



## **HUDSON PUBLIC SCHOOLS**

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

**Dates of Onsite Visit: March 10, 2003-March 14, 2003**

**Date of Draft Report: May 30, 2003**

**Due Date for Comments: June 16, 2003**

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**Action Plan Due: August 22, 2003**

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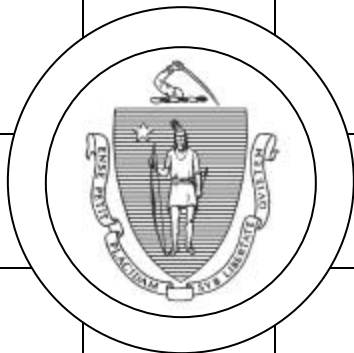
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MASSACHUSETTS DEPARTMENT OF EDUCATION  
COORDINATED PROGRAM REVIEW

HUDSON SCHOOL DISTRICT

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# MASSACHUSETTS DEPARTMENT OF EDUCATION

## COORDINATED PROGRAM REVIEW REPORT

### HUDSON SCHOOL DISTRICT

#### OVERVIEW OF REVIEW PROCEDURES

As one part of its Accountability System, the Department of Education oversees local compliance with education requirements through the Coordinated Program Review System (CPR). Most 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) and other related Massachusetts General Laws. Additionally, all reviews include certain standards included under the Board of Education's Physical Restraint regulations (603 CMR 46.00). Other monitoring activities in the areas of Title I, Safe and Drug-Free Schools and Communities Act, the Perkins Vocational and Technical Education Act, and Nutrition Programs and Services are conducted in some districts during these Coordinated Program Review procedures. The selected school districts for 2002-2003 were notified by the Commissioner of Education in June 2002 of scheduled visits and were required to implement self-assessment activities prior to the arrival of the Department's visiting team.

#### Coordinated Program Review Elements

Team: Depending upon the size of a school district and the number of program areas to be reviewed, a team of approximately two to eight Department staff members together with any necessary outside consultants conducts a Coordinated Program Review over two to ten days in a school district or charter school.

Scope: Approximately fifty-three school districts and charter schools are scheduled to receive visits in school year 2002-2003. All school districts and charter schools in the Commonwealth are monitored through the Department's Coordinated Program Review system on a six-year cycle with an additional mid-cycle special education follow-up visit.

Content: The Program Review criteria encompass the required elements for the specific program areas. In the case of special education, the elements selected for the 2002-2003 reviews contain, at a minimum, those required by the federal Office for Special Education Programs (OSEP) and revised requirements included under IDEA-97 as described in the Department's Special Education Advisories. Additionally, the 2002-2003 reviews incorporate updated state special education requirements as adopted by the Board of Education and effective on 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, and intended to promote high standards and achievement for all students.

Report: The Department's report is based on a review of written documentation and data regarding the operation of the district's programs, together with information gathered through the following Department program review methods:

- Interviews of administrative, instructional and support staff across all grade levels.
- Interviews of parent advisory council (PAC) representatives and other interviews as requested by persons from the general public.
- Student record reviews in the program areas of special education, Perkins vocational programs, and Section 504 (student accommodation plans). A sample of student records is selected by the Department. Student records are examined by the onsite team using standard Department student record review procedures to make determinations regarding the implementation of procedural and programmatic requirements. Parents of students with disabilities whose files are selected for the record review are sent a survey that solicits information regarding their experiences with the district's implementation of special education programs, related services and procedural requirements.
- Classroom and facilities observation. A sample of instructional classrooms and other school facilities used in the delivery of programs and services are visited to determine general levels of compliance with program requirements.
- Collaborative Programs and Services. Where the district is a member of a collaborative approved by the Department of Education and is a site for programs or services operated by the collaborative, a sample of interviews, student record reviews and classroom and facility observations are conducted.

An Executive Summary and detailed findings for each program area describe determinations of the Department of Education about the implementation status of each requirement (criterion) reviewed.

Response: The findings included in the Final Report note those criteria the implementation of which the team found to be commendable or substantially implemented. Where criteria are found not to be fully implemented, the local district or charter school must propose corrective actions to bring those areas into compliance with the respective statutes or regulations. Districts are encouraged to incorporate the corrective action into their district and school improvement plans, including the district professional development plan.

\* \* \* \* \*

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

## REPORT INTRODUCTION

A five-member Massachusetts Department of Education team visited the Hudson School District during the week of March 10, 2003 to evaluate the implementation of selected criteria in the program areas of special education, civil rights, Title I and the Safe and Drug Free Schools and Communities Act. The team appreciated the opportunity to interview staff and parents, to observe classroom facilities and to review the programs underway in the district. The onsite team would like to commend the following areas that were brought to its attention and that it believes have a significant and positive impact on the delivery of educational services for students enrolled in the Hudson School District. These areas are as follows:

*Hudson Public Schools has fostered a positive educational community that is student focused. Administration and staff are to be commended for their dedication and commitment to high student achievement.*

*Hudson Public Schools is to be commended for ensuring that students are educated in the least restrictive environment. Staff collaborate extensively to provide supports, accommodations and modifications in the general education environment. The district also has a wide range of programs and placements for special education students within the district, including academic centers, behavior classrooms, a Life Skills classroom and Project STRIVE.*

*The district provides a significant amount of behavioral interventions for special education and regular education students. Students are involved in developing behavior plans and staff even communicate with the local group home regarding any events requiring interventions for students throughout the school day. There are effective programs throughout the district, including "Behavior Buddies" at the elementary school level, where students are rewarded for good behavior. Additionally, numerous teachers are trained in the Responsive Classroom; staff create a positive climate for learning while reinforcing academic and social skills. In Hudson, the Responsive Classroom encourages students to invest in and take responsibility for their learning.*

*The Hudson School District is to be commended for their high level of parent involvement. In special education, staff clearly respect parents' points of view, the district has fostered an atmosphere where parents feel open to speak about various matters, they are equally respected in the Team process. The district even holds Team meetings during early evening hours to ensure that parents are able to participate and the district provides transportation to Team meetings, if needed.*

*Hudson Public Schools' Title I program is well coordinated with the district's strong set of comprehensive goals and strategies. The program has flexibility and oversight, as evidenced by the adjustments made to program planning based upon district goals and identified student needs, as well as the staffing changes made in accordance with comparability requirements to adhere to "supplement, not supplant" regulations. The district has strong Title I staff and the district attends to their professional development and instructional resource needs.*

*For the district's Safe and Drug Free Schools and Communities Act program (SDFSCA), the substance abuse and violence prevention programs and strategies in Hudson Schools are based on a thorough assessment of objective data about the drug and violence problems among youth. Data sources include parent and student surveys, the Youth Risk Behavior Survey, local crime data, school disciplinary data, and community reports on local health issues. Hudson's SDFSCA plan includes goals, measurable objectives and activities based on collected data. The stated goals, measurable objectives and activities address the needs identified in an objective analysis of collected data.*

*The district works systemically in addressing the diverse learning needs of students and in developing a curriculum based on differentiated instruction to ensure that all students are learning.*

*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 15 administrative staff.
- Interviews of 40 teaching and support services staff across all levels.
- Interviews of eight parent advisory council (PAC) representatives, parents and interviews as requested by persons from the general public.
- Student record reviews: A sample of 27 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: Twenty-seven 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. Fifteen of these parent surveys were returned to the Department of Education for review by the onsite team.
- Observation of classrooms and other facilities. A sample of 10 instructional classrooms and other school facilities used in the delivery of programs and services was visited to determine general levels of compliance with program requirements.

The report includes findings in the program areas reviewed organized under nine components . These components are listed in the executive summary on the following pages. The findings in each program area explain the "ratings, "determinations by the team about the implementation status of the criteria reviewed. The ratings indicate those criteria that were found by the team to be substantially "Implemented" or implemented in a "Commendable" manner. (Refer to the "Definition of Terms" section of the report.) Where criteria were found to be either "Partially Implemented" or "Not Implemented," the district or charter school must propose to the Department corrective actions to bring those areas into compliance with the controlling statute or regulation. In some instances the team may have rated a requirement as "Implemented" but made a specific comment on the district's implementation methods that also may require response from the district or charter school.

Districts are expected to incorporate the corrective action into their district and school improvement plans, including their professional development plan.

# COORDINATED PROGRAM REVIEW REPORT

## EXECUTIVE SUMMARY

### HUDSON SCHOOL DISTRICT

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 district has implemented an assessment system that uses appropriate instruments and the district uses a variety of assessments when evaluating students. Staff are well trained in assessment procedures and use updated assessments; both required and optional assessments are completed for students. The district completes initial evaluations and re-evaluations within the required timeframes and summaries of assessments are made available to parents. The district also responds appropriately to requests for independent educational evaluations and end of school year evaluations.

IEP Team meetings are composed of the required evaluation Team members. The Team determines whether the student requires special education and/or related services and accommodations in order to make effective progress.

Although the district provides transition services for some students, the district has limited transition services for students not accepted to the local vocational high school. The district has the STRIVE program at the high school, which is a substantially separate program that focuses on academics and woodworking, and the district is seeking to add a new program that will use the print center as another vocational training site for students.

Parents receive progress reports on students' progress toward reaching the goals set forth in the IEPs at least as often as parents are informed of the progress of non-disabled students; however, the progress reports do not always contain the required narrative.

Students with disabilities participate in MCAS testing.

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

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

The district has appropriate procedures in place for identifying students in need of special education and the district is to be commended for ensuring that students are placed in the least restrictive environment. Staff members collaborate extensively to keep students included in the general education environment and the curriculum is modified to ensure student success in the general education classrooms. The district provides supports, accommodations and



modifications for special education students.

The district conducts outreach to the required groups and agencies, and students are appropriately screened to assist in identifying those students who should be referred for an evaluation to determine eligibility for special education. Services start by the child's third birthday.

The Team fully develops the IEP at the Team meeting. The Team uses the evaluation data to guide the development of the IEPs; however, IEPs do not consistently include measurable goals and parents indicated that extended school day and school year programs are not always discussed at the Team meeting. Upon completion of the Team meetings, parents receive a narrative that includes all of the elements of the IEP discussed by the Team, but the proposed IEP is not consistently provided to parents immediately.

The district uses qualified staff, as well as appropriate procedures and assessments, to classify and evaluate students who are limited English proficient and who need special language assistance. The district has appropriate support services to effectively serve limited English proficient students throughout the district. The district is aware of the changes required pursuant to Question 2 and is developing programs for limited English proficient students.

All students have access to a range of occupational/vocational education programs offered by the district. Patterns of placement in the district's programs and services for disabled students, linguistic and racial minority students, as well as females, are consistent with patterns of placement for non-disabled students, linguistic and racial majority students and males.

For Title I Targeted Assistance Schools, a description is available of the multiple, objective, educationally-related criteria used to identify eligible students who are failing or most at-risk of failing to meet the high quality student academic performance and assessment standards. Limited English proficient students are identified as eligible and selected for Title I services on the same basis as other students selected to receive services.

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

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

The district is to be commended for the high level of parental involvement in the special education process. Staff have fostered an atmosphere where parents feel open to speak about various special education issues. Team meetings may take place after school hours to ensure parent participation. The district obtains parental consent prior to evaluating students and placing students in special education programs; however, the district must also provide parents with the opportunity to consult with the Administration regarding the evaluators to be used.

The district has an active special education Parent Advisory Council (PAC). At this time, the PAC is not involved in advising the school committee on matters that pertain to the education and safety of students with disabilities and the PAC does not meet with school officials to participate in the planning, development and evaluation of the school committee's special education programs.

Communications with parents are in both English and the primary language of the home. General information and materials are translated for parents.

