



**Chelsea Public Schools**

**COORDINATED PROGRAM REVIEW  
REPORT OF FINDINGS**

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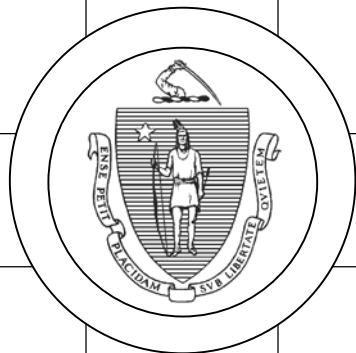
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MASSACHUSETTS DEPARTMENT OF EDUCATION  
COORDINATED PROGRAM REVIEW

Chelsea Public Schools

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## MASSACHUSETTS DEPARTMENT OF EDUCATION

### COORDINATED PROGRAM REVIEW REPORT

#### Chelsea Public Schools

#### 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). All reviews include the following selected requirements:

- special education under the federal Individuals with Disabilities Education Act (IDEA-97), and M.G.L. Chapter 71B (Chapter 766 of the Acts of 1972);
- federal civil rights requirements under Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, together with related state requirements under M.G.L. Chapter 76, Section 5 (Chapter 622 of the Acts of 1971) and other Massachusetts General Laws;
- targeted standards from the Board of Education's Physical Restraint regulations (603 CMR 46.00);
- targeted standards from the federal McKinney-Vento Homeless Education Assistance Improvements Act of 2001 (included in the No Child Left Behind Act of 2001); and
- provisions of M.G.L. c. 71A, the state law that governs the provision of education to limited English proficient students. (Note that due to the voters' approval in 2002 of an initiative petition entitled "Question 2," M.G.L. c. 71A has been significantly amended. Under the amended Chapter 71A, limited English proficient students, now referred to as "English learners," must be provided instruction in sheltered English immersion or 2-way bilingual programs unless they have received a waiver. As a result of this change in the law, the Department's Coordinated Program Review standards under Chapter 71A are significantly revised for the 2003-2004 school year. All districts reviewed by the Department during the 2003-2004 Coordinated Program Review cycle and that enroll limited English proficient students have been implementing self-assessment activities using these updated standards. Six school districts throughout the state are participating in pilot monitoring activities to validate their self-assessment results as part of their scheduled Coordinated Program Review.)

Additional program areas reviewed during the Coordinated Program Review visits in selected districts may also include:

- Title I of the Elementary and Secondary Education Act of 1965, including related "No Child Left Behind" requirements in Title IIA;
- Safe and Drug-Free Schools and Communities Act;
- Career and Technical Education requirements under the federal Perkins Vocational and Technical Education Act and state M.G.L. c. 74; and
- Nutrition Programs and Services

The selected school districts for 2003-2004 were notified by the Commissioner of Education in June 2003 of scheduled visits and of requirements to implement self-assessment activities prior to the arrival of the Department's visiting team.

The Department's 2003-2004 schedule of Coordinated Program Reviews is posted on the Department's web-site at <http://www.doe.mass.edu/pqa/review/cpr/schedule.html>. The state-wide six-year Program

Review cycle together with the Department's Mid-cycle Special Education follow-up monitoring schedule are posted at <[http://www.doe.mass.edu/pqa/review/cpr/6yrcycle\\_ad.html](http://www.doe.mass.edu/pqa/review/cpr/6yrcycle_ad.html)>.

### **Coordinated Program Review Elements**

**Team:** Depending upon the size of a school district and the number of program areas to be reviewed, a team of two to eight 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:** Fifty-four school districts and charter schools are scheduled to receive visits in school year 2003-2004. 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 2003-2004 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 2003-2004 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, English learner education (c. 71A), Career and Technical Education programs, and Section 504 (student accommodation plans). A representative 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 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 compliance criteria are found to be not fully implemented, the local district, charter school, or educational collaborative must propose corrective actions to bring those areas into compliance with the respective statutes or regulations.

All recently issued Department of Education Coordinated Program Review Reports are posted on the agency's website at <http://www.doe.mass.edu/pqa/review/cpr/reports/> .

The Department believes that the Coordinated Program Review process is a positive experience and that the Final Report is a helpful planning document for the continued development and improvement of programs and services in each school district, charter school and educational collaborative.

## REPORT INTRODUCTION

A ten-member Massachusetts Department of Education team visited Chelsea Public Schools during the week of October 27, 2003 to evaluate the implementation of selected criteria in the program areas of special education, civil rights, Title I and Safe and Drug Free Schools. 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 Chelsea Public Schools. These areas are as follows:

- *The district makes extraordinary efforts to have parents and relevant state agencies attend IEP Team meetings. For example, the district initiates home visits to explain the purpose of the Team meeting and conference calls with parents who can not attend meetings during the school day;*
- *The district has excellent programs and procedures for students who are at risk of dropping out of school. For example, the district has a New Beginnings program for students who arrive in the United States with limited or no formal schooling, a Pre-Nine program for students who need an extra year of work before moving from eighth to ninth grade, Tudor Hill Alternative School for middle and high school students who need an alternative program and the Choices through Education program for pregnant students and new parents. The district has also designated the Superintendent of Schools as the homeless coordinator and the contact person if a student is about to leave school without a diploma;*
- *The district ensures that the requirements of the Title I program and No Child Left Behind are met and address the need of students and parents;*
- *Parents are invited to participate in workshops and meetings that provide opportunities for active involvement in the educational process of their children;*
- *Teachers and principals have created a culture of cooperation and collegiality that are conducive to learning and attainment of educational goals;*
- *The district provides a very safe environment for students, faculty and parents. Everyone is aware of district policies regarding safety, violence and drug abuse;*
- *There is a great deal of outreach provided to Chelsea students and parents concerning violence and substance abuse support services;*
- *The Outreach Services and School Based Health Center provide outreach and referral services for prevention and intervention services to students at risk and provide clinical support to students and families regarding mental health, immigration issues, and other issues to remove educational barriers.*

*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 35 administrative staff.
- Interviews of 107 teaching and support services staff across all levels.
- Interviews of 12 parent advisory council (PAC) representatives and other parents regarding the Title I and Safe and Drug Free School Programs.
- Interviews as requested by persons from the general public.

- Student record reviews: A sample of 30 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: 31 parents of students with disabilities were sent surveys that solicited information regarding their experiences with the district's implementation of special education programs, related services and procedural requirements. Seven of these parent surveys were returned to the Department of Education for review by the onsite team.
- Observation of classrooms and other facilities. A sample of 41 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 plans.



# COORDINATED PROGRAM REVIEW REPORT

## EXECUTIVE SUMMARY

### Chelsea Public Schools

The following summary synthesizes the findings for criteria included in the Coordinated Program Review as they respond to essential questions that 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 Students**

*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. IEP Teams consistently interpret assessments to determine the appropriate instructional needs of students. The district has appropriate procedures for determining whether a student has a specific learning disability, however, IEP Teams do not consistently implement district procedures. The district makes reports of assessments available to parents, in English, at least two days in advance of Team discussion. However, some limited English proficient parents do not have access to assessment results at least two days in advance of Team discussion. All students, including students with disabilities participate in general state and district-wide assessment programs with necessary accommodations. The district has recently increased its vocational training and integrated employment opportunities for students with disabilities, however, not all IEP Teams include IEP services that promote movement of the student from school to post-school activities, such as vocational training and integrated employment, for students who are age 16 and older. The district consistently implements the requirements for transfer of parental rights at the age of majority. Most evaluation Teams consist of the required members, however, some high school evaluation Teams do not include regular education teachers. The district ensures that evaluations are conducted and that IEP Teams convene within forty-five school working days of receipt of parental consent for evaluation, however the IEP is not always provided to the parent within forty-five school working days of receipt of parent consent for evaluation. The district responds to parental requests for independent educational evaluations according to state and federal requirements. The district re-evaluates eligible students every three years and annually convenes a Team meeting, but some students in the district are not re-evaluated when it is suspected they are no longer eligible for special education. Also, progress reports do not always contain information on the student's progress toward the annual goals in the IEP and whether such progress is sufficient to enable the child to achieve the goals by the end of the year.

#### **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 provided documentation of regular outreach to groups, which may include students in need of special education. Information regarding kindergarten screening was provided, however, preschool screening is not always provided and IEPs are not always

developed in time to implement the IEP by the child's third birthday. Preschool, elementary and high school IEP goals are annual and measurable, however, some middle school IEP goals are not annual or measurable. IEP Teams consider placement after the IEP has been fully developed, however, some students' placements are changed on a trial basis without reconvening the Team and without parental consent. Some IEPs are not provided to parents immediately following the development of the IEP. The district ensures that the least restrictive program is selected for each eligible student. IEP Teams consider extended school year services for students in substantially separate programs and out of district placements but do not always consider whether a student is likely to demonstrate substantial regression and is therefore in need of an extended school year program if the student is in a less restrictive placement.

The district uses qualified staff and appropriate procedures to identify students who are limited English proficient and to assess their level of English proficiency. The district also implements necessary program modifications and support services for limited English proficient students. Students have equal access to education programs, except limited English proficient students who do not have access to the district's programs at the Tudor Hill Alternative School. The district's superintendent of schools is the homeless coordinator and the district effectively implements the requirements of the McKinney-Vento Homeless Education Assistance Improvements Acts of 2001 (included in the No Child Left Behind Act). The district's efforts to include pregnant students in mainstream classes is commendable, as is the district's "Choices through Education" program which allows pregnant students and new mothers to earn a Chelsea High School diploma in an alternative setting.

All schools in the Chelsea school district are schoolwide and student identification is not required for Title I services. 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 provides notice to parents regarding a proposal or refusal to initiate or change the identification, evaluation or educational placement of the child, however, district notices do not always contain the required content. The district ensures that parents are part of the educational Team and accommodate parents through telephone conference calls when necessary. Communications in the primary language of the home are inconsistently implemented across the district. For example, special education documents are inconsistently translated within individual student records. Interpreters are consistently provided at Team meetings, however some elementary and middle school interpreters are not familiar with special education policies and procedures. In some cases the district makes excellent efforts to include limited English proficient parents in the Team process by offering meetings with bilingual Team Chairpersons before or after the Team meeting, in addition to having interpreters at the Team meeting. The district strongly encourages parents to participate in the parent advisory council for special education. Some actions the district has taken to increase participation over the past few years include: providing free transportation to and from PAC meetings and providing free babysitting and homework help for children during PAC meetings.

The district translates general information and announcements into the primary language of the home.

