated with the Safe and Drug-Free Schools and Communities Act.

CRITERION NUMBER	Legal Standard		
SDF 7	Each recipient designs and implements its programs for youth based on research or evaluation that provides evidence that programs used actually prevent or reduce drug use, violence or disruptive behavior among youth. [Title IV Sections 4111 – 4116, 20 U.S.C. 7111 – 7116]		

CRITERION NUMBER	
	Legal Standard
	Rating: Partially Implemented DISTRICT RESPONSE REQUIRED: Yes

Department of Education Findings:

The programs and activities respond to identified needs and seem to be effective at promoting a safe school and a school climate that is conducive to learning. However, the Whittier RVTHS, in conjunction with the advisory council, needs to document a process of evaluation that provide evidence of the program’s effectiveness in preventing drug use, violence, and disruptive behavior among students.

CRITERION NUMBER	
	Legal Standard
SDF 8	Each recipient evaluates its programs periodically to assess its progress toward achieving its goals and objectives, and uses its evaluation results to refine, improve and strengthen its programs, and to refine its goals and objectives as appropriate.
	Rating: Not Implemented DISTRICT RESPONSE REQUIRED: Yes

Department of Education Findings:

The Whittier RVTHS through the Safe and Drug-Free Advisory Council must develop an evaluation tool to measure progress in meeting its goals and objectives and to improve and strengthen its programs.

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> <ul style="list-style-type: none"> (i) Student attainment of challenging State established academic and career and technical skill proficiencies. (ii) Student attainment of a secondary school diploma or its recognized equivalent, proficiency credentials in conjunction with a secondary school diploma or a post secondary degree or credential. (iii) Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment/

CRITERION NUMBER	PERKINS VOCATIONAL VIII. PROGRAM PLAN AND EVALUATION		
	Legal Standard		
	(iv) Student participation in and completion of career and technical education programs that lead to nontraditional training and employment.		
	Rating: Implemented	District Response Required:	No

Department of Education Findings:

Document review, classroom observations, and staff interviews indicated that a process for annual program evaluation has been developed and implemented. The program evaluation uses the four core indicators outlined in Perkins III, identifies areas of strength, makes recommendations, and has a process for correcting any deficiencies. Other programs should develop a similar evaluation process. These programs should include student support services, the academic program, and cooperative education.

CRITERION NUMBER			
	Legal Standard		
P22	Student records contain the items listed in the Perkins Student Record Review Checklist. (Section 122)		
	Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No

COMPONENT IX: RECORD KEEPING

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

- Special Education (Report Issues # SE 57-58)
 - Title I (Report Issues # TI 27-29A)
- Safe and Drug Free Schools (Report Issue # SDF 9)
- Perkins Vocational and Technical Education (Report Issue # P 22)

CRITERION NUMBER	SPECIAL EDUCATION IX. RECORD KEEPING	
	Legal Standard	
SE 57	<p>Special education child count</p> <ol style="list-style-type: none"> 1. A child count is maintained representing students with current, accepted IEPs who are provided, at a minimum, direct special education and/or related services to each student. The count is filed as part of annual school report by December 1 of each school year and provides an unduplicated listing of the number of students with IEPs in each program and does not reveal the identity of individual students or their parents. 2. The child count also includes students with disabilities determined eligible for special education who are attending private schools at private expense and are receiving publicly funded services according to IEPs developed by the district. 3. The district does not include as part of its special education child count students who are determined by the Department to be erroneously classified as eligible to be counted under federal or state special education requirements or who are no longer receiving special education and/or related services. <p>State Regulations 603 CMR 23.00</p> <p>Federal Requirements 300.750-754; 300.145; 300.560-300.577; Family Educational Rights and Privacy Act (FERPA); 300.133</p>	
	Rating: Not Applicable	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			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 25%;">DISTRICT RESPONSE REQUIRED:</td> <td style="width: 25%; text-align: right;">No</td> </tr> </table>	Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No
Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