For Title I, general parental and community involvement is organized and implemented by the district, but activities for the express purpose of enhancing the Title I program and meeting the grant's requirements are not performed with regard to Title I parental and community involvement. Although parents are provided with information regarding the Title I program and opportunities for meetings, Title I parents are not offered materials and training related to the Title I program to enable them to assist in their children's academic improvement. Parents are also not informed of, or involved in the development of, a written parent involvement policy. Additionally, parents are not involved in the planning and review of the Title I programs.

For the Safe and Drug Free Schools program, the district coordinates programs and projects with community-wide efforts to achieve the district's goals for drug and violence prevention. The district also coordinates the programs and projects with other federal, state and local programs for drug-abuse and violence prevention, including health programs.

Although the Safe and Drug Free Schools Advisory Council met several times throughout the 2001-2002 school year and the Advisory Council was involved in designing program strategies, activities and identifying programs, the Advisory Council was not involved in reviewing evaluation data to advise the district on program improvements or modifications. The Advisory Council was also not involved in developing measurable goals and objectives for the SDFSCA program. Additionally, the Advisory Council does not include students, medical representatives, local government and business.

The district promotes parent involvement in the SDFSCA program. Parents are surveyed and participate in meetings relevant to the SDFSCA program. Parents are aware of the objectives of the SDFSCA program as they are posted on the district's website; however, parents are not provided progress or status reports regarding program outcomes and accomplishments.

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

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

The district holds students to high expectations and standards. The district has aligned the curriculum with the Massachusetts Curriculum Frameworks and district personnel reflect a full understanding of the connection between the Frameworks and the rights of students with disabilities to be full participants in the general curriculum. Programs are designed to maximize student performance and the district ensures that a continuum of services and alternative placements are available to meet the needs of all students with disabilities. The district offers a wide range of assistive technology devices to students throughout all grade levels. The district monitors IEPs for students placed in programs within the district and for students placed out-of-district.

For the Title I programs, the district implements effective instructional strategies that are based on scientifically-based research and the district provides opportunities for Title I students to participate in extended day/week/year programs and activities that may be funded through the integration of district resources.

The district provides for coordination across program areas and local SDFSCA activities are integrated with federal programs under IASA and Goals 2000 and the ESEA.

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

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

The district ensures that all students have equal access to programs and services, regardless of placement, and the district provides appropriate supports to students. The district should be commended for the significant amount of positive behavior interventions in place for regular education and special education students. However, the district has limited psychological counseling services, particularly at the high school, and the kindergarten does not have a full-time nurse.

For Title I, the appropriate officials from Neglected or Delinquent facilities are consulted about the availability of Title I services, however, not all appropriate officials from private schools are provided the opportunity for consultation regarding possible Title I services.

### **Component VI: Faculty, Staff and Administration**

*Does the district maintain certified staff in the specific program areas, provide supervision of aides and tutors, and provide ongoing professional development? Are program leadership and oversight effective? Are the district's personnel procedures non-discriminatory and does it seek to recruit employees from all groups?*

The district maintains appropriately certified special educators and related service providers. Paraprofessionals and assistants receive appropriate training to assist with special education and related services. Additional training is needed for staff on special education laws and regulations, especially with the district's comprehensive system of inclusion.

For Title I, all staff are not certified in the areas in which they teach. Staff that do not meet the "highly qualified" requirement are in the process of obtaining necessary certification. The district uses appropriate expenditures for professional development activities to ensure that teachers who are not "highly qualified" become "highly qualified."

The district's employee recruitment activities are aimed at reaching all groups and the district's personnel policies and procedures are non-discriminatory.

Program leadership and oversight are effective in the various program areas.

### **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?*

In general, the district maintains accessible facilities. Spaces are overcrowded in a few buildings resulting in special education services taking place in inappropriate locations. For example, at the middle school, related services may take place in the cafeteria, and at the Hubert Kindergarten Center, related services take place in the alcove at the front of the building. Additionally, the classroom used by the special education teacher is crowded.

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

*Does the district evaluate its programs in accordance with regulatory requirements? Does it use the results of its evaluations to improve programs? Do parents have opportunities for input on program needs, program implementation, and program evaluation and improvement?*

Although the district evaluates its special education programs, teachers should be involved in the process and staff should provide input into the program evaluation. The special education parent advisory council (PAC) must also be involved in advising the school committee on matters that pertain to the education and safety of students with disabilities. Additionally, the PAC does not meet with school officials to participate in the planning, development and evaluation of the school committee's special education programs.

The district has a curriculum review process in place to ensure that instructional and educational materials are reviewed for simplistic and demeaning generalizations, materials that lack intellectual merit on the basis of disability, race, color, sex, religion, national origin and sexual orientation. The district also has an evaluation process in place to examine and remedy policies and programs that discriminate or limit educational access.

The district annually surveys all staff and parents and reviews student assessments for the Title I program in order to determine the types of programs and services to be provided to Title I students. A written needs assessment and data analysis is not conducted in each school in consultation with school staff and parents. Should the district's appeal of C.A. Farley School's designation as a school "in need of improvement" be unsuccessful, the designated school must develop an improvement plan, or review its school plan, in consultation with appropriate parties and students must be provided with the choice of transfer to another school in the district that is not designated as "in need of improvement."

For the Safe and Drug Free Schools program, the district bases its programs on a thorough assessment of objective data about drug and violence problems in the schools and community. The district conducts a thorough assessment of the nature and extent of youth drug use and violence problems. Data sources include parent and student surveys, the Youth Risk Behavior Survey, local crime data, school disciplinary data and community reports on local health issues. The goals, measurable objectives and activities address the needs identified in an objective analysis of collected data. The district must ensure that evaluation results are reported publicly on an annual or more frequent basis.

### **Component IX: Record keeping**

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

For special education and Safe and Drug Free Schools, the district appears to maintain the required records and documentation. The grants appear to be appropriately designed and monitored.

For Title I, the district has submitted all required reports to the Department of Education. The federal Title I grant has not been amended to accurately reflect changes made to program plans and the total funds allocated to schools does not agree with the current year budget total.

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

<b>Commendable</b>	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.
<b>Implemented</b>	The requirement is substantially met.
<b>Implementation in Progress</b>	The criterion includes one or more new federal Title I requirements that became effective during the 2002-2003 academic year. The district has substantially implemented any pre-September 1, 2002 requirements also included under the criterion and is currently engaged in staff training and/or is beginning implementation practices for new requirements which the Department's onsite team anticipates will result in substantial compliance by the end of the 2002-2003 school year.
<b>Partially Implemented</b>	The requirement, in one or several important aspects, is not entirely met.
<b>Not Implemented</b>	The requirement is totally or substantially not met.
<b>Not Applicable</b>	The requirement does not apply to the school district or charter school.

Several key areas of compliance with federal special education requirements have been highlighted in **SHADED TEXT** in the Program Review Criteria. These highlighted areas are included in the Massachusetts Continuous Improvement Plan (CIP) that is being used by the U.S. Department of Education, Office of Special Education Programs (OSEP), to track over time this state's compliance in these key areas.

## 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)

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

CRITERION NUMBER	
	<b>Legal Standard</b>
SE 2	<p><b>Required and optional assessments</b></p> <ol style="list-style-type: none"> <li>1. <b>Required assessments:</b> The following assessments are completed by appropriately credentialed and trained specialists for each referred student: <ol style="list-style-type: none"> <li>a. Assessment(s) in all areas related to the suspected disability (ies) including consideration of any needed assistive technology devices and services and/or instruction in braille.</li> <li>b. Educational assessment by a representative of the school district, including a history of the student's educational progress in the general curriculum.</li> <li>c. Assessment by a teacher(s) with current knowledge regarding the student's specific abilities in relation to learning standards of the Massachusetts Curriculum Frameworks and the district curriculum, as well as an assessment of the student's attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, and adults.</li> <li>d. For a child being assessed to determine eligibility for services at age three (3), an observation of the child's interactions in the child's natural environment or early intervention program is strongly encouraged together with the use of current assessments from early intervention Teams to avoid duplicate testing.</li> </ol> </li> <li>2. <b>Optional assessments:</b> The Administrator of Special Education may recommend or the parent may request one or more of the following: <ol style="list-style-type: none"> <li>a. A comprehensive health assessment by a physician that identifies medical problems or constraints that may affect the student's education. The school nurse may add additional relevant health information from the student's school health records.</li> <li>b. A psychological assessment by a certified school psychologist, licensed psychologist, or licensed educational psychologist, including an individual psychological examination.</li> <li>c. A home assessment that may be conducted by a nurse, psychologist, social worker, guidance or adjustment counselor, or teacher and includes information on pertinent family history and home situation and may include a home visit, with the agreement of the parent</li> </ol> </li> <li>3. At the re-evaluation of a student, if <u>the Team decides</u> that no additional assessments are needed to determine whether the student continues to be eligible for special education, the school district recommends to the student's parents the following: <ol style="list-style-type: none"> <li>a. that no further assessments are needed and the reasons for this; and</li> <li>b. the right of such parents to request an assessment.</li> </ol> </li> </ol> <p style="text-align: center;"><b>State Regulations</b> <span style="margin-left: 200px;"><b>Federal Requirements</b></span></p>



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	28.04 (1) and (2) <span style="float: right;">300.532; 300.346.(a)(2)(v)</span>
	<b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

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

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

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

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
<b>SE 5</b>	<p><b>Participation in general State and district-wide assessment programs</b></p> <ol style="list-style-type: none"> <li>1. All students with disabilities whose placements are funded by the district are included in the Massachusetts Comprehensive Assessment System (MCAS) and other district-wide assessment programs.</li> <li>2. The district’s IEP Teams designate how each student will participate and, if necessary, provide an alternate assessment.</li> </ol> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Regulations</b></td> <td style="width: 50%;"><b>Federal Requirements</b> 300.138; 300.139</td> </tr> </table>	<b>State Regulations</b>	<b>Federal Requirements</b> 300.138; 300.139	
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<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE</b>	<b>No</b>		

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

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 6</b>	<p><b>Determination of transition services</b></p> <ol style="list-style-type: none"> <li>1. For a student who is 14 years of age, the Team considers the student's course of study in relation to the student's future goals and document this in the IEP.</li> <li>2. For a student who is 16 years of age, or younger if appropriate, the Team includes in the IEP services that promote movement of the student from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.</li> <li>3. The transition services are based upon the student's needs, taking into account the student's preferences and interests and includes specially designed instruction, community experiences, the development of employment or other post-school adult living objectives, and, if appropriate, the acquisition of daily living skills and functional vocational evaluation.</li> <li>4. For any student approaching graduation or the age of twenty-two, the Team determines whether the student is likely to require continuing services from adult human service agencies. In such circumstances, the Administrator of Special Education makes a referral to the Bureau of Transitional Planning in the Executive Office of Health and Human Services in accordance with the requirements of M.G.L. c.71, §12A-§12C (known as Chapter 688).</li> <li>5. In cases where the IEP included needed transition services and a participating agency other than the school district fails to provide these services, the Team reconvenes to identify alternative strategies to meet the transition objectives.</li> <li>6. The district ensures that students age 14, or younger if appropriate, are invited to and attend Team meetings at which transition services are discussed or proposed</li> </ol> <p><b>State Regulations</b> M.G.L. Ch.71B, Sections 12A-C 603 CMR 28.05(4)(c)</p> <p><b>Federal Requirements</b> 300.344(b), 300.347</p>
	<p><b>Rating: Partially Implemented</b></p> <p><b>DISTRICT RESPONSE REQUIRED:</b> <b>Yes</b></p>

**Department of Education Findings:**

*Parent surveys and interviews indicated that the district conducts limited transition planning for*

students not accepted to the local vocational high school. The district does not consistently provide for IEP services that promote movement of the student from school to post-school activities. Staff and administration indicated that, in addition to the STRIVE program, a substantially separate program at the high school that focuses on academics and woodworking, the new high school will have a print center which the district will use as another vocational training site for students.