Opportunities are not provided to all parents to be involved in the planning of the services funded by Title I. The district's written parental involvement policies are not reevaluated on

an annual basis, and the district does not involve parents in the annual evaluation process of the content and effectiveness of the services provided to them. Furthermore, not all Title I parents are involved in training activities that will enable them to improve their children's achievement nor do they have the opportunity to be involved in the development of the written parental involvement policies.

There are strong community wide efforts to address violence and substance prevention and intervention. However, there is no formal structure or process established to coordinate those efforts with the district's prevention education program. Also, there is no systematic organizational process identified to coordinate the Safe and Drug Free Schools and Community Act grant program with other programs. The district did not provide documentation that it developed its FY '03 Safe and Drug Free Schools program application through any active dialogue or meaningful consultation with community agencies, parents, students and representatives from the school and prevention community, although these groups do consult on other topics. The district puts a great deal of effort into garnering parental involvement at the elementary level and also does a great deal of outreach to families of at risk students and English language learners. This effort engages and supports parents around issues of intervention rather than prevention. Also, most parents are not aware of the goals and objectives of the Safe and Drug Free Schools and Community Act program and did not receive 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 all students to high expectations and standards and has aligned its curriculum with the Massachusetts Curriculum Frameworks. At least one member of each IEP Team is familiar with the Frameworks and is able to discuss the student's appropriate access to the general curriculum. Special education students' participation in the general curriculum is documented on their IEPs. The district has developed a continuum of alternative services and placements for special education students, however there is a need for more vocational education opportunities at the high school level. There is a need for more in-district programs, at all levels, for students with emotional disabilities. The use of assistive technology is not considered for each eligible student. The district ensures that IEPs are fully implemented without delay upon parent consent. The district consistently implements appropriate procedures for placing students in out-of-district placements. The district also consistently implements the requirements for providing educational services to eligible students in institutional setting and for those attending private schools at private expense.

Instructional groupings within the district are consistent with state regulations, however, some high school classes exceed the age span requirements.

Extracurricular activities are nondiscriminatory and all students have an equal opportunity to participate in intramural and interscholastic sports.

The school district provides opportunities for students receiving Title I services to participate in extended day/week/year programs and activities that the district offers. A comprehensive Schoolwide Program (SWP) plan has been developed with the involvement of the community, those served by the program, and the individuals who will implement the plan. The SWP plan includes a comprehensive needs assessment of the entire school that is based upon information on the performance of students in relation to the state academic content standards, however, not all required components of the schoolwide improvement plan are adequately addressed to ensure the effective implementation of services that address the needs identified in the needs

assessment.

The district participated in a consolidated application for No Child Left Behind. In so doing, there was an attempt to integrate the Safe and Drug Free Schools and Community Act program with the other federal programs and the district intends to increase the integration of these activities across federal program areas this year.

#### **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?*

IEP Teams consider whether eligible students can follow the school discipline codes and consider whether positive behavioral interventions are necessary for students whose behavior impedes their learning or the learning of others. The district has procedures for recording suspensions. The district's procedures for suspending special education students and for providing a free appropriate public education for students suspended beyond 10 days are consistent with federal requirements. Most students have an equal opportunity to participate in educational, nonacademic and extracurricular activities, however some students in the preschool, elementary and middle school programs do not have equal opportunities in this regard. The district offers a broad array of related services, but psychological services are not always written into the IEP when an IEP Team finds that the students requires psychological services to benefit from special education or to access the general curriculum.

The district has procedures for accepting, investigating and resolving complaints of harassment and discrimination, however, the complete procedures are not included in the school codes of conduct that are distributed to students. Also, the district has a grievance procedure for complaints filed on the basis of sex, but not on the basis of disability. The district administers scholarships, prizes, and awards in a nondiscriminatory manner. The district makes every effort to keep students age 16 and over in school until they earn a high school diploma. Extensive outreach is provided to the student and family if a student has excessive absences. Such outreach often includes home visits. It is district procedure not to withdraw a student from school until this extensive outreach has been provided and the student and his/her parents are provided the opportunity to meet personally with the superintendent of schools. If a student withdraws from school, s/he is welcomed back to school at any time. The district consistently implements the physical restraint requirements. Appropriate officials from private schools and Neglected or Delinquent facilities are informed about the availability of Title I services.

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

*Does the district maintain licensed 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?*

Principals promote instructional practices responsive to student needs and ensure adequate instructional support for students and teachers. Principals also implement 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. Educational services in the home or hospital are provided for students, as appropriate. Special education teachers and related service providers are appropriately certified or licensed. Paraprofessionals are used appropriately within the classroom, but they are not always appropriately trained to assist in providing special education or related services. The district offers the required special education professional development opportunities, however, many general education teachers

are not attending these opportunities and do not feel appropriately trained to work with the special education students in their classrooms.

School district employment practices are free from discrimination and recruitment is aimed at reaching all groups of people.

All professional staff providing Title I services are appropriately licensed and are highly qualified for their job title and function. The district implements the Title I professional development requirements.

### **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?*

Some of the district's special education classrooms and spaces for related services do not maximize the inclusion of special education students into the life of the school and are not at least equal in all physical respects to the average standards of general education facilities and classrooms.

Most of the district's programs and services are accessible to students with disabilities, however the Tudor Hill Alternative School is not accessible to students with physical disabilities.

### **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?*

The district's special education programs and services are regularly evaluated.

The district has a procedure to ensure that curriculum is regularly reviewed to ensure that the material is presented in a non-discriminatory manner. The district also conducts informal institutional self-evaluations, however, no documentation or specific procedures were provided in this regard.

A needs assessment and a data analysis are conducted annually in each Title I school. The adequate yearly progress (AYP) of each Title I school is evaluated in the aggregate and by subgroup, as available, on an annual basis. Title I program changes are implemented that reflect the results of this evaluation. Each Title I school identified as "in need of improvement" revises (not later than 3 months after being identified) a two-year school improvement plan. For any of the district's Title I schools that have been identified as "in need of improvement," the school spends at least 10% of its allocation of Title I funds to provide teachers and the school principal with high-quality professional development. For schools that have been identified as "in need of improvement," the district provides students enrolled in those schools the choice to transfer to another of the district's schools. For schools that continue to fail to make AYP after being identified as "in need of improvement," the district continues to offer the choice to transfer option to students, makes supplemental educational services available and provides technical assistance to such schools.

The district has implemented the YRBS at the middle and high school levels to determine the current level of substance abuse and violence among the students. Although the formal process included a collection and review of some community data from local law enforcement and health and hospital agencies, a meaningful objective analysis was not completed. The district incorporates violence and substance prevention into the health curriculum, but the curriculum is not comprehensive and does not fully meet the Principles of Effectiveness. The drug and violence prevention curriculum used at the high school level is not a USDOE approved curriculum and does not have evaluative data to support its effectiveness. Chelsea

High School and Tudor Hill Alternative School are providing special stand-alone programs. There are clear expectations against violence and illegal use of drugs set by the district and there are appropriate consequences in place for violations of district policies. While individual schools and/or teachers may have conducted evaluations for particular programs, there is no formalized evaluation process designed to assess the programs' progress toward achieving performance measures.

**Component IX: Record keeping**

*Does the District maintain required records and documentation for each program area? Are entitlement grants appropriately designed, amended, and monitored? Does the district use federal grant funds in accordance with statutory fund-use rules, including supplement not supplant provisions where applicable? Does the district meet applicable maintenance of effort requirements?*

The district maintains an accurate special education child count. The district also ensures that its' special education entitlement grant is designed by appropriate local administrators and that it is appropriately monitored.

The district has submitted all required Title I reports to the Department and maintains appropriate Title I records. The district's federal Title I grant is appropriately developed and monitored. Documentation of the district's Comparability Report demonstrates annual compliance with the comparability requirement and is documented at least biennially. The district has developed and implemented "supplement not supplant" policies and procedures. The district meets the applicable maintenance of effort requirements. The district has made the appropriate allocations in accordance with Title I requirements and its budget process demonstrates appropriate Title I program planning and implementation consistent with identified student needs.

Only a small percentage of monies were expended from the FY '03 Safe and Drug Free Schools and Communities Act grant. A programmatic and budget amendment has not yet been filed. All documents are kept with the grant administrator, however, there is no central location or coordinator for K-12 programmatic coordination. There is a complete set of signed assurances on file in the district. Every staff, faculty member, administrator, student and parent interviewed was fully aware of the policies regarding acts of violence and illegal drug use.

**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>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 STUDENTS

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 STUDENTS
	<b>Legal Standard</b>
<p><b>SE 1</b></p>	<p><b>Assessments are appropriately selected and interpreted for students referred for evaluation</b></p> <ol style="list-style-type: none"> <li>1. Tests and other evaluation materials are:               <ol style="list-style-type: none"> <li>a. validated</li> <li>b. administered and interpreted by trained individuals</li> <li>c. tailored to assess specific areas of educational need</li> <li>d. selected and administered to reflect aptitude and achievement levels</li> <li>e. as free as possible from cultural and linguistic bias</li> <li>f. provided in the student's native language or other mode of communication where feasible</li> <li>g. not the sole criterion for determining an appropriate educational program</li> <li>h. not only those designed to provide a single general intelligence quotient</li> <li>i. are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or the other factors the test purports to measure</li> <li>j. technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors</li> </ol> </li> <li>2. In interpreting evaluation data and making decisions, the district:               <ol style="list-style-type: none"> <li>a. uses information from a variety of sources to gather relevant functional and developmental information, including information provided by the parent</li> <li>b. ensures that information obtained from these sources is considered</li> <li>c. ensures that the placement decision conforms with placement in the least restrictive environment</li> <li>d. includes information related to enabling the student to be involved in and progress in the general curriculum</li> </ol> </li> </ol> <p><b>State Regulations</b> 28.04</p> <p 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>

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

<b>CRITERION NUMBER</b>					
	<b>Legal Standard</b>				
	her conclusions.				
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Regulations</b></td> <td style="width: 50%;"><b>Federal Requirements</b></td> </tr> <tr> <td></td> <td style="text-align: center;">300.540-543</td> </tr> </table>	<b>State Regulations</b>	<b>Federal Requirements</b>		300.540-543
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<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>			

**Department of Education Findings:**

*Documentation and interviews indicate that the district has appropriate procedures for determining whether a student has a specific learning disability. However, student record review indicates that at least one Team member other than the child’s regular education teacher does not always observe the child’s academic performance in the regular classroom setting. IEP Teams are not consistently completing the form the district has developed to document the specific learning disability eligibility determination.*

<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></td> <td style="width: 50%;"><b>Federal Requirements</b></td> </tr> <tr> <td>28.04(2)(c)</td> <td style="text-align: center;">300.532</td> </tr> </table>	<b>State Regulations</b>	<b>Federal Requirements</b>	28.04(2)(c)	300.532
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<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>			