CRITERION NUMBER	TITLE 1 IX. RECORD KEEPING			
	Legal Standard			
TI 27	For each split-funded staff member, the district maintains an appropriate log (time and efforts record) verifying the time actually spent on Title I activities. 200.63 (Federal Register) CFR			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 25%;">District Response Required:</td> <td style="width: 25%; text-align: right;">No</td> </tr> </table>	Rating: Implemented	District Response Required:	No
Rating: Implemented	District Response Required:	No		

CRITERION NUMBER				
	Legal Standard			
TI 28	Documentation is on file at the local Title I office verifying comparability and the district is in compliance with such comparability. 1120 (A)(c)(3)(B) ESEA, IASA			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Not Applicable</td> <td style="width: 25%;">DISTRICT RESPONSE REQUIRED:</td> <td style="width: 25%; text-align: right;">No</td> </tr> </table>	Rating: Not Applicable	DISTRICT RESPONSE REQUIRED:	No
Rating: Not Applicable	DISTRICT RESPONSE REQUIRED:	No		

CRITERION NUMBER			
	Legal Standard		
<p>TI 29</p>	<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>		
	<p>Rating: Implemented</p>	<p>DISTRICT RESPONSE REQUIRED:</p>	<p>No</p>

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

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

Department of Education Findings:

All of the approved and current budget pages are on file in the Department of Education. Also, amendment forms (AM1) and request for funds forms (RF1) are on file. No individuals are now employed with SDFSCA funds; therefore the requirement for time distribution logs is not applicable.

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: Implemented District Response Required: No

Department of Education Findings:

The district has established a system of record keeping which allows for student records to be maintained with up-to-date information and relevant documents in accordance with Perkins program requirements. The district has established a system that allows for security of student records while allowing access by appropriate school personnel and parents/guardians in accordance with student record regulations. There are no notable patterns of proficiency/deficiency in the district's record keeping.

**APPENDIX:
SCHOOL DISTRICT PROFILE INFORMATION**

The information which is provided in this Appendix was drawn from data supplied by the school district. The Department's visiting team carefully reviewed this data as part of its planning for the onsite visit and in preparing this Coordinated Program Review Report. This district-wide information, together with more detailed school building data, is periodically updated by the school district and is available in an evercurrent form on the Department's internet web site at <<http://profiles.doe.mass.edu/>>.

School and District Profiles

Definitions of Terms

Profiles

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

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

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

Directory Information

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

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

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

Grades/Schools*: indicates the number and grade range of elementary, middle/junior high and high schools in the district, as well as the total number of schools in the district and the grade range of the school system. An elementary range beginning with "PK" indicates the district has pre-kindergarten. A high school range ending in "13" or "14" indicates the district has a post-graduate program. Kindergarten starting age indicates the age as of a particular date at which children are eligible to begin kindergarten.

Services: Services include:

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

Relationships: Relationships include:

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

* District level data only.

Enrollment

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

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

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

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

* District level data only.

Test Results

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

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

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

People

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

Finance

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

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

Foundation Budget Spending Comparison*: The education reform act established a foundation budget for each school district. This budget represents the minimum level of spending needed to provide an adequate education for the district's students. The foundation budget is made up of 19 separate categories. The chart shows the district's actual spending in each category for the listed school year as a percentage of the district's foundation budget. If the percentage exceeds 100%, the district spent more in the category than suggested by the foundation budget. If the percentage is less than 100%, the district spent less. Significant variations between local spending and the foundation budget, or between local spending and the statewide averages, should be reviewed closely. In some cases, the differences may be due to unique circumstances and needs within the district. In other cases, the differences may suggest potential areas for review and improvement.

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

* District level data only.

Other Data

Dropout/Attendance Rates: indicates the percentage of students in grades 9-12 who dropped out of school between July 1 and June 30 prior to the listed year and who did not return to school by October 1. Dropouts are defined as students who leave school prior to graduation for reasons other than transfer to another school.

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

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

Plans of High School Graduates: indicates the post-graduate intentions of students for the listed school year.

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

The electronic version of this profile information is available at:

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

SE, MOA, TI, SDFS, P

File Name: Whittier Regional Vocational HS Final Report 2002

Last Revised on: August 5, 2002

Prepared by: RB; JHD; edited by CS