CRITERION NUMBER		
	Legal Standard	
SE 7	<p><b>Transfer of parental rights at age of majority and student participation and consent at the age of majority</b></p> <ol style="list-style-type: none"> <li>1. One year prior to the student reaching age eighteen, the district informs the student of his or her right at age 18 to make all decisions in relation to special education programs and services.</li> <li>2. Upon reaching the age of eighteen, the school district implements procedures to obtain consent from the student to continue the student’s special education program.</li> <li>3. The district continues to send the parent written notices and information but will no longer have decision-making authority, except as provided below.               <ol style="list-style-type: none"> <li>(a) If the parent has sought and received guardianship from a court of competent jurisdiction, then the parent retains full decision-making authority. The parent does not have authority to override any decision or lack of decision made by the student who has reached the age of majority unless the parent has sought or received guardianship or other legal authority from a court of competent jurisdiction</li> <li>(b) The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to share decision-making with his or her parent (or other willing adult), including allowing the parent to co-sign the IEP. Such choice is made in the presence of the Team and is documented in written form. The student’s choice prevails at any time that a disagreement occurs between the adult student and the parent or other adult with whom the student has shared decision-making</li> <li>(c) The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to delegate continued decision-making to his or her parent, or other willing adult. Such choice is made in the presence of at least one representative of the school district and one other witness and is documented in written form and maintained in the student record.</li> </ol> </li> </ol>	
	<p><b>State Regulations</b> M.G.L. Ch. 231, Sec 3A 603 CMR 28.08(5),</p>	<p><b>Federal Requirements</b> 300.347(c), 300.517</p>
	<b>Rating: Implemented</b>	<p><b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b></p>

CRITERION NUMBER			
	Legal Standard		
SE 8	<p><b>Evaluation Team composition</b></p> <p>The following persons are members of the evaluation Team:</p> <ol style="list-style-type: none"> <li>1. The child's parents</li> <li>2. A representative of the school district who acts as Chairperson and who is (1) qualified to supervise or provide special education; (2) is knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources of the district.</li> <li>3. A representative of the school district who has the authority to commit the resources of the district (and who may act as the Chairperson)</li> <li>4. A teacher who has recently had or currently has the student in a classroom or other teaching situation. If the student is involved or may be involved in a regular education program, a regular education teacher must be included as a Team member.</li> <li>5. The student, age fourteen and older, if he/she chooses</li> <li>6. Other individuals at the request of the student's parents</li> <li>7. At least one teacher or specialist trained in the area of the student's suspected special needs</li> <li>8. Individuals who are qualified to interpret the instructional implications of evaluation results</li> <li>9. Other individuals who may be necessary to write an IEP for the child, as determined by the Administrator of Special Education</li> <li>10. When one purpose of the Team meeting is to discuss transition services, the student age sixteen or older (or younger, if appropriate) is a part of Team process. If the student does not attend the Team meeting, the school district ensures that the Team is informed of the student's interests and preferences.</li> <li>11. When one purpose of the Team meeting is to discuss transition services, a representative of any public agency who may be responsible for providing or paying for transition services is invited to the Team meeting. If the representative(s) does not attend the meeting, the school district takes other steps to obtain the participation of these agencies.</li> </ol> <p><b>State Regulations</b> 28.02(22)</p> <p><b>Federal Requirements</b> 300.344; 300.552</p>		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

CRITERION NUMBER		
	Legal Standard	
SE 9	<p><b>Eligibility determination: Timelines for evaluation, provision of IEP and/or identification of other needed instructional programs</b></p> <ol style="list-style-type: none"> <li>1. Within forty-five school working days after receipt of the parent's written consent to an initial evaluation, unscheduled evaluation, or re-evaluation, the school district:               <ol style="list-style-type: none"> <li>a. provides an evaluation</li> <li>b. convenes a Team meeting</li> <li>c. determines whether the student has one or more disabilities</li> <li>d. determines if the student is making effective progress in school</li> <li>e. determines if any lack of progress is a result of the student's disability</li> <li>f. determines if the student requires special education and/or related services and/or accommodations in order to make effective progress or that the student requires related services in order to access the general curriculum</li> <li>g. develops an IEP where the student is found to need special education</li> <li>h. provides the parent with the proposed IEP, or a written explanation of the finding of no eligibility</li> <li>i. determines that a student is ineligible to receive special education and/or the student's lack of progress is due to a lack of instruction in reading or math or limited English proficiency or social maladjustment, the student is referred to a more appropriate instructional program or support service</li> <li>j. determines at the time of re-evaluation if the student would continue to make progress in school without the provision of special education services.</li> </ol> </li> <li>2. If a Team determines that a student is not eligible for special education but may be eligible for accommodation(s) for disability(ies) under Section 504, the student is referred for consideration by the district for eligibility under that regular education program.</li> <li>3. When the development of a student's IEP does not indicate a need for direct services, the Team makes a finding of no eligibility and appropriate services are provided through the district's general education program.</li> </ol> <p><b>State Regulations</b> 28.05(1) and (2)</p> <p><b>Federal Requirements</b> 300.534</p>	
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED: No</b>

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

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 11</b>	<p><b>School district response to parental request for independent educational evaluation</b>  If a parent disagrees with an initial evaluation or re-evaluation completed by the school district, and the parent requests an independent educational evaluation, the district implements the following requirements:</p> <ol style="list-style-type: none"> <li>1. All independent educational evaluations funded by the district are conducted by qualified persons who are registered, certified, licensed or otherwise approved and who abide by the rates set by the state agency responsible for setting such rates. Unique circumstances of the child are justified when an individual assessment rate is higher than that normally allowed.</li> <li>2. The school district has procedures to offer parents the option of participating in an income eligibility program for free or reduced cost independent educational evaluations that are equivalent to the types of assessments done by the school district.</li> <li>3. The district extends the right to a publicly funded independent educational evaluation (only if cost shared or funded for state wards or for students receiving free or reduced cost lunch) for sixteen (16) months from the date of the evaluation with which the parent disagrees.</li> <li>4. If the parent is requesting an evaluation in an area not assessed by the school district, or if the student does not meet or the parent does not choose to share the financial documentation regarding the income eligibility standards for free or reduced cost independent educational evaluation, then the school district responds in accordance with the requirements of federal law by paying for the independent educational evaluation or, within five school days, proceeding to Special Education Appeals to show that its evaluation</li> </ol>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>was comprehensive and appropriate. Where the Department’s Special Education Appeals finds that the school district’s evaluation was comprehensive and appropriate, the school district does not pay for the independent educational evaluation requested by the parent.</p> <p>5. Whenever possible, the independent educational evaluation is completed and a written report sent no later than thirty (30) days after the date the parent requests the independent educational evaluation. If publicly funded, the report is sent to the parents and to the school district. The independent evaluator’s report summarizes, in writing, procedures, assessments, results, and diagnostic impressions as well as educationally relevant recommendations for meeting identified needs of the student. The independent evaluator recommends appropriate types of placements but does not recommend specific classrooms or schools.</p> <p>6. Within ten (10) school days from the time the school district receives the report of the independent educational evaluation, the Team reconvenes and considers the independent educational evaluation (which may be publicly or privately funded) and whether a new or amended IEP is appropriate.</p> <p><b>State Regulations</b> 28.04(5)</p> <p><b>Federal Requirements</b> 300.503(a)(3)(i)</p>
	<p><b>Rating: Implemented</b></p> <p style="text-align: center;"><b>DISTRICT RESPONSE REQUIRED:</b></p> <p style="text-align: right;"><b>No</b></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 12</b>	<p><b>Frequency of re-evaluation</b></p> <p>1. Every three years, or sooner if necessary, the school district, with parental consent, conducts a full three-year re-evaluation consistent with the requirements of federal law.</p> <p>2. The district implements re-evaluation procedures in all cases where it is suspected that a student is no longer eligible for special education.</p> <p><b>State Regulations</b> 28.04(3)</p> <p><b>Federal Requirements</b> 300.536</p>
	<p><b>Rating: Implemented</b></p> <p style="text-align: center;"><b>DISTRICT RESPONSE REQUIRED:</b></p> <p style="text-align: right;"><b>No</b></p>



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

**Department of Education Findings:**

*Review of records indicated that progress reports do not consistently include written information on students' progress toward the annual goals written in the IEPs, including information on the extent to which such progress is sufficient to enable the students to achieve the goals by the end of the year.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 14</b>	<p><b>Annual review Team meeting</b></p> <p>At least annually, on or before the anniversary date of the implementation of the IEP, a Team meeting (including the major service providers and the parent) is held to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate.</p> <p><b>State Regulations</b> 28.04(3)</p> <p><b>Federal Requirements</b> 300.343(c)</p>
	<p><b>Rating: Implemented</b>                      <b>DISTRICT RESPONSE REQUIRED:</b>                      <b>No</b></p>

## 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 24-25)

CRITERION NUMBER	<b>SPECIAL EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT</b>	
	<b>Legal Standard</b>	
<b>SE 15</b>	<p><b>Outreach by the School District (Child Find)</b>            The district has annual or more frequent outreach and continuous liaison with those groups below from which promotion or transfer of students in need of special education may be expected, or which would include students in need of special education:</p> <ol style="list-style-type: none"> <li>1. professionals in community</li> <li>2. private nursery schools</li> <li>3. day care facilities</li> <li>4. group homes</li> <li>5. parent organizations</li> <li>6. clinical /health care agencies</li> <li>7. early intervention programs</li> <li>8. other public/private/parochial schools</li> <li>9. other agencies/organizations</li> <li>10. the school itself, including charter schools</li> <li>11. agencies serving migrant and/or homeless persons pursuant to the McKinney-Vento Education Act for Homeless Children</li> </ol>	
	<b>State Regulations</b>	<b>Federal Requirements</b> 300.125; 300.312
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

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

CRITERION NUMBER			
	Legal Standard		
SE 17	<p><b>Initiation of services at age three and Early Intervention transition procedures</b></p> <ol style="list-style-type: none"> <li>1. The school district encourages referrals from the Department of Public Health, other agencies, and individuals for young children when or before the child turns two-and-one-half years old in order to ensure continuity of services and to ensure the development and implementation of an IEP for eligible children by the date of the child's third birthday in accordance with federal requirements.</li> <li>2. The district implements procedures to ensure the effective transition of young children with disabilities from Early Intervention Programs through participation in transition planning conferences arranged by such programs.</li> </ol> <p><b>State Regulations</b> 28.06(7)(b)</p> <p><b>Federal Requirements</b> 300.24(b)(3); 300.121(c); 300.132; 300.342(c)</p>		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

CRITERION NUMBER			
	Legal Standard		
SE 18A	<p><b>IEP development and content</b></p> <ol style="list-style-type: none"> <li>1. Upon determining that the student is eligible for special education, the Team, including the parent(s), develops an IEP at the Team meeting using the evaluation data to guide development of measurable, annual goals and objectives/benchmarks for the student. If the district chooses to draft any element(s) of the IEP for discussion, the Team Chairperson ensures that those elements are genuinely considered prior to adoption at the Team meeting. All ideas and needs of the child as expressed by all Team members, especially the parents, are genuinely considered by the district prior to proposing the IEP.</li> <li>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> <li>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.</li> <li>4. The IEP is completed addressing all elements of the most current IEP format provided by the Department of Education. Where applicable, the district</li> </ol>		