**Department of Education Findings:**

*Student record review and interviews indicate that summaries of assessments are not available in the parents’ native language at least two days in advance of the Team discussion.*



<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
	<p style="background-color: #00FF00; display: inline-block; padding: 2px;">invited to and attend Team meetings at which transition services are discussed or proposed</p>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>State Regulations</b>  M.G.L. Ch.71B, Sections 12A-C  603 CMR 28.05(4)(c) </td> <td style="width: 50%; vertical-align: top;"> <b>Federal Requirements</b>  300.344(b), 300.347 </td> </tr> </table>	<b>State Regulations</b> M.G.L. Ch.71B, Sections 12A-C 603 CMR 28.05(4)(c)	<b>Federal Requirements</b> 300.344(b), 300.347	
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<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>		

**Department of Education Findings:**

*Interviews indicate that the district has taken steps to increase vocational training and integrated employment opportunities for eligible students. However, interviews and student record review indicated that IEP Teams do not always include IEP services that promote movement of the student from school to post-school activities, for students who are 16 years of age, or younger if appropriate. Furthermore, interviews and student record review indicated that transitional services and students' future goals are not always documented on IEPs.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 7</b>	<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</li> </ol> </li> </ol>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>presence of the Team and is documented in written form. The student's choice prevails at any time that a disagreement occurs between the adult student and the parent or other adult with whom the student has shared decision-making</p> <p>(c) The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to delegate continued decision-making to his or her parent, or other willing adult. Such choice is made in the presence of at least one representative of the school district and one other witness and is documented in written form and maintained in the student record.</p> <p><b>State Regulations</b> 603 CMR 28.08(5)</p> <p><b>Federal Requirements</b> 300.347(c), 300.517</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 8</b>	<p><b><u>Evaluation Team composition</u></b> The following persons are members of the evaluation Team:</p> <ol style="list-style-type: none"> <li>1. The child's parents</li> <li>2. A representative of the school district who acts as Chairperson and who is (1) qualified to supervise or provide special education; (2) is knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources of the district.</li> <li>3. A representative of the school district who has the authority to commit the resources of the district (and who may act as the Chairperson)</li> <li>4. A teacher who has recently had or currently has the student in a classroom or other teaching situation. If the student is involved or may be involved in a regular education program, a regular education teacher must be included as a Team member.</li> <li>5. The student, age fourteen and older, if he/she chooses</li> <li>6. Other individuals at the request of the student's parents</li> <li>7. At least one teacher or specialist trained in the area of the student's suspected special needs</li> <li>8. Individuals who are qualified to interpret the instructional implications of evaluation results</li> <li>9. Other individuals who may be necessary to write an IEP for the child, as determined by the Administrator of Special Education</li> <li>10. When one purpose of the Team meeting is to discuss transition services, the</li> </ol>

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
	<p>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.</p> <p>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.</p>			
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<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>		

**Department of Education Findings:**

*Student record review and interviews indicate that regular education teachers are not always part of Team meetings at the high school level.*

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



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>reading or math or limited English proficiency or social maladjustment, the student is referred to a more appropriate instructional program or support service</p> <p>j. determines at the time of re-evaluation if the student would continue to make progress in school without the provision of special education services.</p> <p>2. If a Team determines that a student is not eligible for special education but may be eligible for accommodation(s) for disability(ies) under Section 504, the student is referred for consideration by the district for eligibility under that regular education program.</p> <p>3. When the development of a student’s IEP does not indicate a need for direct services, the Team makes a finding of no eligibility and appropriate services are provided through the district’s general education program.</p> <p><b>State Regulations</b> 28.05(1) and (2)</p> <p><b>Federal Requirements</b> 300.534</p>
	<p><b>Rating: Partially Implemented</b></p> <p><b>DISTRICT RESPONSE REQUIRED:</b> <b>Yes</b></p>

**Department of Education Findings:**

*Student record review indicates that evaluations are conducted and IEP Teams convene within forty-five school working days of receipt of parental consent for evaluation, however, the IEP is not always provided to the parent within forty-five school working days of receipt of parental consent for evaluation.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 10</b>	<p><b>End of school year evaluations</b></p> <p>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><b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b></p>

CRITERION NUMBER	
	<b>Legal Standard</b>
SE 11	<p><b>School district response to parental request for independent educational evaluation</b></p> <p>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 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.</li> <li>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.</li> <li>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.</li> </ol> <p><b>State Regulations</b> 28.04(5)</p> <p><b>Federal Requirements</b> 300.502(a)(3)(i)</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 12</b>	<p><b>Frequency of re-evaluation</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. The district implements re-evaluation procedures in all cases where it is suspected that a student is no longer eligible for special education.</li> </ol> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Regulations</b> 28.04(3)</td> <td style="width: 30%; text-align: center;"><b>Federal Requirements</b> 300.536</td> <td style="width: 20%;"></td> </tr> </table>	<b>State Regulations</b> 28.04(3)	<b>Federal Requirements</b> 300.536	
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<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>		

**Department of Education Findings:**

*Interviews indicate that students at the early childhood and elementary levels are not always re-evaluated when it is suspected that they are no longer eligible for special education.*

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
<b>SE 13</b>	<p><b>Progress Reports and content</b></p> <ol style="list-style-type: none"> <li>1. Parents receive reports on the student's progress toward reaching the goals set in the IEP at least as often as parents are informed of the progress of non-disabled students.</li> <li>2. Progress report information sent to parents includes written information on the student's progress toward the annual goals in the IEP, including information on the extent to which such progress is sufficient to enable the child to achieve the goals by the end of the year.</li> </ol> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Regulations</b> 28.07(3)</td> <td style="width: 30%; text-align: center;"><b>Federal Requirements</b> 20 U.S.C. Chapter 33, Section 1414(d)(1)(A)(viii)</td> <td style="width: 20%;"></td> </tr> </table>	<b>State Regulations</b> 28.07(3)	<b>Federal Requirements</b> 20 U.S.C. Chapter 33, Section 1414(d)(1)(A)(viii)	
<b>State Regulations</b> 28.07(3)	<b>Federal Requirements</b> 20 U.S.C. Chapter 33, Section 1414(d)(1)(A)(viii)			

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	300.347
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: Yes</b></span>

**Department of Education Findings:**

*Student record review indicates that progress reports do not always contain information on the student's progress toward the annual goals in the IEP and whether such progress is sufficient to enable the child to achieve the goals by the end of the year.*

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

## 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 19-20)



<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
	28.03(1)(d) Chapter 71, section 57			
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<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>		

**Department of Education Findings:**

*Documentation for preschool screenings was not provided and interviews indicate that preschool screening is inconsistent in the district.*

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
<b>SE 17</b>	<p><b>Initiation of services at age three and Early Intervention transition procedures</b></p> <ol style="list-style-type: none"> <li>1. The school district encourages referrals from the Department of Public Health, other agencies, and individuals for young children when or before the child turns two-and-one-half years old in order to ensure continuity of services and to ensure the development and implementation of an IEP for eligible children by the date of the child's third birthday in accordance with federal requirements.</li> <li>2. The district implements procedures to ensure the effective transition of young children with disabilities from Early Intervention Programs through participation in transition planning conferences arranged by such programs.</li> </ol> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Regulations</b> 28.06(7)(b)</td> <td style="width: 50%;"><b>Federal Requirements</b> 300.24(b)(3); 300.121(c); 300.132; 300.342(c)</td> </tr> </table>	<b>State Regulations</b> 28.06(7)(b)	<b>Federal Requirements</b> 300.24(b)(3); 300.121(c); 300.132; 300.342(c)	
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	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Rating: Partially Implemented</b></td> <td style="width: 25%;"><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:**

*Interviews indicate that when the district receives referrals for young children, IEPs are not always developed in time to implement the IEP by the date of the child's third birthday.*

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

CRITERION NUMBER									
	<b>Legal Standard</b>								
	<p>including the parent(s), develops an IEP at the Team meeting using the evaluation data to guide development of measurable, annual goals and objectives/benchmarks for the student. If the district chooses to draft any element(s) of the IEP for discussion, the Team Chairperson ensures that those elements are genuinely considered prior to adoption at the Team meeting. All ideas and needs of the child as expressed by all Team members, especially the parents, are genuinely considered by the district prior to proposing the IEP.</p> <p>2. The IEP includes specially designed instruction to meet the needs of the individual student and related services that are necessary to allow the student to benefit from the specially designed instruction, or consists solely of related services that are necessary to allow the student to access the general curriculum, consistent with federal and state requirements.</p> <p>3. In developing the IEP, the Team proposes specially designed instruction and related services according to the needs of the child <u>and not</u> according to the availability of such instruction or related services.</p> <p>4. The IEP is completed addressing all elements of the most current IEP format provided by the Department of Education. Where applicable, the district includes in the IEP, or other notice to the parent, information regarding the implementation of any necessary restraint procedures for students as required under 603 CMR 46.00.</p> <p>5. If the Team members are unable to agree on the IEP, the Team chairperson states the elements of the IEP proposed by the school district.</p> <p>6. The school district ensures that each IEP Team has at least one person with authority to commit the resources of the district and that whatever services are set out in the IEP will actually be provided and that the IEP will not be changed at a higher administrative level within the district.</p> <p>7. The IEP is written in generally understandable language.</p> <p>8.</p> <table border="0" data-bbox="391 1312 1419 1459"> <tr> <td style="vertical-align: top;"><b>State Regulations</b></td> <td style="vertical-align: top;"><b>Federal Requirements</b></td> </tr> <tr> <td>28.05(3), (4), (6) and (7)</td> <td>300.340-300.350; 300.343(a)</td> </tr> <tr> <td>28.06(2)</td> <td>34 CFR Part 300, Appendix A, Question #22.</td> </tr> </table>			<b>State Regulations</b>	<b>Federal Requirements</b>	28.05(3), (4), (6) and (7)	300.340-300.350; 300.343(a)	28.06(2)	34 CFR Part 300, Appendix A, Question #22.
<b>State Regulations</b>	<b>Federal Requirements</b>								
28.05(3), (4), (6) and (7)	300.340-300.350; 300.343(a)								
28.06(2)	34 CFR Part 300, Appendix A, Question #22.								
	<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>						

**Department of Education Findings:**

*Student record review indicates that IEP goals written for middle school students are not always annual or measurable. Additionally, student record review and interviews indicate that IEPs for middle school students do not always contain specially- designed instruction, but rather consider accommodations to be specially designed instruction.*



CRITERION NUMBER			
	Legal Standard		
SE 18B	<p><b>Determination of placement; provision of IEP to parent</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>4. The placement selected by the Team is the least restrictive environment consistent with the needs of the student.</li> <li>5. Immediately following the development of the IEP, and within 45 school working days after receipt of the parent's written consent to an initial evaluation or reevaluation, the district provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice, except that the proposal of placement may be delayed according to the provisions of 603 CMR 28.06(2)(e) in a limited number of cases.</li> </ol> <p><b>State Regulations</b> 28.05(6) and (7)</p> <p><b>Federal Requirements</b> 300.346</p>		
	<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>

**Department of Education Findings:**

*Interviews indicate that some students' placements are changed on a trial basis without reconvening the Team and without parental consent. Additionally, student record review indicates that IEPs are not always provided to parents immediately following the Team meeting.*

CRITERION NUMBER			
	Legal Standard		
SE 19	<p><b>Extended evaluation</b></p> <p>If the Team finds a student eligible for special education and finds the evaluation information insufficient to develop a full or partial IEP, the Team, with the parents' consent, agrees to an extended evaluation period.</p> <ol style="list-style-type: none"> <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,</li> </ol>		

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>necessary annual goals and services, the Team writes a partial IEP that, if accepted by the parent, is immediately implemented by the district while the extended evaluation is occurring.</p> <ol style="list-style-type: none"> <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> <p><b>State Regulations</b> 28.05(2)(b)</p> <p style="text-align: right;"><b>Federal Requirements</b></p>
	<p><b>Rating: Implemented</b></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 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> <li>4. If a student's IEP necessitates special education services in a day or residential facility or an out-of-district educational collaborative program, the IEP Team considers whether the student requires special education services and support to promote the student's transition to placement in a less restrictive program.</li> </ol> <p><b>State Regulations</b> 28.06(2)(a); Chapter 71B, section 3</p> <p style="text-align: right;"><b>Federal Requirements</b> 34 CFR 300.130; 300.550-300.556</p>

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

<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 appropriate public education to the child.</li> <li>4. Specialized transportation schedules do not impede a student’s access to a full school day and program of instruction.</li> <li>5. An extended day or year program is identified if the student has demonstrated or is likely to demonstrate substantial regression in his or her learning skills and/or substantial difficulty in relearning such skills if an extended program is not provided.</li> <li>6. If residential services are required, the IEP clearly specifies the reasons for such determination and how such services will be coordinated with the day education services provided to the student. Additionally, the annual goals and services on the student’s IEP reflects the comprehensive nature of the educational program required.</li> <li>7. Camping or recreation programs provided solely for recreational purposes and with no corresponding IEP goals or specially designed instruction are not to be considered for extended year programs.</li> </ol> <table style="width: 100%; border: none; margin-top: 10px;"> <tr> <td style="width: 50%;"><b>State Regulations</b> 28.05(4) Chapter 69, section 1G</td> <td style="width: 50%; text-align: right;"><b>Federal Requirements</b> 300.309(b)</td> </tr> </table>	<b>State Regulations</b> 28.05(4) Chapter 69, section 1G	<b>Federal Requirements</b> 300.309(b)	
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<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>		

**Department of Education Findings:**

*Interviews indicate that for students who are in placements other than substantially separate programs, IEP Teams do not always consider whether the students are likely to demonstrate substantial regression and therefore are in need of an extended school year program.*

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>SE 22</b>	<p><b>IEP implementation and availability</b></p> <ol style="list-style-type: none"> <li>1. Where the IEP of the student in need of special education has been accepted in whole or in part by that student's parent, the school district provides the mutually agreed upon services without delay.</li> <li>2. At the beginning of each school year, the district has an IEP in effect for each eligible student within its jurisdiction.</li> <li>3. Each teacher and provider described in the IEP is informed of his or her specific responsibilities related to the implementation of the student's IEP.</li> <li>4. The school district does not delay implementation of the IEP due to lack of classroom space or personnel, provides as many of the services on the accepted IEP as possible and immediately informs parents in writing of any delayed services, reasons for delay, actions that the school district is taking to address the lack of space or personnel and offers alternative methods to meet the goals on the accepted IEP. Upon agreement of the parents, the school district implements alternative methods immediately until the lack of space or personnel issues are resolved.</li> </ol>		
	<b>State Regulations</b> 28.05(7)(b); 28.06(2)(b)(2)	<b>Federal Requirements</b> 300.342	
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

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

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION II. STUDENT IDENTIFICATION AND PLACEMENT</b>		
	<b>Legal Standard</b>		
<b>MOA 1</b>	<b>Identification of limited-English-proficient students</b> The district uses qualified staff and appropriate procedures and assessments to identify students who are limited-English-proficient and assess their level of English proficiency.  Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a),(b); EEOA: 20 U.S.C. 1703(f); 603 CMR 14.02; M.G.L c. 76, s. 5; 603 CMR 26.03		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>MOA 2</b>	<b>Program modifications and support services for limited-English-proficient students</b> The district implements necessary program modifications and support services to serve effectively limited-English-proficient students who need special language assistance. Such program modifications and support services: <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. are demonstrably useful in assisting students receiving such program modifications and services to gain English language proficiency.</li> </ol> Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a),(b); EEOA: 20 U.S.C. 1703(f); M.G.L. c. 71, s. 38Q1/2; 603 CMR 28.03(3)(a); M.G.L. c. 71A, ss. 2(e), 4; 603 CMR 14.04; M.G.L. c. 76, s. 5; 603 CMR 26.03		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>MOA 3</b>	<b>Access to a full range of education programs</b>		

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>Students from linguistic, racial, and ethnic minorities; males; females; homeless students; 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 VI: 42 U.S.C. 2000d; 34 CFR 100.3(a),(b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.34, 106.35; Section 504: 29 U.S.C. 794; 34 CFR 104.4; Title II: 42 U.S.C. 12132; 28 CFR 35.130; IDEA: 34 CFR 300.305; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Secs. 721, 722(g)(4); Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.03</p>
	<p><b>Rating: Partially Implemented</b>                      <b>DISTRICT RESPONSE REQUIRED:</b>                      <b>Yes</b></p>

**Department of Education Findings:**

*Documentation and interviews indicate that limited English proficient students do not have access to the district's programs at the Tudor Hill Alternative School.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 4</b>	<p><b>Placement of disabled, linguistic and racial minority, homeless, and female/male students</b></p> <p>Patterns of placement in district programs and services for disabled students, linguistic and racial minority students, homeless students, and females are consistent with patterns of placement for non-disabled students, linguistic and racial majority students, nonhomeless 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: 42 U.S.C. 2000d; 34 CFR 100.3(a),(b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.34, 106.35, 106.36; Section 504: 29 U.S.C. 794; 34 CFR 104.4; Title II: 42 U.S.C. 12132; 28 CFR 35.130; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Secs. 721, 722(g)(4); Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 71B, s. 6; c. 76, s. 5; 603 CMR 26.03</p>
	<p><b>Rating: Partially Implemented</b>                      <b>DISTRICT RESPONSE REQUIRED:</b>                      <b>Yes</b></p>

**Department of Education Findings:**

*See MOA 3, above.*



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	NCLB: Title X, Part C, Sec. 722(g)(1)(J)(iii)
	<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 6</b>	<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.  Title IX: 20 U.S.C. 1681; 34 CFR 106.40(b)
	<b>Rating: Commendable</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

**Department of Education Findings:**

*Documentation and interviews indicate that the district makes every effort to encourage pregnant students to remain in regular education classes and participate in extracurricular activities with non-pregnant students. Additionally, the district has developed a program, “Choices through Education” which allows pregnant students and new parents to earn a Chelsea High School diploma. Childcare is provided at the “Choice through Education” program and students are encouraged to take as many mainstream classes at Chelsea High School as they are able.*

<b>CRITERION NUMBER</b>	<b>TITLE 1 II. STUDENT IDENTIFICATION AND PLACEMENT</b>
	<b>Legal Standard</b>
<b>TI 19</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 student academic performance and assessment standards required of all students.  1115 (b)(1)(B) NCLB



<b>CRITERION NUMBER</b>	<b>TITLE 1 II. STUDENT IDENTIFICATION AND PLACEMENT</b>		
	<b>Legal Standard</b>		
	<b>Rating: Not applicable</b>	<b>District Response Required:</b>	<b>No</b>

**Department of Education Findings:**

*All schools in the Chelsea school district are schoolwide and student identification is not required.*

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>TI 20</b>	<p>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.</p> <p>1115(b)(2)(A) NCLB</p>		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

### 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 21-23)
- 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:**

*Student record review indicates that notices provided by the district (N1 and N2 forms) do not always contain the required content. Additionally, student record review indicates that parents are not always informed regarding the evaluators to be used.*

CRITERION NUMBER	SPECIAL EDUCATION III. PARENTAL INVOLVEMENT	
	Legal Standard	
SE 25	<p><b>Parental consent</b></p> <p>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</li> </ol>	

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
	<p>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.</p> <ol style="list-style-type: none"> <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 style="text-align: center;"><b>State Regulations</b> 28.07(1)</p> <p style="text-align: center;"><b>Federal Requirements</b> 300.500(b)(1)</p>		
	<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>

**Department of Education Findings:**

*See SE 18B in Component II, above.*

CRITERION NUMBER			
	Legal Standard		
SE 26	<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><b>Federal Requirements</b> 300.345(d), 300.501</p>		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

CRITERION NUMBER			
	Legal Standard		
SE 27	<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><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 28</b>	<p><b>Parent provided the IEP or notice of no eligibility together with notification of procedural safeguards and parents' rights</b>  Immediately following the development of the IEP and without undue delay, the district provides the parents with a copy of the proposed IEP or a written explanation of the finding of no eligibility for special education together with the required notice of procedural safeguards and parents' rights.</p>		
	<p><b>State Regulations</b> 28.05(7)</p>	<p><b>Federal Requirements</b> 300.345(f)</p>	
	<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>

**Department of Education Findings:**  
See SE 18B in Component II, above.

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

**Department of Education Findings:**

*Interviews and student record review indicate that this criterion is inconsistently implemented across the district. The onsite team saw excellent effort, in some cases, to include parents in Team meetings. For example, some parents are offered meetings with bilingual Team Chairpersons or other bilingual staff members prior to and/or after the full Team meeting. In some cases, the district makes extraordinary efforts to individualize communications based on the needs of the family. However, in other cases, only some special education documents were translated within a given student record. Furthermore, interviews indicate that the district is not documenting communications with illiterate parents and that elementary and middle school interpreters are not always familiar with special education policies and procedures.*