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>includes in the IEP, or other notice to the parent, information regarding the implementation of any necessary restraint procedures for students as required under 603 CMR 46.00.</p> <p>5. If the Team members are unable to agree on the IEP, the Team chairperson states the elements of the IEP proposed by the school district.</p> <p>6. The school district ensures that each IEP Team has at least one person with authority to commit the resources of the district and that whatever services are set out in the IEP will actually be provided and that the IEP will not be changed at a higher administrative level within the district.</p> <p>7. The IEP is written in generally understandable language.</p> <p><b>State Regulations</b> 28.05(3), (4), (6) and (7) 28.06(2)</p> <p><b>Federal Requirements</b> 300.340-300.350; 300.343(a) 34 CFR Part 300, Appendix A, Question #22.</p>
	<p><b>Rating: Partially Implemented</b>                      <b>DISTRICT RESPONSE REQUIRED:</b>                      <b>Yes</b></p>

**Department of Education Findings:**

*Review of records indicated that the IEPs do not consistently include measurable goals.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 18B</b>	<p><b>Determination of placement; provision of IEP to parent</b></p> <p>1. At the Team meeting, after the IEP has been fully developed, the Team determines the appropriate placement to deliver the services on the student's IEP.</p> <p>2. Unless the student's IEP requires some other arrangement, the student is educated in the school that he or she would attend if the student did not require special education.</p> <p>3. The decision regarding placement is based on the IEP, including the types of related services that are to be provided to the child, the type of settings in which those services are to be provided, the types of service providers, and the location at which the services are to be provided.</p> <p>4. The placement selected by the Team is the least restrictive environment consistent with the needs of the student.</p> <p>5. Immediately following the development of the IEP, and within 45 school working days after receipt of the parent's written consent to an initial evaluation or reevaluation, the district provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice, except that the proposal of placement may be delayed according to the provisions of 603</p>

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
	<b>CMR 28.06(2)(e) in a limited number of cases.</b>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><b>State Regulations</b> 28.05(6) and (7)</td> <td style="width: 50%; border: none;"><b>Federal Requirements</b> 300.346</td> </tr> </table>	<b>State Regulations</b> 28.05(6) and (7)	<b>Federal Requirements</b> 300.346	
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<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>		

**Department of Education Findings:**

*Although the Team fully develops the IEP at the Team meeting and parents leave with a copy of the service delivery grid and a narrative that includes the elements of the IEP discussed at the Team meeting, parents are often provided with copies of the proposed IEP up to one month following the Team meeting.*

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
<b>SE 19</b>	<p><b>Extended evaluation</b> If the Team finds a student eligible for special education and finds the evaluation information insufficient to develop a full or partial IEP, the Team, with the parents' consent, agrees to an extended evaluation period.</p> <ol style="list-style-type: none"> <li>1. The extended evaluation period is not used to deny programs or services determined to be necessary by the Team. If, prior to the extended evaluation, the Team determines that sufficient information is available to determine, in part, necessary annual goals and services, the Team writes a partial IEP that, if accepted by the parent, is immediately implemented by the district while the extended evaluation is occurring.</li> <li>2. The extended evaluation period is not used to allow additional time to complete the required assessments.</li> <li>3. If the parent consents to an extended evaluation, the Team documents their findings and determines what evaluation time period is necessary and the types of information needed to develop an IEP. The Team may decide to meet at intervals during the extended evaluation, but in all cases reconvenes promptly to develop an IEP when the evaluation is complete.</li> <li>4. The extended evaluation may extend longer than one week, but does not exceed eight school weeks.</li> <li>5. The extended evaluation is not considered a placement.</li> </ol> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><b>State Regulations</b> 28.05(2)(b)</td> <td style="width: 50%; border: none;"><b>Federal Requirements</b></td> </tr> </table>	<b>State Regulations</b> 28.05(2)(b)	<b>Federal Requirements</b>	
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<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>		

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 20</b>	<p><b>Least restrictive program selected</b></p> <ol style="list-style-type: none"> <li>1. The program selected is the least restrictive environment for students, with consideration given to any potential harmful effect on the student or on the quality of services that he or she needs.</li> <li>2. If the student is removed from the general education classroom at any time, the Team states why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily.</li> <li>3. The district does not remove an eligible child from the general education classroom solely because of needed modification in the curriculum.</li> </ol> <p><b>State Regulations</b> 28.06(2)(a)</p> <p><b>Federal Requirements</b> 300.130; 300.550-300.556</p>
	<p><b>Rating: Commendable</b></p> <p><b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b></p>

**Department of Education Findings:**

*Staff members work together and collaborate extensively to keep students included in the general education environment, modifying the curriculum to ensure students' success in the general education classrooms. The district provides students with significant supports within the general education environment, including support through special education teachers, assistants and related service providers. The least restrictive environment is considered for all students throughout all grade levels and it appears that students are removed from the general education environment only when removal is critical to the students' programs.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 21</b>	<p><b>School day and school year requirements</b></p> <ol style="list-style-type: none"> <li>1. The school district ensures that every eligible elementary level student is scheduled to receive a minimum of 900 hours per school year of structured learning time and every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time unless otherwise provided for below.</li> <li>2. The Team routinely considers the need for an educational program that is less than or more than the regular school day or school year, including extended day, or year, and/or residential services and indicates on the IEP why the shorter or longer program is necessary.</li> <li>3. The daily duration of the child's program is equal to that of the regular school day unless the Team states that a different duration is necessary to provide a free</li> </ol>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>appropriate public education to the child.</p> <p>4. Specialized transportation schedules do not impede a student's access to a full school day and program of instruction.</p> <p>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.</p> <p>6. If residential services are required, the IEP clearly specifies the reasons for such determination and how such services will be coordinated with the day education services provided to the student. Additionally, the annual goals and services on the student's IEP reflects the comprehensive nature of the educational program required.</p> <p>7. Camping or recreation programs provided solely for recreational purposes and with no corresponding IEP goals or specially designed instruction are not to be considered for extended year programs.</p> <p><b>State Regulations</b> 28.05(4) Chapter 69, section 1G</p> <p style="text-align: right;"><b>Federal Requirements</b> 300.309(b)</p>
	<p><b>Rating: Partially Implemented</b></p> <p style="text-align: center;"><b>DISTRICT RESPONSE REQUIRED:</b></p> <p style="text-align: right;"><b>Yes</b></p>

**Department of Education Findings:**

*Although the district offers extended school year services to special education students throughout the district, parent surveys indicated that extended day and extended school year services are not consistently discussed at Team meetings.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 22</b>	<p><b>IEP implementation and availability</b></p> <p>1. Where the IEP of the student in need of special education has been accepted in whole or in part by that student's parent, the school district provides the mutually agreed upon services without delay.</p> <p>2. At the beginning of each school year, the district has an IEP in effect for each eligible student within its jurisdiction.</p> <p>3. Each teacher and provider described in the IEP is informed of his or her specific responsibilities related to the implementation of the student's IEP.</p> <p>4. The school district does not delay implementation of the IEP due to lack of classroom space or personnel, provides as many of the services on the accepted IEP as possible and immediately informs parents in writing of any delayed services, reasons for delay, actions that the school district is taking to address the lack of space or personnel and offers alternative methods to meet the goals on</p>



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>the accepted IEP. Upon agreement of the parents, the school district implements alternative methods immediately until the lack of space or personnel issues are resolved.</p> <p><b>State Regulations</b> 28.05(7)(b); 28.06(2)(b)(2)</p> <p><b>Federal Requirements</b> 300.342</p>
	<p><b>Rating: Partially Implemented</b>                      <b>DISTRICT RESPONSE REQUIRED:</b>                      <b>Yes</b></p>

**Department of Education Findings:**

*Interviews indicated that at the Forest Avenue Elementary School, related service providers and special education teachers are often pulled from students to assess other students and to attend Team meetings, but staff are unable to make up class time and services missed due to scheduling difficulties.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 23</b>	<p><b>Confidentiality of personally identifiable information</b> The district protects the confidentiality of any personally identifiable information that is collected, used or maintained in accordance with federal and state law.</p> <p><b>State Regulations</b> 603 CMR 23.00 (Student Records Regulations)</p> <p><b>Federal Requirements</b> 300.560-576; Family Educational Rights and Privacy Act (FERPA)</p>
	<p><b>Rating: Implemented</b>                      <b>DISTRICT RESPONSE REQUIRED:</b>                      <b>No</b></p>

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

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
<b>MOA 2</b>	<p><b>Program modifications and support services for limited English proficient students</b>  For students requiring special language assistance, the district implements necessary program modifications and support services to effectively serve limited English proficient students. Such program modifications and support services:</p> <ol style="list-style-type: none"> <li>1. are based on sound education theory;</li> <li>2. provide for English-language development;</li> <li>3. provide for the meaningful participation of limited English proficient students in the district's educational program;</li> <li>4. are evaluated and appropriately revised in an ongoing manner; and</li> <li>5. demonstrate that students receiving such programs and services are gaining English language proficiency.</li> </ol> <p>Title VI; M.G.L. c. 71, s. 38Q, 38Q1/2; c. 71A; c. 76, s. 5</p>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Rating: Implemented</b></td> <td style="width: 30%; text-align: center;"><b>DISTRICT RESPONSE REQUIRED:</b></td> <td style="width: 20%; text-align: right;"><b>No</b></td> </tr> </table>	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>
<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>		

**Department of Education Findings:**

*The district is aware of the changes required pursuant to Question 2 and is developing programs for limited English proficient students. Staff are committed to providing support to limited English proficient students throughout the district.*

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
<b>MOA 3</b>	<p><b>Access to a full range of education programs</b>  Students from linguistic, racial, and ethnic minorities; males; females; and students with disabilities all have access equal to that of other students to the general education program and the full range of any occupational/vocational education programs offered by the district.</p> <p>Title II; Title VI; Title IX; Section 504; M.G.L. c. 71A; c. 76, s. 5</p>			
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<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
<b>MOA 4</b>	<p><b>Placement of linguistic, racial minority and female/male students</b>  Patterns of placement in district programs and services for disabled students, linguistic and racial minority students, and females are consistent with patterns of placement for non-disabled students, linguistic and racial majority students, and males. If these patterns of placement are not consistent, the district is able to demonstrate that placements have been made for valid educational reasons.</p> <p>Title VI; Title IX; Section 504; M.G.L. c. 76, s. 5</p>			
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<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>		

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
<b>MOA 5</b>	<p><b>Placement of disabled students in occupational/vocational education programs</b>  When occupational/ vocational placement needs of disabled students are being considered:</p> <p>a. persons knowledgeable about a student’s disabilities are present at 504 or special education TEAM meetings and participate in ongoing communication regarding a student’s progress</p> <p>b. an array of occupational/vocational education programs and services are available to facilitate necessary program modifications and to meet the identified needs of students.</p> <p>Title II; Section 504</p>			
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<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>		

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 6</b>	<p><b>Availability of in-school programs for pregnant students</b>  Pregnant students are permitted to remain in regular education classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave.</p> <p>Title IX</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	<b>TITLE 1 II. STUDENT IDENTIFICATION AND PLACEMENT</b>
	<b>Legal Standard</b>
<b>TI 24</b>	(For Targeted Assistance Schools) A description is available of the multiple, objective, educationally-related criteria used to identify eligible students in grade 3 and higher who are failing or most at-risk of failing to meet the high quality student academic performance and assessment standards required of all students.  1115 (b)(1)(B) NCLB
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 25</b>	There is evidence that limited-English proficient students are identified as eligible and selected for Title I services on the same basis as other students selected to receive services.  1115(b)(2)(A) NCLB
	<b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

### COMPONENT III: PARENTAL INVOLVEMENT

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

- Special Education (Report Issues # SE 24-32)
- Civil Rights Methods of Administration (MOA) (Report Issue # MOA 7)
  - Title I (Report Issues # TI 26-28)
- Safe and Drug Free Schools (Report Issues # SDF 1-3)

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

**Department of Education Findings:**

*Parent surveys indicated that parents are not consulted regarding the evaluators to be used when assessing students. Additionally, student records did not include documentation indicating that parents are provided with the opportunity to consult with the Special Education Administration regarding the evaluators to be used.*

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>SE 25</b>	<p><b>Parental consent</b>            In accordance with state and federal law, the school district obtains informed parental consent as follows:</p> <ol style="list-style-type: none"> <li>1. The school district obtains written parental consent before conducting an initial evaluation or making an initial placement of a student in a special education program. Written parental consent is obtained before conducting a reevaluation and before placing a student in a special education placement subsequent to the initial placement in special education.</li> <li>2. The school district obtains consent before initiating extended evaluation services.</li> <li>3. The school district obtains consent to the services proposed on a student's IEP before providing such services.</li> <li>4. The school district obtains consent prior to placing a student in an initial special education placement and for any subsequent placement.</li> <li>5. A parent is informed that consent may be revoked at any time. Except for initial evaluation and initial placement, consent may not be required as condition of any benefit to the child.</li> <li>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.</li> <li>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</li> </ol> <p><b>State Regulations</b> 28.07(1)</p> <p><b>Federal Requirements</b> 300.500(b)(1)</p>		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 26</b>	<p><b>Parent participation in meetings</b></p> <ol style="list-style-type: none"> <li>1. The district ensures that one or both parents of a child are members of any group that makes decisions on the educational placement of their child.</li> <li>2. The Administrator of Special Education notifies parent(s) in writing of any Team meeting early enough to ensure that they have an opportunity to attend.</li> <li>3. The district schedules the meeting at a mutually agreed upon time and place; and documents such efforts.</li> <li>4. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls, or video conferencing.</li> <li>5. In cases where the district, after reasonable efforts, is unable to obtain the parents' participation in Team meeting discussions and decisions, the district conducts the Team meeting and documents its attempts to facilitate the parents' participation.</li> </ol> <p><b>State Regulations</b> 28.02(22)</p> <p style="text-align: right;"><b>Federal Requirements</b> 300.345(d), 300.501</p>
	<p><b>Rating: Commendable</b></p> <p style="text-align: center;"><b>DISTRICT RESPONSE REQUIRED:</b></p> <p style="text-align: right;"><b>No</b></p>

**Department of Education Findings:**

*The district ensures a high level of parent participation at all levels. If necessary, the district holds Team meetings in the late afternoon in order to make certain that at least one parent is able to participate in the Team meeting, and the district provides transportation to parents in order to ensure their participation. Staff clearly respect parents' points of view. The district provides an atmosphere where parents feel welcome and they are equally respected in the Team process.*

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





<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	28.07(g) 300.345(e)
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 30</b>	<p><b>Elements of notice of parents' rights</b> The district's notice of parental rights contains all required elements included in the most current version of the Massachusetts Parent's Rights Brochure.</p> <p><b>State Regulations</b> MGL c. 71B, Sec. 3</p> <p><b>Federal Requirements</b> 300.503-504</p>
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

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

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

<b>CRITERION NUMBER</b>					
	<b>Legal Standard</b>				
SE 32	<p><b>Parent advisory council for special education</b></p> <ol style="list-style-type: none"> <li>1. The school committee has established a parent advisory council on special education.</li> <li>2. Membership on the council is offered to all parents of children with disabilities and other interested parties.</li> <li>3. The parent advisory council duties include but are not limited to: advising the school committee on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school committee’s special education programs.</li> <li>4. The parent advisory council has established by-laws regarding officers and operational procedures.</li> <li>5. The parent advisory council receives assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources.</li> <li>6. The school district conducts, in cooperation with the parent advisory council, at least one workshop annually within the district on the rights of students and their parents and guardians under the state and federal special education laws and makes written materials explaining such rights available upon request.</li> </ol> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><b>STATE REGULATIONS</b></td> <td style="width: 50%; border: none;"><b>FEDERAL REQUIREMENTS</b></td> </tr> <tr> <td style="border: none;">Chapter 71B, sec. 1C; 28.07(4)</td> <td style="border: none;"></td> </tr> </table>	<b>STATE REGULATIONS</b>	<b>FEDERAL REQUIREMENTS</b>	Chapter 71B, sec. 1C; 28.07(4)	
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<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>			

**Department of Education Findings:**

*Interviews indicated that the district has an active parent advisory council (PAC). However, the PAC is not involved in advising the school committee on matters that pertain to the education and safety of students with disabilities and the PAC does not meet with school officials to participate in the planning, development and evaluation of the school committee’s special education programs.*

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION III. PARENTAL INVOLVEMENT
	<b>Legal Standard</b>
<b>MOA 7</b>	<p><b>General information and materials in languages other than English</b> When students have parents or guardians with limited English language skills, the following are published in language(s) other than English and disseminated to all relevant recipients: general announcements, counseling materials, notices of extracurricular activities, and information regarding school recruitment and promotional activities.</p> <p>Title VI; M.G.L. c. 76, s. 5</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

CRITERION NUMBER	TITLE 1 III. PARENTAL AND COMMUNITY INVOLVEMENT
	<b>Legal Standard</b>
<b>TI 26</b>	<p><u>School District Requirements:</u></p> <ol style="list-style-type: none"> <li>1. Title I programs, activities, and procedures are planned and implemented providing meaningful consultation with parents of participating children. 1118(a)(1)</li> <li>2. The school district's written parental involvement policy is developed jointly with the LEA, agreed upon, and distributed to parents of participating children. 1118(a)(2)</li> <li>3. Parents are involved in the joint development of the school and district plan.</li> <li>4. Parents are involved in the joint development of a process of review and improvement of services.</li> <li>5. The school district provides coordination, technical assistance, and other support to assist schools in planning and implementing effective parental involvement activities to improve student achievement and school performance.</li> <li>6. The school district builds schools' and parents' capacity for strong parental involvement.</li> <li>7. Title I parental involvement services are integrated with other programs' parental involvement strategies at the school and district level.</li> <li>8. School district conducts, with involvement of parents, annual evaluation of content and effectiveness of parental involvement policy in improving achievement and parental involvement and uses the results. 1118(a)(2)(A) – (G)</li> <li>9. Parents of participating children are involved in deciding how Title I funds are reserved and allotted for parental involvement activities. 1118(d)(3)(B)</li> </ol>

<b>CRITERION NUMBER</b>	<b>TITLE 1 III. PARENTAL AND COMMUNITY INVOLVEMENT</b>
	<b>Legal Standard</b>
	<b>Rating: Not Implemented                      District Response Required: Yes</b>

**Department of Education Findings:**

*Although general parental and community involvement is organized and implemented by the district, interviews and review of documentation indicated that such activities for the express purpose of enhancing the Title I program and meeting the grant’s requirements are not being performed with regard to Title I parental and community involvement. None of the elements of this criterion are being implemented.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 27</b>	The district provides materials and training to Title I parents to enable them to improve their children’s achievement. (e.g., literacy training, using technology to foster parental involvement, frequent meetings with teachers, etc.)  1118(e)(2) NCLB
	<b>Rating: Partially Implemented                      DISTRICT RESPONSE REQUIRED:                      Yes</b>

**Department of Education Findings:**

*While district literacy and mathematics initiatives offer materials and training, it is not apparent that Title I parents are offered materials and training related to the Title I program to enable them to assist in their children’s academic improvement.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 28</b>	<u>School Requirements:</u>  1. The school’s written parent involvement policy is developed jointly with, agreed upon, and distributed to parents of participating children. 1118(b)(1) NCLB 2. Parents are notified of the school’s Title I parent involvement policy in an understandable and uniform format and, to the extent practicable, this information is provided in the language of the home. 1118(b)(1) NCLB 3. The school implements the following policy involvement requirements: - Convenes annual meetings at times convenient for parents; - Offers a flexible number of meetings (e.g., in the early morning or in the

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>evening, etc.);</p> <ul style="list-style-type: none"> <li>- Involves parents in an organized, ongoing, timely way in the planning, review, and improvement of school parental involvement policy and schoolwide programs;</li> <li>- Provides parents with timely information about Title I programs, descriptions and an explanation of the Title I curriculum and assessment procedures;</li> <li>- Provides parents with opportunities for regular meetings regarding the education of their children; and</li> <li>- Provides parents with materials and training to improve their children's achievement.</li> </ul> <p>1118 (c)(1)-(4); 1118 (e)(2) NCLB</p> <p>4. Each school develops jointly with parents a school-parent compact that outlines shared responsibilities for improving student achievement and achieving the state's high standards.</p> <p>1118(d) NCLB</p>
	<p><b>Rating: Partially Implemented</b>                      <b>DISTRICT RESPONSE REQUIRED:</b>                      <b>Yes</b></p>

**Department of Education Findings:**

*District Title I schools provide parents with timely information regarding Title I programs and opportunities for meetings. Individual teachers provide parents with materials and guidance to improve student's achievement as well. Interviews and documentation indicated, however, that parents are not informed of, or involved in the development of, a written parent involvement policy. There is no indication that meetings for Title I parents are held or that parents are involved in the planning and review of Title I programs.*

<b>CRITERION NUMBER</b>	<b>SAFE AND DRUG FREE SCHOOLS III. PARENTAL INVOLVEMENT</b>
	<b>Legal Standard</b>
<b>SDF 1</b>	<p>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.</p> <p>[Title IV Sec. 4115 (b) (2) (D)]</p>
	<p><b>Rating: Implemented</b>                      <b>District Response Required: No</b></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SDF 2</b>	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)]
	<b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SDF 2A</b>	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)]
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: Yes</b></span>

**Department of Education Findings:**

*The Advisory Council includes many of the recommended members, but written documentation does not include students, medical professional representatives, local government and business.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SDF 2B</b>	There is evidence of an ongoing role for the Advisory Council in program planning and implementation through a comprehensive set of activities.
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: Yes</b></span>

**Department of Education Findings:**

*The Hudson SDFS Advisory Council met several times in 2001/2002 to discuss issues related to the grant and application. The Advisory Council was involved in designing program strategies and activities, and identifying programs. The Advisory Council was involved in the gathering and analysis of data to identify drug and violence problems among local youth. The Advisory Council was involved in reviewing evaluation data to advise Hudson on program improvement or modification.*

*The Advisory Council was not involved in developing measurable goals and objectives for the SDFSCA program, although they did review the completed goals and objectives.*

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
<b>SDF 3</b>	There are program activities implemented to promote the involvement of parents. [Title IV Sec. 4116 (a)(1)]			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Rating: Partially Implemented</b></td> <td style="width: 25%; text-align: center;"><b>DISTRICT RESPONSE REQUIRED:</b></td> <td style="width: 25%; text-align: center;"><b>Yes</b></td> </tr> </table>	<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>
<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>		

**Department of Education Findings:**

*Hudson promotes parent involvement in the Safe and Drug Free Schools and Communities Act program (SDFSCA). Parents are surveyed and also participate in meetings relevant to the SDFSCA program. Parents are aware of the objectives of the SDFSCA program as they are posted on the Hudson Public Schools’ website, however, parents are not provided progress or status reports regarding program outcomes and accomplishments*



## COMPONENT IV: CURRICULUM AND INSTRUCTION

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

- Special Education (Report Issues # SE 33-42)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 8-9)
  - Title I (Report Issues # TI 29-33)
- Safe and Drug Free Schools (Report Issue # SDF 4)