<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> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><b>State Regulations</b> MGL c. 71B, Sec. 3</td> <td style="width: 50%; border: none;"><b>Federal Requirements</b> 300.503-504</td> </tr> </table>	<b>State Regulations</b> MGL c. 71B, Sec. 3	<b>Federal Requirements</b> 300.503-504	
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<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</li> </ol>

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
	surrogate parent for a student enrolled in the district.			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><b>State Regulations</b> 28.07(7)</td> <td style="width: 50%; border: none;"><b>Federal Requirements</b> 300.515</td> </tr> </table>	<b>State Regulations</b> 28.07(7)	<b>Federal Requirements</b> 300.515	
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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 32</b>	<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; margin-top: 10px;"> <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. 3; 28.07(4)</td> <td style="border: none;"></td> </tr> </table>	<b>STATE REGULATIONS</b>	<b>FEDERAL REQUIREMENTS</b>	Chapter 71B, sec. 3; 28.07(4)	
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<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>			



CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION III. PARENTAL INVOLVEMENT
	<b>Legal Standard</b>
<b>MOA 7</b>	<p><b>Information to be translated into languages other than English</b>  When students have parents or guardians with limited English language skills, general announcements and notices of extracurricular activities and other opportunities are distributed to them in the primary language of the home. When persons with limited English language skills reside in the community, school recruitment and promotional materials are disseminated to them in their primary language(s).</p> <p>Title VI; EEOA: 20 U.S.C. 1703(f); M.G.L. c. 76, s. 5; 603 CMR 26.02(2)</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 21</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 district’s written parental involvement policy is developed and annually reevaluated with, agreed upon, and distributed to parents of participating children. 1118(a)(2)</li> <li>3. The district provides coordination, technical assistance, and other resources to assist schools in planning and implementing effective parental involvement activities to improve student achievement and school performance. 1118(e)(2) NCLB</li> <li>4. The district builds schools’ and parents’ capacity for strong parental involvement.</li> <li>5. Title I parental involvement services are integrated with other programs’ parental involvement strategies at the school and district level.</li> <li>6. The district conducts, with involvement of parents, annual evaluation of the content and effectiveness of the parental involvement policy in improving student achievement and parental involvement and uses the evaluation results. 1118(a)(2)(A) – (G)</li> <li>7. The district has a system for schools to provide parents with “right to know” information: <ol style="list-style-type: none"> <li>a. Status of school identified for school improvement</li> <li>b. Notice of teacher qualifications and right of parent to inquire</li> <li>c. Notice, if applicable, that students are taught by non- highly qualified teachers for more than four weeks.</li> </ol> </li> </ol>

<b>CRITERION NUMBER</b>	<b>TITLE 1 III. PARENTAL AND COMMUNITY INVOLVEMENT</b>		
	<b>Legal Standard</b>		
	1118(d)(3)(B)		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Education Findings:**

*Opportunities are not provided to all parents to be involved in the planning of the services funded by Title I. 1118 (a)(1)*

*The district's written parental involvement policies are not reevaluated on an annual basis 1118(a)(2)*

*The district does not involve parents in the annual evaluation process of the content and effectiveness of the services provided to them 1118(a)(2)(A)-(G)*

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>TI 22</b>	The district and schools provide 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</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>

**Department of Education Findings:**

*Not all parents are involved in training activities that will enable them to improve their children's achievement.*

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>TI 23</b>	<u>School Requirements:</u> 1. The school has a written parent involvement policy that 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 format. To the extent practicable, this information is provided in the language of the home. 1118(b)(1) NCLB		

CRITERION NUMBER			
<b>Legal Standard</b>			
	<p>3. The school implements the following parent requirements:</p> <ul style="list-style-type: none"> <li>a. Convenes an annual informational meeting at a time convenient for parents;</li> <li>b. Provides parents with opportunities for regular meetings regarding the education of their children; and offers a flexible number of meetings (e.g., in the early morning or in the evening, etc.);</li> <li>c. Involves parents in an organized, ongoing, timely way in the planning, review, and improvement of school parental involvement policy and schoolwide programs;</li> <li>d. Provides parents with timely information about Title I programs, descriptions, and an explanation of the Title I curriculum and assessment procedures; and</li> <li>e. 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>		
	<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>

**Department of Education Findings:**

*Not all parents had the opportunity to be involved in the development of the written parent involvement policies 1118(b)(1)NCLB*

CRITERION NUMBER	<b>SAFE AND DRUG FREE SCHOOLS III. PARENTAL INVOLVEMENT</b>		
<b>Legal Standard</b>			
<b>SDF 1</b>	<p>The Safe and Drug Free Schools program develops its application through timely and meaningful consultation with community agencies, parents, students and representatives from the schools and prevention community.</p> <p>[Title IV Sec. 4115 (b) (2) (E)]</p>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Education Findings:**

*Interviews and documentation did not provide evidence that the school district developed its FY '03 Safe and Drug Free Schools program application through any active dialogue or meaningful*

*consultation by most of the groups listed in this standard. Although there was consultation, it was not regarding the development of the application.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SDF 2</b>	The local education agency coordinates such agency’s programs and projects with community-wide efforts to achieve SEA’s goals for drug and violence prevention.  [NCLB Title IV Sec. 4114 (c) (1) (B)]
	<b>Rating: Partially Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>Yes</b>

**Department of Education Findings:**

*There are strong community wide efforts to address violence and substance prevention and intervention. In fact, agencies inform the school of their efforts and receive referrals from the school. These agencies include, but are not limited to: ROCA, Inc., Chelsea Collaboration on Youth Violence spearheaded through ROCA, Inc., Weed and Seed gang violence prevention, Champion Youth program; Bay Cove Alcohol and Substance Abuse Program, the Boys and Girls Club, the School Based Health Center, etc. However, there is no one person with whom the information is kept or coordinated. There are also ongoing collaborative meetings where information is shared by the schools and agencies, (i.e. the Juvenile Justice round table for administration, police, district attorney, MA DSS and DYS, and a separate meeting for the Director of Outreach Services, Administrators.)*

*Documentation and interviews indicate however, that there was no formal structure or process established to coordinate those efforts with the district’s prevention education plan. It was unclear through the interviews and documentation that the information provided through consultation was used in any meaningful way to direct, inform, or refine the district’s goals for violence prevention education or substance prevention education.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SDF 2A</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. [Title IV Sec. 4114 (c) (1) (B)]
	<b>Rating: Partially Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>Yes</b>

**Department of Education Findings:**

*Again, there are several programs/projects in the community and through the school (SAMHSA, SBHC, Outreach Services (including Crisis Intervention), and after school programs. However, documentation and interviews indicate that these were not coordinated in a meaningful way to support a comprehensive district-wide violence and substance prevention education plan. There was*

*no systematic organizational process to coordinate the SDFSCA grant program with the other programs.*

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

**Department of Education Findings:**

*Documentation and interviews indicate that there was a great deal of effort aimed at garnering parental involvement at the elementary level. Parents were informed about specific implementation of programs (i.e. Second Step), workshops were provided for parents and parents participated in a yearly survey on safety concerns for students. There was a great deal of outreach to families of “at risk students” and English language learners at every grade level. This effort engaged and supported parents around issues of intervention and/or referrals for prevention community services, rather than prevention education for substance and violence.*

*Documentation and interviews also indicate that most parents were not aware of the goals and objectives of the local Safe and Drug Free Schools and Community Act program and did not receive progress or status reports regarding program outcomes and accomplishments of the program.*

#### COMPONENT IV: CURRICULUM AND INSTRUCTION

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

- Special Education (Report Issues # SE 33-42)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 8-9)
  - Title I (Report Issues # TI 24-28)
- Safe and Drug Free Schools (Report Issue # SDF 4)

CRITERION NUMBER	SPECIAL EDUCATION IV. CURRICULUM AND INSTRUCTION		
	<b>Legal Standard</b>		
SE 33	<p><b>Involvement in the general curriculum</b></p> <ol style="list-style-type: none"> <li>1. District personnel reflect a full understanding of the connection between the Massachusetts Curriculum Frameworks and the expectations of the state for student performance as well as the rights of students with disabilities to be full participants in the general curriculum.</li> <li>2. The district has either aligned its district curriculum with the Frameworks or has taken steps to provide students (including all students with disabilities) with essential learning opportunities that prepare the students to reach the state graduation standards.</li> <li>3. At least one member of all IEP Teams is familiar with the general curriculum and is able to discuss an eligible student's appropriate access to the general curriculum.</li> <li>4. In the IEP the district documents the student's participation in the general curriculum.</li> </ol> <p>State Regulations 28.05(4)(a) and (b)</p> <p>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		
	<b>Legal Standard</b>		
SE 34	<p><b>Continuum of alternative services and placements</b></p> <p>The district provides or arranges for the provision of each of the elements of the IEPs of students in need of special education from the ages of three through twenty-one, ensuring that a continuum of services and alternative placements is available to meet the needs of all students with disabilities, and takes all steps necessary to ensure compliance with all elements of the IEPs, including vocational education.</p> <p>State Regulations</p> <p>Federal Requirements 300.551;300.305; 300.123</p>		
	<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>

**Department of Education Findings:**

*Interviews indicate a need for more vocational education opportunities at the high school level and the need for more in-district programs at all levels for students with emotional disabilities and behavioral issues.*

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: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>

**Department of Education Findings:**

*Interviews indicate that assistive technology is not considered for each eligible student. Interviews also indicate that district staff and administration are aware of this issue and are taking steps to ensure that IEP Teams consider specialized materials and assistive technology for each eligible student.*

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 Requirements 300.142; 300.350</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>Legal Standard</b>
<b>SE 37</b>	<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</li> </ol>

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

<b>CRITERION NUMBER</b>					
	<b>Legal Standard</b>				
	<p>program prices.</p> <p>f. <u>Out of state programs</u>: If out-of-district programs are provided in a placement outside of Massachusetts, and such school has not received approval by the Department under 603 CMR 28.09, the Administrator of Special Education ensures that such school has received approval from the host state.</p>				
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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 38</b>	<p><b>Educational services in institutional settings (ESIS)</b>  <u>Department of Education responsibility</u>: In cases where the Department provides certain special education services to eligible students in certain facilities operated by or under contract with the Department of Mental Health, the Department of Youth Services, County Houses of Corrections, or the Department of Public Health, the Department retains the discretion to determine, based upon resources, the type and amount of special education and related services that it provides in such facilities.  <u>School district responsibility</u>:</p> <ol style="list-style-type: none"> <li>1. The district implements its responsibilities to students in institutional settings by acting on requests for evaluation, issuing proposed IEPs in a timely manner, and providing special education and/or related services in accordance with state and federal law.</li> <li>2. Where a student's IEP requires a type or amount of service that the facility does not provide, it remains the responsibility of the parent's school district to implement the student's IEP by arranging and paying for the provision of such service(s).</li> <li>3. The parent's school district coordinates with the state agency to ensure that the student receives an evaluation, an annual review, and special education services as identified at a Team meeting convened by the parent's school district.</li> </ol>				
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<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>			