CRITERION NUMBER	SPECIAL EDUCATION IV. CURRICULUM AND INSTRUCTION		
	Legal Standard		
SE 33	<p data-bbox="399 411 906 443"><b>Involvement in the general curriculum</b></p> <ol data-bbox="399 443 1386 877" style="list-style-type: none"> <li data-bbox="399 443 1386 575">1. District personnel reflect a full understanding of the connection between the Massachusetts Curriculum Frameworks and the expectations of the state for student performance as well as the rights of students with disabilities to be full participants in the general curriculum.</li> <li data-bbox="399 575 1386 707">2. The district has either aligned its district curriculum with the Frameworks or has taken steps to provide students (including all students with disabilities) with essential learning opportunities that prepare the students to reach the state graduation standards.</li> <li data-bbox="399 707 1386 806">3. At least one member of all IEP Teams is familiar with the general curriculum and is able to discuss an eligible student's appropriate access to the general curriculum.</li> <li data-bbox="399 806 1386 877">4. In the IEP the district documents the student's participation in the general curriculum.</li> </ol> <p data-bbox="399 911 630 978">State Regulations 28.05(4)(a) and (b)</p> <p data-bbox="976 911 1273 978">Federal Requirements 300.347(a)(1)(i); 300.137</p>		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

CRITERION NUMBER	SPECIAL EDUCATION IV. CURRICULUM AND INSTRUCTION		
	Legal Standard		
SE 34	<p data-bbox="399 1329 1057 1360"><b>Continuum of alternative services and placements</b></p> <p data-bbox="399 1360 1406 1524">The district provides or arranges for the provision of each of the elements of the IEPs of students in need of special education from the ages of three through twenty-one, ensuring that a continuum of services and alternative placements is available to meet the needs of all students with disabilities, and takes all steps necessary to ensure compliance with all elements of the IEPs, including vocational education.</p> <p data-bbox="399 1558 610 1589">State Regulations</p> <p data-bbox="976 1558 1281 1625">Federal Requirements 300.551;300.305; 300.123</p>		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

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

**Department of Education Findings:**

*The district offers a wide range of assistive technology devices to students throughout all grade levels.*

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

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





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

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>SE 40</b>	<p><b>Instructional grouping requirements for students aged five and older</b></p> <ol style="list-style-type: none"> <li>1. The size and composition of instructional groupings for eligible students receiving services outside the general education classroom are compatible with the methods and goals stated in each student's IEP.</li> <li>2. Instructional grouping size requirements are maximum sizes and the school district exercises judgment in determining appropriate group size and supports for smaller instructional groups serving students with complex special needs.</li> <li>3. When eligible students are assigned to instructional groupings outside of the general education classroom for 60% or less of the students' school schedule, group size does not exceed eight (8) students with a certified special educator, twelve (12) students if the certified special educator is assisted by one aide, and sixteen (16) students if the certified special educator is assisted by two aides.</li> <li>4. For eligible students served in settings that are substantially separate, serving solely students with disabilities for more than 60% of the students' school schedule, the district provides instructional groupings that do not exceed eight (8) students to one certified special educator or twelve (12) students to a certified special educator and an aide.</li> <li>5. After the school year has begun, if instructional groups have reached maximum size as delineated in paragraphs 3 and 4 of this criterion, the Administrator of Special Education and the certified special educator(s) providing services in an instructional group may decide to increase the size of an instructional grouping by no more than two additional students if the additional students have compatible instructional needs and then can receive services in their neighborhood school.</li> <li>6. In such cases, the Administrator provides written notification to the Department and the parents of all group members of the decision to increase the instructional group size and the reasons for such decision. Such increased instructional group sizes are in effect only for the year in which they are initiated.</li> <li>7. The district takes all steps necessary to reduce the instructional groups to the sizes outlined in paragraph 3 or 4 of this criterion for subsequent years. Such steps are documented by the district.</li> </ol> <p><b>State Regulations</b> 28.06(6)</p> <p><b>Federal Requirements</b></p>		
	<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>

**Department of Education Findings:**

*Interviews and observations indicated that the academic support classroom at Forest Avenue Elementary School may have up to 13 students with one teacher and one aide during various periods throughout the day.*



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

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 42</b>	<p><b>Programs for young children three and four years of age</b> <u>General requirements:</u></p> <ol style="list-style-type: none"> <li>1. The school district ensures programs are available for eligible children three and four years of age. Such programs shall be developmentally appropriate and specially designed for children ages three and four years.</li> <li>2. Where at all possible the school district accepts referrals from the Department of Public Health, other agencies, and individuals for young children when or before the child turns two-and-one-half years old in order to ensure continuity of services and to ensure the development and implementation of an IEP for eligible children by the date of the child's third birthday in accordance with federal requirements.</li> <li>3. Where appropriate, the school district elects, consistent with federal requirements to use the format and services of the Individualized Family Service Plan (IFSP), if appropriate, for an additional year as a means of transitioning eligible children to public school services.</li> <li>4. Where appropriate the Team allows a child to remain in a program designed for three and four year old children for the duration of the school year in which the child turns five years old (including the summer following the date of the child's fifth birthday).</li> </ol> <p><u>Types of Settings:</u></p> <ol style="list-style-type: none"> <li>5. <u>Inclusionary programs</u> for young children are located in a setting that includes children with and without disabilities and meet the following standards: <ol style="list-style-type: none"> <li>a. Services in such programs are provided in the home, the public school, Head Start, or a licensed childcare setting.</li> <li>b. For public school programs that integrate children with and without disabilities, the class size does not exceed twenty (20) with one</li> </ol> </li> </ol>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>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> <ul style="list-style-type: none"> <li>a. Substantially separate programs are programs in which more than 50% of the children have disabilities.</li> <li>b. Substantially separate programs operated by the district limit class sizes to nine (9) students with one teacher and one aide.</li> </ul> <p><b>State Regulations</b> 28.06(7)</p> <p><b>Federal Requirements</b> 300.342(c)</p>
	<p><b>Rating: Implemented</b></p> <p style="text-align: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></p>

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION IV. CURRICULUM AND INSTRUCTION</b>
	<b>Legal Standard</b>
<b>MOA 8</b>	<p><b>Accessibility of extra curricular activities</b> Extra curricular activities sponsored by the district are non-discriminatory in that:</p> <ol style="list-style-type: none"> <li>1. the school provides equal opportunity for male and female students to participate in intramural and interscholastic sports;</li> <li>2. extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, sex, color, religion, national origin, sexual orientation and disability.</li> </ol> <p>Title II; Title IX ; Section 504; M.G.L. c. 76, s. 5</p>
	<p><b>Rating: Implemented</b></p> <p style="text-align: right;"><b>District Response Required: No</b></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 9</b>	<p><b>Promotional, recruitment, and employment practices of prospective employers of students</b> The district ensures that promotional efforts and recruitment and employment practices and materials aimed at students, including career days, work study, cooperative work experience and apprenticeship training programs, are free of bias and discrimination by:</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<ol style="list-style-type: none"> <li>1. depicting students from both sexes and under represented groups in all pictorial representations;</li> <li>2. making clear in written materials that all options are open to students regardless of race, color, sex, religion, national origin, sexual orientation or disability;</li> <li>3. requiring employers recruiting at the school to sign a statement that they do not discriminate in hiring or employment practices.</li> </ol> <p>Title I; Title VI; Title IX; Section 504; M.G.L. c. 76, s. 5</p>
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: Yes</b></span>

**Department of Education Findings:**

*Documentation did not include a signed statement from employers indicating that they do not discriminate in hiring or employment practices.*

<b>CRITERION NUMBER</b>	<b>TITLE 1 IV. CURRICULUM AND INSTRUCTION</b>
	<b>Legal Standard</b>
<b>TI 29 - TAS</b>	<p>The district implements effective instructional strategies that are based on scientifically-based research that:</p> <ul style="list-style-type: none"> <li>- give primary consideration to extended learning time;</li> <li>- help provide an accelerated, high quality curriculum; and</li> <li>- minimize the removal of students from the classroom during regular hours.</li> </ul> <p>1115(c)(1)(C) NCLB</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 30 – TAS/SWP</b>	<p>The school district provides opportunities for Title I students to participate in extended day/week/year programs and activities that may be funded through the integration of district resources.</p> <p>1114(b)(1)(B)(ii)(II); 1115(c)(1)(C)(i) NCLB</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	academic achievement standards. 1112(c)(1)(C); 1114(b)(1)and (2) NCLB
	<b>Rating: Not Applicable</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

**Department of Education Findings:**

*All Title I schools in the district are Targeted Assistance programs.*

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

## 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 34)

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

**Department of Education Findings:**

*The district offers a significant amount of positive behavior interventions for regular education and special education students, and students provide input into writing the behavior plans. Staff from the district communicate with the local group home, for those students who are on behavior plans, to discuss any issues that may require interventions throughout the school day. The district also has programs at the elementary schools that focus on positive behavior, such as “Behavior Buddies,” which is a program where fifth grade students reward younger students for good behavior. Many staff are also trained in the Responsive Classroom, creating a positive climate for learning while reinforcing academic and social skills.*

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

CRITERION NUMBER			
	Legal Standard		
SE 45	<p><b>Procedures for suspension up to 10 days and after 10 days: General requirements</b></p> <ol style="list-style-type: none"> <li>1. All students, including eligible students with disabilities, receive prior written notice regarding the school's Code of Conduct.</li> <li>2. The school's Code of Conduct includes required procedural safeguards such as opportunity for a hearing (per Goss v. Lopez).</li> <li>3. Any eligible student may be suspended up to 10 days in any school year without implementation of procedures described in criterion SE 46 below.</li> <li>4. After a student with special needs has been suspended for 10 days in any school year, during any subsequent removal the public school provides sufficient services for the student to continue to receive a free and appropriate public education.</li> <li>5. The school provides additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year.</li> </ol> <p><b>State Regulation</b> MGL c. 76, sec. 16-18 Chapter 71, section 37 H</p> <p><b>Federal Requirements</b> 300.519-300.529</p>		
	<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>

**Department of Education Findings:**

*The high school handbook should be updated, as it currently refers to Chapter 766. The handbook should direct parents to the Individuals with Disabilities Education Act (IDEA) 20 U.S.C. section 1400 et seq. and 34 CFR section 300. The handbook should indicate that if a special education student is suspended for more than 10 days in any school year, the district must provide the student with educational services during any subsequent removals.*

CRITERION NUMBER			
	Legal Standard		
SE 46	<p><b>Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district</b></p> <ol style="list-style-type: none"> <li>1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.</li> <li>2. Prior to a suspension that constitutes a change in placement of a student with disabilities, the Team convenes <ol style="list-style-type: none"> <li>a. to develop or review a functional behavioral assessment of the student's behavior to modify a behavior intervention plan or develop</li> </ol> </li> </ol>		







<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>7. recess and physical education, including adapted physical education  8. athletics and recreational activities  9. school-sponsored groups or clubs  10. meals</p> <p><b>State Regulations</b> 28.06(5)</p> <p><b>Federal Requirements</b> 300.121; 300.300-313</p>
	<p><b>Rating: Implemented</b></p> <p style="text-align: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 49</b>	<p><b>Related services</b>  For each student with special education needs found to require related services, the school district provides or arranges for the provision of transportation and such developmental, corrective, and other supportive services as are required to assist a student to benefit from special education or to access the general curriculum, and includes:</p> <ol style="list-style-type: none"> <li>1. speech-language pathology and audiology services</li> <li>2. psychological services</li> <li>3. physical therapy</li> <li>4. occupational therapy</li> <li>5. recreation, including therapeutic recreation</li> <li>6. early identification and assessment of disabilities in children</li> <li>7. counseling services, including rehabilitation counseling</li> <li>8. orientation and mobility services (peripatology)</li> <li>9. medical services for diagnostic or evaluation purposes</li> <li>10. school health services</li> <li>11. social work services in schools, and</li> <li>12. parent counseling and training.</li> </ol> <p><b>State Regulations</b> 28.02(19)</p> <p><b>Federal Requirements</b> 300.24</p>
	<p><b>Rating: Partially Implemented</b></p> <p style="text-align: right;"><b>DISTRICT RESPONSE REQUIRED: Yes</b></p>

**Department of Education Findings:**

*Interviews indicated that the district has a limited amount of psychological counseling services, particularly at the high school, to address the emotional needs of students. The district will be adding two more guidance counselors next year. The guidance counselors will have smaller caseloads and*



<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION V. STUDENT SUPPORT SERVICES</b>		
	<b>Legal Standard</b>		
	1. notified that all programs, activities and employment opportunities are offered without regard to race, color, sex, religion, national origin, sexual orientation and disability; given the name(s), address(es) and telephone number(s) of Title VI, Title IX and Section 504 coordinator(s).  Title VI; Title IX; Section 504; M.G.L. c. 76, s. 5		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>MOA 11</b>	<b>Publication of notices of non-discrimination</b> All publications for students, parents and employees, including written materials and other media used to publicize a school, specifically affirm that the school does not discriminate on the basis of race, color, sex, religion, national origin, sexual orientation or disability.  Title VI; Title IX; Section 504; M.G.L. c. 76, s. 5		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>MOA 12</b>	<b>Grievance procedures</b> Written grievance procedures for students and for employees covering Title VI (race, national origin), Title IX (sex equity), and Section 504 (disability) have been adopted and published, and a grievance process is in place that provides prompt and equitable resolution.  Title II; Title VI; Title IX; Section 504		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>





<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 17</b>	<p><b>Codes of conduct and student handbooks</b></p> <ol style="list-style-type: none"> <li>1. All school and district codes of conduct and student handbooks contain a nondiscrimination policy based on race, color, sex, religion, national origin, sexual orientation and disability.</li> <li>2. The district has complaint resolution procedures that include the disciplinary measures that may be imposed upon students who harass or discriminate.</li> <li>3. The principal of each school ensures that the district and school codes of conduct are distributed annually to students, parents and school personnel.</li> </ol> <p>Title VI; Title IX; Section 504; M.G.L. c.76, s. 5</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span></p>

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



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	M.G.L. c. 71, s. 37G; 603 CMR 46.00
	<b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	<b>TITLE 1 V. STUDENT SUPPORT SERVICES</b>
	<b>Legal Standard</b>
<b>TI 34</b>	<ol style="list-style-type: none"> <li>1. Appropriate officials from private schools are informed and consulted about the availability of Title I services.</li> <li>2. Written affirmation is obtained and signed by officials of each participating private school, confirming that required consultation has occurred.</li> <li>3. Appropriate officials from Neglected or Delinquent (N or D) facilities are informed and consulted about the availability of Title I services.</li> </ol> <p>1120 NCLB</p>
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

**Department of Education Findings:**

*Interviews and documentation indicated that while appropriate officials from Neglected or Delinquent facilities are consulted, not all appropriate officials from private schools are provided the opportunity for consultation regarding possible Title I services.*

## 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 35-36)

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



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

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 53</b>	<p><b>Use of paraprofessionals</b></p> <ol style="list-style-type: none"> <li>1. Paraprofessionals and assistants (e.g., teacher aides, tutors and student teachers) are appropriately trained to assist in providing special education or related services.</li> <li>2. Persons employed as paraprofessionals and assistants 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.</li> </ol> <p><b>State Regulations</b></p> <p><b>Federal Requirements</b> 300.136(f)</p>
	<p><b>Rating: Implemented</b></p> <p style="text-align: center;"><b>DISTRICT RESPONSE REQUIRED:</b></p> <p style="text-align: right;"><b>No</b></p>

CRITERION NUMBER			
	Legal Standard		
SE 54	<p><b>Professional development regarding special education</b></p> <ol style="list-style-type: none"> <li>1) The district considers the needs of all staff in developing training opportunities for professional and paraprofessional staff and provides a variety of offerings which at a minimum include the following training topics offered on an annual basis:</li> <li>2) state and federal special education requirements and related local special education policies and procedures;</li> <li>3) confidentiality of student records;</li> <li>4) training in analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the regular classroom of students with diverse learning styles;</li> <li>5) methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning needs of all students in the regular classroom;</li> <li>6) training in the provision of pre-referral services within regular education, teacher mentoring and collaboration and parental involvement;</li> <li>7) training for all locally hired <u>and</u> contracted transportation providers on the unique needs of all students being transported in regular and special transportation vehicles; and</li> <li>8) in cooperation with the special education parent advisory council, at least one workshop annually within the district on the rights of students and their parents and guardians under the state and federal special education laws and makes written materials explaining such rights available upon request.</li> </ol> <p><b>State Regulations</b> Chapter 71, sec. 38g 28.03(1)(a) Chapter 71, sec. 38Q and 38Q ½</p> <p><b>Federal Requirements</b> 300.382</p>		
	<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>

**Department of Education Findings:**

*Although interviews and review of documentation indicated that the district offers a significant amount of professional development to all staff, the district has not provided training on state and federal special education requirements and related local special education policies and procedures to all staff, particularly regular education teachers.*

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VI. FACULTY, STAFF AND ADMINISTRATION		
	Legal Standard		
MOA 18	<p><b>School district employee recruitment activities</b> The district's employee recruitment activities are aimed at reaching all groups,</p>		

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION VI. FACULTY, STAFF AND ADMINISTRATION</b>		
	<b>Legal Standard</b>		
	including bilingual/bicultural persons, females/males in nontraditional roles and persons with disabilities. When certain categories of employment show a disproportionate number of females/males, racial and ethnic group members or disabled persons, the district makes efforts to recruit for such positions members of the under represented groups.		
	Title I; Title VI; Title IX; Section 504		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>MOA 19</b>	<b>Employment application and interview procedures</b> Job application forms and interview questions 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; Section 504		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>MOA 20</b>	<b>Non-discriminatory personnel policies and procedures</b> District personnel policies and procedures are free of discrimination and bias in the following areas:		
	<ol style="list-style-type: none"> <li>1. employee hiring, upgrading, award of tenure, demotion, return from layoff and retirement are the same for both sexes;</li> <li>2. employee pay schedules and rates of other compensation for all job categories provide equal pay for equal work;</li> <li>3. fringe benefits for all job categories such as medical, dental, insurance, leave (sick, personal, professional, parental, dependent care, bereavement) etc. are the same for all employees.</li> </ol>		
	Title I; Title VI; Title IX; Section 504		

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 21</b>	<p><b>Staff training regarding civil rights responsibilities</b>  The district provides in-service training for all school personnel at least annually regarding civil rights responsibilities, including the prevention of discrimination and harassment on the basis of disability, race, color, sex, religion, national origin and sexual orientation and the appropriate methods for responding to it in the school setting.</p> <p>Title VI; Title IX; Section 504; M.G.L. c. 76, s. 5</p>
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: Yes</b></span>

**Department of Education Findings:**

*Interviews indicated that staff training regarding civil rights responsibilities is not provided annually.*

<b>CRITERION NUMBER</b>	<b>TITLE 1 VI. FACULTY, STAFF AND ADMINISTRATION</b>
	<b>Legal Standard</b>
<b>TI 35</b>	<p>All professional staff providing Title I services are appropriately certified (licensed) or hold current certification waivers for their job title and function.</p> <ul style="list-style-type: none"> <li>• Teachers are highly qualified.</li> <li>• Paraprofessionals: <ul style="list-style-type: none"> <li>- <b>New Hires</b> (hired on or after January 8, 2002): completed at least 2 years at an institution of higher education; obtained associates degree, or met rigorous standard of quality (passed state assessment, once available).</li> <li>- <b>Existing Paraprofessional Staff</b> (hired prior to January 8, 2002): working to satisfy requirements by 2006; and</li> <li>- <b>All paraprofessional staff</b> have earned a secondary high school diploma.</li> </ul> </li> </ul> <p>MGL Chapter 71, 38G  1119(a), (c), (d), and (f) NCLB</p>



<b>CRITERION NUMBER</b>	<b>TITLE 1 VI. FACULTY, STAFF AND ADMINISTRATION</b>
	<b>Legal Standard</b>
	<b>Rating: Partially Implemented                      District Response Required: Yes</b>

**Department of Education Findings:**

*Review of documentation indicated that all Title I staff are not certified in the areas in which they teach. Staff that do not meet the “highly qualified” requirement are in the process of obtaining necessary certification.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 36</b>	<p>Minimum Expenditures The school district uses between 5% and 10% of its Title I funds for professional development activities to ensure that teachers who are not highly qualified, become highly qualified.</p> <p>1119(k)(1) NCLB</p>
	<b>Rating: Implemented                      DISTRICT RESPONSE REQUIRED:                      No</b>

## 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)

CRITERION NUMBER	<b>SPECIAL EDUCATION VII. SCHOOL FACILITIES</b>	
	Legal Standard	
<b>SE 55</b>	<p><b>Special education facilities and classrooms</b></p> <ol style="list-style-type: none"> <li>1. The school district provides facilities and classrooms for eligible students which maximize the inclusion of such students into the life of the school;</li> <li>2. provide accessibility in order to implement fully each child's IEP;</li> <li>3. are at least equal in all physical respects to the average standards of general education facilities and classrooms; and</li> <li>4. are given the same priority as general education programs for access to and use of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students.</li> </ol>	
	<p><b>State Regulations</b> 28.03(b)</p>	<p><b>Federal Requirements</b> Section 504 of the Rehabilitation Act of 1973</p>
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Education Findings:**

*Spaces are crowded in a few buildings throughout the district. Interviews and observations indicated that at the middle school, related services take place in the cafeteria. At the Hubert Kindergarten Center, related services take place in the alcove at the front of the building and the room used by the special education teacher is small and crowded.*

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

**Department of Education Findings:**

*Documentation indicated that appropriate signage and accessible handles are needed at the Cora A. Hubert School and the J.F. Kennedy Middle School. The elementary schools also require appropriate signage.*

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>MOA 23</b>	<p><b>Comparability of facilities and programs</b>  Where the district provides separate facilities or programs for members of a specific group, facilities and programs are comparable to those offered other students in the district, including:</p> <ol style="list-style-type: none"> <li>1. separate classes and facilities for disabled, limited English-proficient or pregnant students that are comparable to the facilities, programs, equipment and services offered other students in the district;</li> <li>2. changing rooms, showers and other facilities for students of one gender that are comparable in size, number and location to those provided students of the other gender.</li> </ol> <p>Title II; Title VI; Title IX; Section 504; M.G.L. c. 76, s. 5</p>		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

## COMPONENT VIII: PROGRAM PLAN AND EVALUATION

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

- Special Education (Report Issue # SE 56)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 24-25)
  - Title I (Report Issues # TI 37-43)
- Safe and Drug Free Schools (Report Issue # SDF 5-8)

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

**Department of Education Findings:**

*Although documentation indicated that the district's special education programs are evaluated, teachers are not involved in the evaluation process and do not provide input into the program evaluation. The district should include input from the teachers who may provide information from annual IEP reviews.*

CRITERION NUMBER	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION VIII. PROGRAM PLAN AND EVALUATION</b>
	<b>Legal Standard</b>
<b>MOA 24</b>	<p><b>Curriculum review process</b></p> <p>The district has a process to ensure that teachers in the district regularly review all instructional and educational materials for simplistic and demeaning generalizations, lacking intellectual merit on the basis of disability, race, color, sex, religion, national origin and sexual orientation.</p> <p>M.G.L. c. 76, s. 5</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 39</b>	Each Title I school identified as “in need of improvement” develops (not later than 3 months after being identified) an improvement plan or revises its school plan in consultation with parents, staff, other district personnel, and outside experts.  1116(b)(3)(A) NCLB
	<b>Rating: Partially Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>Yes</b>

**Department of Education Findings:**

*Should the appeal of C.A. Farley School’s designation as a school “in need of improvement” not be successful, the designated school must develop an improvement plan, or review its school plan, in consultation with appropriate parties as noted above.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 40</b>	For any of the district’s Title I schools that have been identified as “in need of improvement,” the district spends at least 10% of each school’s allocation of Title I funds to provide teachers and the schools’ principals with high-quality professional development that directly addresses the problems associated with academic achievement in those schools.  1116(b)(3)(A)(iii)(I) NCLB
	<b>Rating: Not Applicable</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

**Department of Education Findings:**

*The district did not have a school identified as “in need of improvement” at the time of the grant application submission.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 41</b>	For schools that have been identified as “in need of improvement,” the school district provides all students enrolled in those schools the choice to transfer to another of the school district’s schools identified as not in need of improvement. Priority is given to the lowest achieving children from low-income families.