CRITERION NUMBER	
	<b>Legal Standard</b>
SE 39	<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> <li>5. An expedited special education evaluation, which is limited to a child's physician statement unless there is a clear indication of the need or unless the parents request additional evaluation, is conducted and service provided to eligible students by the district within 15 calendar days of the school district's receipt of the child's physician statement.</li> </ol> <p style="text-align: center;"><b>State Regulations</b> <span style="float: right;"><b>Federal Requirements</b></span></p>

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
	28.03(1)(e); Chapter 71B, section 2      34 CFR 300.450-300.462			
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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 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> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Regulations</b></td> <td style="width: 50%; text-align: center;"><b>Federal Requirements</b></td> </tr> <tr> <td>28.06(6)</td> <td></td> </tr> </table>	<b>State Regulations</b>	<b>Federal Requirements</b>	28.06(6)	
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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 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> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Regulations</b> 28.06(6)(f)</td> <td style="width: 50%;"><b>Federal Requirements</b></td> </tr> </table>	<b>State Regulations</b> 28.06(6)(f)	<b>Federal Requirements</b>	
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<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>		

**Department of Education Findings:**

*Documentation indicates that the following Chelsea High School Learning Center classes exceed the forty-eight month age span: pre-algebra, algebra I, geometry, world history, and environmental science. Additionally, documentation indicates that the following Chelsea High School Basic Skills classes exceed the forty-eight month age span: social studies, English, science and math. The district did not provide any documentation that it has applied for an age span waiver for these instructional groupings.*

<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</li> </ol>

CRITERION NUMBER			
	Legal Standard		
	<p>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.</p> <p>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.</p> <p>4. Where appropriate the Team allows a child to remain in a program designed for three and four year old children for the duration of the school year in which the child turns five years old (including the summer following the date of the child's fifth birthday).</p> <p><u>Types of Settings:</u></p> <p>6. <u>Inclusionary programs</u> for young children are located in a setting that includes children with and without disabilities and meet the following standards:</p> <ul style="list-style-type: none"> <li>a. Services in such programs are provided in the home, the public school, Head Start, or a licensed childcare setting.</li> <li>b. For public school programs that integrate children with and without disabilities, the class size does not exceed twenty (20) with one teacher and one aide and no more than five (5) students with disabilities. If the number of students with disabilities is six (6) or seven (7) then the class size does not exceed fifteen (15) students with one teacher and one aide.</li> </ul> <p>7. <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: Partially Implemented</b></p>	<p><b>DISTRICT RESPONSE REQUIRED:</b></p>	<p><b>Yes</b></p>

**Department of Education Findings:**  
*See SE 17 in Component II, above.*

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION IV. CURRICULUM AND INSTRUCTION
	<b>Legal Standard</b>
<b>MOA 8</b>	<p><b>Accessibility of extracurricular activities</b>            Extracurricular activities sponsored by the district are nondiscriminatory in that:</p> <ol style="list-style-type: none"> <li>1. the school provides equal opportunity for all 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, disability, or homelessness.</li> </ol> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.41; Section 504: 29 U.S.C. 794; 34 CFR 104.4, 104.37(a), (c); Title II: 42 U.S.C. 12132; 28 CFR 35.130; NCLB: Title X, Part C, Sec. 721; Mass. Const. amend. art 114; M.G.L. c. 76, s. 5; 603 CMR 26.06</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>MOA 9</b>	<p><b>Hiring and employment practices of prospective employers of students</b></p> <ol style="list-style-type: none"> <li>1. The district requires employers recruiting at the school to sign a statement that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices.</li> <li>2. Prospective employers to whom this criterion applies include those participating in career days and work-study and apprenticeship training programs, as well as those offering cooperative work experience.</li> </ol> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(b)(1),(2); Title IX: 20 U.S.C. 1681; 34 CFR 106.38; Section 504: 29 U.S.C. 794; 34 CFR 104.4(b)(1)(v), 104.37(a); Title II: 42 U.S.C. 12132; 28 CFR 35.130(b)(1)(v); M.G.L. c. 76, s. 5; 603 CMR 26.07(5)</p>
	<p><b>Rating: Not Applicable</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span></p>

**Department of Education Findings:**

*Interviews indicate that the district does not have any employers recruiting in the school district.*



<b>CRITERION NUMBER</b>	<b>TITLE 1 IV. CURRICULUM AND INSTRUCTION</b>		
	<b>Legal Standard</b>		
<b>TI 24 - 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>a. give primary consideration to extended learning time;</li> <li>b. help provide an accelerated, high quality curriculum; and</li> <li>c. minimize the removal of students from the classroom during regular hours.</li> </ul> <p>1115(c)(1)(C) NCLB</p>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

<b>CRITERION NUMBER</b>	<b>Legal Standard</b>		
<b>TI 25 – TAS/SWP</b>	<p>The school district provides opportunities for students receiving Title I services to participate in extended day/week/year programs and activities that the district offers.</p> <p>1114(b)(1)(B)(ii)(II); 1115(c)(1)(C)(i) NCLB</p>		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

<b>CRITERION NUMBER</b>	<b>Legal Standard</b>		
<b>TI 26 - SWP</b>	<p>A comprehensive Schoolwide Program (SWP) plan has been developed with the involvement of the community, those served by the program, and the individuals who will implement the plan, including:</p> <ul style="list-style-type: none"> <li>a. teachers, principals, and other staff, and where appropriate,</li> <li>b. pupil services personnel,</li> <li>c. parents, and</li> <li>d. secondary school students, if applicable.</li> </ul> <p>1114(b)(2)(B)(ii) NCLB</p>		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 27 - SWP</b>	The SWP plan includes a comprehensive needs assessment of the entire school that is based upon information on the performance of students in relation to the state academic content standards.  1114(b)(1)(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 28- SWP</b>	In providing technical assistance and support to schoolwide programs, the district ensures that the programs and plans contain all ten required schoolwide components, and are designed to ensure that each school will make Adequate Yearly Progress (AYP).  1112(c)(1)(C); 1114(b)(1) and (2) NCLB
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: Yes</b></span>

**Department of Education Findings:**

*Not all required components of the schoolwide improvement plan are adequately addressed to ensure the effective implementation of services that address the needs identified in the needs assessment.*

<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 No Child Left Behind (NCLB): <ul style="list-style-type: none"> <li>• Title I (helping disadvantaged children meet high standards);</li> <li>• Title II (professional development);</li> <li>• Title IV B 21<sup>st</sup> Century Learning Center programs</li> <li>• Title V (innovative education program strategies);</li> </ul> [Title IV Sec. 4114 (d) (2) (A)]		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

**Department of Education Findings:**

*The district participated in a consolidated application for No Child Left Behind. In so doing, there was an attempt to integrate the SDFSCA activities with the other titles. Interviews indicate that the district intends to increase the integration of these activities with the other federal entitlement programs this year.*

## 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 29)

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

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</li> </ol>		

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>services for the student to continue to receive a free and appropriate public education.</p> <p>5. The school provides additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year.</p> <p><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>
	<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 46</b>	<p><b>Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district</b></p> <ol style="list-style-type: none"> <li>1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.</li> <li>2. Prior to a suspension that constitutes a change in placement of a student with disabilities, the Team convenes <ol style="list-style-type: none"> <li>a. to develop or review a functional behavioral assessment of the student’s behavior to modify a behavior intervention plan or develop an assessment plan;</li> <li>b. to identify appropriate alternative educational setting(s); and</li> <li>c. to determine the relationship between the disability and the behavior - “a manifestation decision” (Is IEP appropriate? Is placement appropriate? If there was a behavior plan, was it implemented? Does student understand impact and consequences of his/her behavior? Can student control behavior?).</li> </ol> </li> <li>3. If the Team determines that the behavior is <u>NOT</u> a manifestation of the disability, then the district may suspend or expel the student consistent with policies applied to any student without disabilities, except that the district must still offer an appropriate education program to the student with disabilities who may be in some other setting.</li> <li>4. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 days <ol style="list-style-type: none"> <li>a. if the behavior involves weapons or illegal drugs or another controlled substance while at school or a school function; or</li> </ol> </li> </ol>



<b>CRITERION NUMBER</b>					
	<b>Legal Standard</b>				
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<b>CRITERION NUMBER</b>					
	<b>Legal Standard</b>				
<b>SE 48</b>	<p><b>FAPE (Free, appropriate, public education): Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education</b></p> <p>All students receiving special education, regardless of placement, shall have an equal opportunity to participate in and, if appropriate, receive credit for the vocational, supportive, or remedial services that may be available as part of the general education program as well as the non-academic and extracurricular programs of the school.</p> <p>Programs, services and activities include, but are not limited to:</p> <ol style="list-style-type: none"> <li>1. art and music</li> <li style="background-color: #90EE90;">2. vocational education, industrial arts, and consumer and homemaking education</li> <li>3. work study and employment opportunities</li> <li>4. counseling services available at all levels in the district</li> <li>5. health services</li> <li>6. transportation</li> <li>7. recess and physical education, including adapted physical education</li> <li>8. athletics and recreational activities</li> <li>9. school-sponsored groups or clubs</li> <li>10. meals</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></td> </tr> <tr> <td>28.06(5)</td> <td>300.121; 300.300-313</td> </tr> </table>	<b>State Regulations</b>	<b>Federal Requirements</b>	28.06(5)	300.121; 300.300-313
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<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>			

**Department of Education Findings:**

*Observations and interviews indicate that students in the substantially separate classroom at Hooks Elementary School are not receiving art, music, lunch or physical education with their general education peers. Observations and interviews also indicate that students in the social communication class at the early learning center are not integrated with their general education peers for any activities. Furthermore, observations and interviews indicate that students in the functional skills class at Williams Middle School do not receive homeroom and have art, music, lunch and physical education only with limited English proficient peers.*



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

**Department of Education Findings:**

*Student record review and interviews indicate that psychological services are not always written into the IEP when an IEP Team finds that the student requires psychological services to benefit from special education or to access the general curriculum.*

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



CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION V. STUDENT SUPPORT SERVICES		
	<b>Legal Standard</b>		
	a) a nondiscrimination policy that is consistent with M.G.L. c. 76, s. 5, and affirms the school's non-tolerance for harassment or discrimination, including that based on race, color, national origin, sex, religion, or sexual orientation; b) the school's procedure for accepting, investigating and resolving complaints alleging discrimination or harassment; and c) the disciplinary measures that the school may impose if it determines that harassment or discrimination has occurred.  Section 504; M.G.L. c. 71, s. 37H; 603 CMR 26.08		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Education Findings:**