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	1116(b)(1)(E)(i) and (ii) NCLB 2763A-32 of P.L. 106-554 (Education Appropriations Act, 2001)
	<b>Rating: Partially Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>Yes</b>

**Department of Education Findings:**

*Should the district’s appeal of C.A. Farley School’s designation as a school “in need of improvement” not be successful, students in the designated school must be provided the choice to transfer, as outlined above.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 42</b>	For schools that have been identified as “in need of improvement,” school improvement plans must be implemented not later than the beginning of next full school year following this identification.  1116(b)(3)(D)
	<b>Rating: Not Applicable</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

**Department of Education Findings:**

*The district did not have any schools identified as “in need of improvement” last year.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 43</b>	For schools that continue to fail to make AYP after being identified as “in need of improvement,” the school district continues to make the transfer option available to students, to make supplemental educational services available and to provide technical assistance to such schools.  1116(b)(5) NCLB
	<b>Rating: Not Applicable</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

**Department of Education Findings:**

*The district does not have any schools that are in the second year of being identified as “in need of improvement.”*

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

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

**Department of Education Findings:**

*The substance abuse and violence prevention programs and strategies in Hudson Schools are based on a thorough assessment of objective data about the drug and violence problems among youth. Data sources include parent and student surveys, the Youth Risk Behavior Survey, local crime data, school disciplinary data, and community reports on local health issues. Hudson’s SDFSCA plan includes goals, measurable objectives and activities based on collected data. The stated goals, measurable objectives, and activities address the needs identified in an objective analysis of collected data.*

CRITERION NUMBER			
	<b>Legal Standard</b>		
<b>SDF 7</b>	Each recipient designs and implements its programs for youth based on research or evaluation that provides evidence that programs used actually prevent or reduce drug use, violence or disruptive behavior among youth.  [Title IV Sections 4111 – 4116, 20 U.S.C. 7111 – 7116 ]		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
<b>SDF 8</b>	Each recipient evaluates its programs periodically to assess its progress toward achieving its goals and objectives, and uses its evaluation results to refine, improve and strengthen its programs, and to refine its goals and objectives as appropriate.			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Rating: Partially Implemented</b></td> <td style="width: 25%; text-align: center;"><b>DISTRICT RESPONSE REQUIRED:</b></td> <td style="width: 25%; text-align: right;"><b>Yes</b></td> </tr> </table>	<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>
<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>		

**Department of Education Findings:**

*Documentation and interviews demonstrated that outcome assessment is included in the evaluation design of the Hudson SDFSCA program and that this information is used to assess progress towards achieving the goals and objectives of the program.*

*There is no evidence that process or impact assessment is taking place, or that process and impact evaluation is used to assess progress toward achieving the goals and objectives.*

*There is no indication that evaluation results are reported publicly on an annual or more frequent basis.*

## 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 44-45-Program Requirements and TI 1-23-Fiscal Requirements)
- Safe and Drug Free Schools (Report Issue # SDF 9)

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

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

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Regulations</b> 28.03(1)(e)</td> <td style="width: 50%;"><b>Federal Requirements</b> 300.230; 300.340-300.500</td> </tr> </table>	<b>State Regulations</b> 28.03(1)(e)	<b>Federal Requirements</b> 300.230; 300.340-300.500	
<b>State Regulations</b> 28.03(1)(e)	<b>Federal Requirements</b> 300.230; 300.340-300.500			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Rating: Implemented</b></td> <td style="width: 25%;"><b>DISTRICT RESPONSE REQUIRED:</b></td> <td style="width: 25%; text-align: right;"><b>No</b></td> </tr> </table>	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>
<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>		

<b>CRITERION NUMBER</b>	<b>TITLE 1 IX. RECORD KEEPING – PROGRAM REQUIREMENTS</b>		
	<b>Legal Standard</b>		
<b>TI 44</b>	<ol style="list-style-type: none"> <li>1. The district has submitted all required reports to the Department including the district Title I Plan/Application and Performance and Achievement Report.</li> <li>2. 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 documents used to determine school allocations.</li> <li>3. Current 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.</li> </ol> <p>1113; 1116 (c)(1)(B) NCLB</p>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Rating: Implemented</b></td> <td style="width: 50%;"><b>District Response Required: No</b></td> </tr> </table>	<b>Rating: Implemented</b>	<b>District Response Required: No</b>
<b>Rating: Implemented</b>	<b>District Response Required: No</b>		

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 45</b>	<p><b>Federal Title I Grant:</b></p> <p>The district’s Title I grant is developed 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.</p> <p>Appropriate local administrators monitor the grant in an ongoing manner to ensure its full implementation as the Department has approved it.</p> <p>The district secures the approval of the Department for all amendments prior to their</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	implementation.
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: Yes</b></span>

**Department of Education Findings:**

*Review of documentation indicated that the grant application has not been amended to accurately reflect changes made to program plans.*

<b>CRITERION NUMBER</b>	<b>TITLE I IX. RECORD KEEPING – FISCAL REQUIREMENTS</b>
	<b>Legal Standard</b>
<b>TI 1</b>	The maintenance of effort fiscal test is of local and state expenditures, <i>not</i> of Title I or other federal expenditures.  1120A(a); 9521 NCLB
	<b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 2</b>	The school district’s combined fiscal effort per student <i>or</i> aggregate expenditures of the school district and state for free public education for the preceding fiscal year was not less than 90% of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year.  1120A(a); 9521(a) NCLB
	<b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 3</b>	The district’s comparability fiscal test is a comparison of local and state funds in

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	Title I schools and non-Title I schools, <i>not</i> a comparison of Federal funds. 1120A(c) NCLB
	<b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 4</b>	1. The school district uses state and local funds in Title I schools that provide services that, taken as a whole, are at least comparable to services in non-Title I schools.  1120A(c)(1)(A) NCLB  2. If all of the district's schools are Title I schools, the school district uses state and local funds to provide services that, taken as a whole, are substantially comparable in each school.  1120A(c)(1)(B) NCLB
	<b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 5</b>	Documentation of the district's Comparability Report demonstrates annual compliance with the comparability requirement, and is documented at least biennially.  1120A(c)(3)(B) NCLB
	<b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>





<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 9</b>	In applicable situations, the school district divides a grade-span with significant school enrollment differences into a large-group/small-group model.  Title I Policy Guidance IASA
	<b>Rating: Not Applicable</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 10</b>	Non-instructional staff (e.g., cafeteria workers, custodians, nurses, playground aides, student teachers, volunteers, etc.) are not included in the district’s comparability determinations.  Title I Policy Guidance IASA
	<b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 11</b>	If the district is receiving and excluding supplemental state and local funds from the Title I comparability determinations, the school district is able to demonstrate that the supplemental state and/or local funds that are excluded from Title I comparability determinations are used for programs that meet the intent and purposes of Title I.  1120A(d) NCLB
	<b>Rating: Not Applicable</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 12</b> [Applicable to Targeted	The school district is able to demonstrate that it uses Title I funds only to supplement and, to the extent practical, increase the level of funds that would in the absence of Title I funds be made available from non-Federal sources for the education of

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
Assistance Schools (TAS)]	students participating in Title I programs. 1120A(b)(1) NCLB
	<b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 13</b> [Applicable to TAS]	The school district/school is able to demonstrate that the Title I funds have been used for the express purpose of serving those students who were identified as being in greatest need of Title I assistance based on the School district's and school's Title I student selection criteria.  1115(a) NCLB
	<b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 14</b> [Applicable to Schoolwide Programs (SWP)]	1. Title I funds may be used in combination with state, local, and other federal funds to serve the entire school population in accordance with the schoolwide plan in effect for the school.  1114(a)(1) NCLB  2. The school district is able to demonstrate that the Title I funds in a SWP supplement are in addition to the total amount of funds that would, in the absence of the Title I funds, be made available from non-federal sources for the school, including funds needed to provide services required by law for children with disabilities and children with limited English proficiency.  1114(a)(2)(B) NCLB
	<b>Rating: Not Applicable</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

**Department of Education Findings:**  
*All Title I schools in the district are Targeted Assistance programs.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 15</b> (Exclusion)	<i>If the district is receiving and excluding supplemental state and local funds from the Title I supplement(not supplant determinations) the school district is able to demonstrate that the supplemental state and/or local funds that are excluded from Title I supplement (not supplant,) determinations are used for programs that meet the intent and purposes of Title I.</i>  1120A 1120A(d)
	<b>Rating: Not Applicable</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 16</b>	In implementing federal Title I supplement, not supplant requirements, the school district has developed and implements a Supplement Not Supplant policy and procedure.
	<b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 17</b>	For each split-funded staff member, the district maintains an appropriate log (time and effort record) that documents the time actually spent by staff on Title I activities.  EDGAR; OMB Circular/Cost Guidelines
	<b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 18</b>	The school district has selected eligible schools in accordance with Title I requirements under this criterion.  1113(a); 1113(b); 1113(c); NCLB
	<b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 19</b>	The school district includes accurate data in its Title I Application (Form 1) for the number of school-age students residing in each of the district's school attendance areas.  1113(a) NCLB
	<b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 20</b>	The school district has made appropriate reservations (set asides) on Form 2 in accordance with NCLB requirements.  1113(c)(2)(A); 1113(c)(3) NCLB
	<b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 21</b>	The final allocations to district schools have been calculated in accordance with Title I requirements, and the final allocation totals appropriately relate to the budget total.  1113(a); 1113(c)(2)(A) NCLB
	<b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 22</b>	The school district has made private school allocations in accordance with Title I requirements.  1120(a); 1120(b); 1120(c) NCLB
	<b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 23</b>	Budgeting – The school district budget process demonstrates appropriate Title I program planning and implementation consistent with identified student needs at each school.  MADDOE Title I Grant Application Instructions and Guidance
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: Yes</b></span>

**Department of Education Findings:**

*Documentation review indicated that total funds allocated to schools does not agree with the current year budget total.*

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

**APPENDIX:  
SCHOOL DISTRICT PROFILE INFORMATION**

The information which is provided in this Appendix was drawn from data supplied by the school district. The Department's visiting team carefully reviewed this data as part of its planning for the onsite visit and in preparing this Coordinated Program Review Report. 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 the location of specialized services such as Special Education Collaboratives, and Vocational Training Programs.

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

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## Directory Information

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

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

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

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

**Services:** Services include:

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

**Relationships:** Relationships include:

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

\* District level data only.

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## Enrollment

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

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

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

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

\* District level data only.

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## Test Results

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

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

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

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## People

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

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## Finance

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

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

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

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

\* District level data only.

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## Other Data

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

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

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

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

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

The electronic version of this profile information is available at:

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

The electronic version of the Department's Coordinated Program Review Final Report is available at:

<http://www.doe.mass.edu/pqa/review/cpr/reports/> .

SE, MOA, TI, SDFS

File Name: Hudson Public Schools Coordinated Program Review Draft Report  
2003.doc

Last Revised on: July 2, 2003

Prepared by: Vani Rastogi/ reviewed by GH