*Documentation indicates the procedures for accepting, investigating and resolving complaints of harassment and discrimination, published in the high school handbook, deal only with sexual harassment and not other types of harassment or discrimination. Furthermore, the high school handbook only contains disciplinary measures for sexual harassment and not other types of harassment or discrimination. Similarly, the middle school handbook procedures only deal with sexual harassment and only cover accepting complaints.*

CRITERION NUMBER	Legal Standard		
<b>MOA 11A</b>	<b>Designation of liaison/coordinator(s); grievance procedures</b> 1. The district has designated one or more staff persons to serve as liaison for homeless students and to serve as coordinator for compliance with its responsibilities under Title IX, Section 504, and (if it employs 50 or more persons) Title II. 2. The district has adopted and published grievance procedures for students and for employees providing for prompt and equitable resolution of complaints alleging discrimination based on sex or disability.  Title IX: 20 U.S.C. 1681; 34 CFR 106.8; Section 504: 29 U.S.C. 794; 34 CFR 104.7; Title II: 42 U.S.C. 12132; 28 CFR 35.107; NCLB: Title X, Part C, Sec. 722(g)(1)(J)(ii)		
	<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>

**Department of Education Findings:**

*Documentation indicates that the district has a grievance procedure for complaints alleging discrimination on the basis of sex, but not on the basis of disability. Furthermore, a Title II Coordinator was not identified.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 12A</b>	<p><b>Annual and continuous notification concerning nondiscrimination and coordinators</b></p> <ol style="list-style-type: none"> <li>1. If the district offers vocational education programs, it advises students, parents, employees and the general public before the beginning of each school year that all vocational opportunities will be offered regardless of race, color, national origin, sex or disability. The notice includes a brief summary of program offerings and admission criteria and the name(s), office address(es), and phone number(s) of the person(s) designated under MOA 11A to coordinate compliance under Title IX and Section 504.</li> <li>2. In all cases, the district takes continuing steps to notify applicants, students, parents, and employees (including those with impaired vision or hearing), as well as unions or professional organizations holding collective bargaining or professional agreements with the district, that it does not discriminate on the basis of race, color, national origin, sex, or disability. This notice, also, includes the name(s), office address(es), and phone number(s) of the person(s) designated under MOA 11A to coordinate compliance under Title IX and Section 504.</li> <li>3. Written materials and other media used to publicize a school include a notice that the school does not discriminate on the basis of race, color, national origin, sex, disability, religion, or sexual orientation.</li> </ol> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.6(d); Title IX: 20 U.S.C. 1681; 34 CFR 106.8(a), 106.9; Section 504: 29 U.S.C. 794; 34 CFR 104.8; M.G.L. c. 76, s. 5; 603 CMR 26.02(2)</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 13</b>	<p><b>Availability of information and counseling on general curricular and occupational/vocational opportunities</b></p> <p>Students from linguistic, racial, and ethnic minorities; males; females; homeless students; and students with disabilities all receive, in grades 7-12, the same information and counseling as other students on the full range of general curricular and any occupational/vocational opportunities available to them.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.36; Section 504: 29 U.S.C. 794; 34 CFR 104.4, 104.37(b); Title II: 42 U.S.C. 12132; 28 CFR 35.130; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 721; Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	CMR 26.03
	<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 14</b>	<p><b>Counseling and counseling materials free from bias and stereotypes</b>  To ensure that counseling and counseling materials are free from bias and stereotypes on the basis of race, color, sex, religion, national origin, sexual orientation, disability, and homelessness, all counselors:</p> <ol style="list-style-type: none"> <li>1. encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills;</li> <li>2. examine testing materials for bias and counteract any found bias when administering tests and interpreting test results;</li> <li>3. communicate effectively with limited-English-proficient and disabled students and facilitate their access to all programs and services offered by the district;</li> <li>4. provide limited-English-proficient students with the opportunity to receive counseling in their primary language;</li> <li>5. support students in educational and occupational pursuits that are nontraditional for their gender.</li> </ol> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.36; Section 504: 29 U.S.C. 794; 34 CFR 104.4, 104.37; Title II: 42 U.S.C. 12132; 28 CFR 35.130, 35.160; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 721; Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.04, 26.07(8)</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>MOA 15</b>	<p><b>Non-discriminatory administration of scholarships, prizes and awards</b>  Scholarships, prizes and awards sponsored or administered by the district are free of</p>

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
	<p>restrictions based upon race, color, sex, religion, national origin, sexual orientation or disability.</p> <p>Schools may post or print information regarding private restricted scholarships as long as no preferential treatment is given to any particular scholarship offered and as long as the school does not endorse or recommend any such scholarship nor advise or suggest to a particular student that he or she apply for such a scholarship.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3; Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.37; Section 504: 29 U.S.C. 794; 34 CFR 104.4(b)(1)(v); Title II: 42 U.S.C. 12132; 28 CFR 35.130(b)(1)(v); Mass. Const. amend. art. 114; M.G.L. c. 76, s. 5; 603 CMR 26.07(7)</p>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Rating: Implemented</b></td> <td style="width: 20%; text-align: center;"><b>DISTRICT RESPONSE REQUIRED:</b></td> <td style="width: 30%; 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>Legal Standard</b>			
<b>MOA 16</b>	<p><b>Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion</b></p> <p>1. Within ten days from a student’s fifteenth consecutive unexcused absence, the school provides written notice to students age 16 or over and their parents or guardians. The notice is in English and the family’s native language and states that the student and the parent or guardian may meet with a representative of the district within ten days from the date the notice was sent. At the request of the parent or guardian, the district may consent to an extension of the time for the meeting of not longer than fourteen days.</p> <p>2. At the meeting the participants discuss the reasons that the student is leaving school and alternative educational or other placements. The student and parent or guardian are told that attendance is voluntary after the student turns 16 but are also informed of the student’s right to return to school.</p> <p>M.G.L. c. 76, ss. 5, 18; St. 1965, c. 741</p>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Rating: Commendable</b></td> <td style="width: 20%; text-align: center;"><b>DISTRICT RESPONSE REQUIRED:</b></td> <td style="width: 30%; text-align: right;"><b>No</b></td> </tr> </table>	<b>Rating: Commendable</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>
<b>Rating: Commendable</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>		

**Department of Education Findings:**

*Documentation and interviews indicate that prior to the district issuing written notice pursuant to this requirement, the superintendent requires that principals provide extensive documentation of outreach to students and parents to encourage students to remain in school. Outreach often includes home visits by school personnel. When the letter is mailed to students and their families, the district offers*

*them a personal meeting with the superintendent of schools. As long as the superintendent's office is contacted within ten days, the student is not withdrawn from school. Students are informed of all program options and welcomed back to school at any time if they chose to withdraw.*

<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. Such training occurs within the first month of each school year and, for employees hired after the school year begins, within a month of their employment.</li> <li>2. The district administers physical restraint on students only when needed to protect a student and/or a member of the school community from imminent, serious, physical harm. The district implements restraint procedures consistent with Department of Education regulations in order to prevent or minimize any harm to the student as a result of the use of physical restraint.</li> <li>3. The district has developed written procedures regarding appropriate responses to student behavior that may require immediate intervention. Such procedures are annually reviewed and provided to school staff and made available to parents of enrolled students.</li> <li>4. The district has developed and implemented reporting requirements and procedures for administrators, parents and the Department of Education consistent with the regulations.</li> <li>5. The district has developed and implemented any applicable individual waiver procedures consistent with the regulations.</li> </ol> <p>M.G.L. c. 71, s. 37G; 603 CMR 46.00</p>		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

<b>CRITERION NUMBER</b>	<b>TITLE 1 V. STUDENT SUPPORT SERVICES</b>		
	<b>Legal Standard</b>		
<b>TI 29</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. A contract exists between the district and the N or D facility, if applicable.</li> </ol>		

<b>CRITERION NUMBER</b>	<b>TITLE 1 V. STUDENT SUPPORT SERVICES</b>
	<b>Legal Standard</b>
	1120 NCLB
	<b>Rating: Implemented</b> <b>District Response Required: No</b>



## COMPONENT VI: FACULTY, STAFF AND ADMINISTRATION

The criteria in this component examine whether the district has licensed 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. Finally, this component examines whether the district's personnel procedures are non-discriminatory and aimed at recruiting employees from all groups.

:

- Special Education (Report Issues # SE 50-54)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 18A-21)
  - Title I (Report Issues # TI 30-31)

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



<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
	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.			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Regulations</b> 28.02(3)</td> <td style="width: 50%;"><b>Federal Requirements</b> 300.23; 300.24; 300.136</td> </tr> </table>	<b>State Regulations</b> 28.02(3)	<b>Federal Requirements</b> 300.23; 300.24; 300.136	
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	<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>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>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Regulations</b></td> <td style="width: 50%;"><b>Federal Requirements</b> 300.136(f)</td> </tr> </table>	<b>State Regulations</b>	<b>Federal Requirements</b> 300.136(f)	
<b>State Regulations</b>	<b>Federal Requirements</b> 300.136(f)			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Rating: Partially Implemented</b></td> <td style="width: 25%;"><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:**

*Interviews and documentation indicate that paraprofessionals and assistants are not always appropriately trained to assist in providing special education or related services.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 54</b>	<b>Professional development regarding special education</b>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
	<p>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:</p> <p>2) state and federal special education requirements and related local special education policies and procedures;</p> <p>3) confidentiality of student records;</p> <p>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;</p> <p>5) methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning needs of all students in the regular classroom;</p> <p>6) training in the provision of pre-referral services within regular education, teacher mentoring and collaboration and parental involvement;</p> <p>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</p> <p>8) in cooperation with the special education parent advisory council, at least one workshop annually within the district on the rights of students and their parents and guardians under the state and federal special education laws and makes written materials explaining such rights available upon request.</p> <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: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION VI. FACULTY, STAFF AND ADMINISTRATION</b>		
	<b>Legal Standard</b>		
<b>MOA 18A</b>	<p><b>School district employment practices</b> District employment practices in general are free from discrimination on the basis of race, color, national origin, sex, or disability. In particular, the district's faculty salary scales are based on the conditions and responsibilities of employment without regard to race, color, national origin, sex, or disability, and the district's employee recruitment is aimed at reaching all groups, including members of linguistic, ethnic, and racial minorities, females and males, and persons with disabilities.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(c); EEOA: 20 U.S.C. 1703(d); Title IX: 20</p>		

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION VI. FACULTY, STAFF AND ADMINISTRATION</b>		
	<b>Legal Standard</b>		
	U.S.C. 1681; 34 CFR 106.51-106.61; Section 504: 29 U.S.C. 794; 34 CFR 104.11-104.14; Title II: 42 U.S.C. 12132; 28 CFR 35.140; Mass. Const. amend. art 114		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>MOA 19</b> Reserved			

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>MOA 20</b> Reserved			

<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 students' 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: 42 U.S.C. 2000d; 34 CFR 100.3; EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31-106.42; M.G.L. c. 76, s. 5; 603 CMR 26.00, esp. 26.07(2), (3)</p>		
	<b>Rating: Partially Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>Yes</b>

**Department of Education Findings:**

*Interviews and documentation indicate that the district does not always provide in-service training for all school personnel at least annually regarding civil rights responsibilities.*

CRITERION NUMBER	<p style="text-align: center;"><b>TITLE 1</b> <b>VI. FACULTY, STAFF AND ADMINISTRATION</b></p>
	<p style="text-align: center;"><b>Legal Standard</b></p>
<p style="text-align: center;"><b>TI 30</b></p>	<ol style="list-style-type: none"> <li>1. All professional staff providing Title I services are appropriately licensed (or hold current licensure waivers) and are highly qualified for their job title and function.</li> <li>2. Where applicable, the district’s Title IIA grant application describes how it will use these funds to meet the requirements of section 1119.</li> </ol> <p><b><u>Implementation Guidance:</u></b></p> <ol style="list-style-type: none"> <li>1. Title I teachers* who teach the core academic subjects are highly qualified by possessing a valid Massachusetts license (preliminary, initial, or professional) and demonstrating subject matter competency in each of the areas that they teach: <ol style="list-style-type: none"> <li>a. Elementary teachers have demonstrated competence in reading, writing, mathematics, and other areas of the basic elementary school curriculum by either passing the Massachusetts Test for Educator Licensure (MTEL) Elementary Subject Matter Test, or completing an approved Individual Professional Development Plan (IPDP) as outlined in the Massachusetts high objective uniform standard of evaluation.</li> <li>b. Middle and secondary teachers have demonstrated subject matter competence in each of the areas they are teaching through one of the following: passing the Massachusetts Test for Educator Licensure (MTEL) appropriate Subject Matter Test; completion of an appropriate academic major; completion of an appropriate graduate degree; completion of comparable coursework equivalent to an undergraduate academic major; advanced certification or credentialing; or completing an approved Individual Professional Development Plan as outlined in the Massachusetts high objective uniform standard of evaluation.</li> <li>c. The above requirements apply to Title I teachers in targeted assistance programs. In schoolwide programs, the above requirements apply to <b>all</b> teachers in the school.</li> </ol> </li> <li>2. All paraprofessional staff providing Title I services must meet the following: <ol style="list-style-type: none"> <li>a. New Hires (hired on or after January 8, 2002): must have completed at least 2 years at an institution of higher education; or obtained an Associate’s degree or higher, or met rigorous standard of quality (passed the state-endorsed assessment or local assessment, once available, as outlined in the DOE's policy document);</li> <li>b. Existing paraprofessional staff (hired prior to January 8, 2002): working to satisfy requirements by 2006; and</li> <li>c. All paraprofessional staff: must have earned a secondary high school</li> </ol> </li> </ol>

CRITERION NUMBER	TITLE 1 VI. FACULTY, STAFF AND ADMINISTRATION
	<b>Legal Standard</b>
	<p>diploma.</p> <p>d. The above requirements apply to any instructional paraprofessional who is paid for with Title I funds in a targeted assistance program. The above requirements apply to <b>all</b> instructional paraprofessionals in a schoolwide program.</p> <p>e. Exempt from the above requirements are paraprofessionals who serve primarily as translators or work solely on parental involvement activities.</p> <p>*Non Title I teachers have until the end of the 2005-2006 school year to meet the highly qualified teacher requirements.</p> <p>MGL Chapter 71, 38G 1119(a), (c), (d), and (f) NCLB 2122(b) 10 NCLB</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

CRITERION NUMBER	
	<b>Legal Standard</b>
<p><b>TI 31</b></p>	<p>Professional Development</p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Title I teachers are involved in the Title IIA professional development needs assessment.</li> </ol> <p>1119(k)(1) NCLB 2122(c)(1)(2) NCLB</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span></p>



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

**Department of Education Findings:**

*Observations and interviews indicate that the Functional Skills classroom at Williams Middle School is in a location that does not maximize the inclusion of students into the life of the school. Additionally, the special education classrooms in Rooms 201 and 401 and the special education reading teacher’s classroom at Williams Middle School are not at least equal in all physical respects to the average standards of general education facilities and classrooms. Interviews at Williams Middle School further indicate that special education facilities are not given the same priority as general education programs for access to and use of space. Observations and interviews at Clark Avenue School indicate that the suite of offices used for pull out services is not adequate for the number of students in those spaces at any given time. Observations and interviews at Chelsea High School indicate that the Functional Academics and Basic Skills classrooms are not at least equal in all physical respects to the average standards of general education facilities. Observations and interviews at Hooks Elementary School indicate that the resource room is in the administrative suite and doesn’t maximize the inclusion of students into the life of the school and that the location of the Functional Academics 5<sup>th</sup> grade classroom doesn’t maximize students into the life of the school. Finally, interviews and observations indicate that the resource room at the Berkowitz Elementary School is too small for the number of students.*

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VII. SCHOOL FACILITIES	
	Legal Standard	
MOA 22	<p><b>Accessibility of district programs and services for students with disabilities</b> In at least one facility within the district, the district makes available and entirely accessible to students with disabilities all educational and vocational programs and</p>	

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VII. SCHOOL FACILITIES
	<b>Legal Standard</b>
	services offered at each level (preschool, elementary and secondary).  Section 504: 29 U.S.C. 794; 34 CFR 104.21,104.22; Title II: 42 U.S.C. 12132; 28 CFR 35.149, 35.150; Mass. Const. amend. art. 114
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*Documentation, observations and interviews indicate that Tudor Hill Alternative School is not accessible to students with disabilities.*

CRITERION NUMBER	Legal Standard
<b>MOA 23</b>	<p><b>Comparability of facilities</b> Where the district provides separate facilities for members of a specific group, those facilities are comparable to those offered other students in the district, including:</p> <ol style="list-style-type: none"> <li>1. separate facilities for disabled, limited-English-proficient or pregnant students that are comparable to the facilities for other students in the district;</li> <li>2. separate toilet, locker room, and shower facilities for students of one gender that are comparable in size, condition, number and location to those provided students of the other gender.</li> </ol> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(b)(2); Title IX: 20 U.S.C. 1681; 34 CFR 106.33, 106.40(b)(3); Section 504: 29 U.S.C. 794; 34 CFR 104.34(c); Mass. Const. amend. art. 114; 603 CMR 28.03(1)(b)</p>
	<b>Rating: Partially Implemented</b> <b>DISTRICT RESPONSE REQUIRED: Yes</b>

**Department of Education Findings:**

*See SE 55, above.*

## COMPONENT VIII: PROGRAM PLAN AND EVALUATION

The criteria in this component examine whether the district has written program 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 32-38)
- Safe and Drug Free Schools (Report Issue # SDF 5-8)

<b>CRITERION NUMBER</b>	<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>

<b>CRITERION NUMBER</b>	<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 educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, religion, national origin and sexual orientation. Appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials.</p> <p>M.G.L. c. 76, s. 5; 603 CMR 26.05(2)</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 25</b>	<p><b>Institutional self-evaluation</b> The district evaluates all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. It makes such changes as are indicated by the evaluation.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(b)(2); EEOA: 20 U.S.C. 1703(f); Section 504: 29 U.S.C. 794; 34 CFR 104.4(b)(4); Title II: 42 U.S.C. 12132; 28 CFR 35.130(b)(3); NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 722(g)(1)(J)(i), 722(g)(7); Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.07(1),(4)</p>
	<p><b>Rating: Partially Implemented</b>                      <b>DISTRICT RESPONSE REQUIRED:                      Yes</b></p>

**Department of Education Findings:**

*Interviews indicate that the district conducts informal institutional self-evaluations. However, no documentation was provided and interviews did not describe the procedures for conducting this self-evaluation.*

<b>CRITERION NUMBER</b>	<b>TITLE 1 VIII. PROGRAM PLAN AND EVALUATION</b>
	<b>Legal Standard</b>
<b>TI 32</b>	<p>A needs assessment and a data analysis are conducted annually in each Title I school to determine the types of programs and services to be provided to Title I students. The implemented program is evaluated for effectiveness annually and the resulting program changes are described. Meeting notes, analysis of assessment, and all relevant documents are available.</p> <p>1114(b)(1)(A); 1115 (c)(2)(B) NCLB</p>
	<p><b>Rating: Implemented</b>                      <b>District Response Required: No</b></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 33</b>	The adequate yearly progress (AYP) of each Title I school is evaluated in the

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	aggregate and by subgroup, as available, on an annual basis. Title I program changes are implemented that reflect the results of this evaluation.  1114 (b)(2)(B)(iii); 1115 (c)(2)(B); 1116(A)(1)(A) and (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 34</b>	Each Title I school identified as “in need of improvement” revises (not later than 3 months after being identified) a two-year school improvement plan in consultation with parents, staff, other district personnel, and outside experts that meets NCLB requirements.  1116(b)(3)(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 35</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: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 36</b>	<p>For any of the district’s Title I schools that have been identified as “in need of improvement,” the school spends at least 10% of its allocation of Title I funds to provide teachers and the school principal with high-quality professional development that directly addresses the problems associated with academic achievement in the school.</p> <p>1116(b)(3)(A)(iii)(I) NCLB</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 37</b>	<p>For schools that have been identified as “in need of improvement,” the district provides students enrolled in those schools the choice to transfer to another of the district’s schools not identified as in need of improvement and informs parents of this opportunity. Priority is given to the lowest achieving students from low-income families.</p> <p>1116(b)(1)(E)(i) and (ii) NCLB 2763A-32 of P.L. 106-554 (Education Appropriations Act, 2001)</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 38</b>	<p>For schools that continue to fail to make AYP after being identified as “in need of improvement,” the district:</p> <ol style="list-style-type: none"> <li>a. Continues to make the choice to transfer option available to students;</li> <li>b. Begins to make supplemental educational services available;</li> </ol> <p>For supplemental services, the district/school notifies parents of eligible students at least annually about the availability of supplemental educational services, objectively determines which students should receive services if all students can not be served, arranges for service to be provided, ensures that students with disabilities and students with limited English proficiency are served</p>



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	appropriately and when requested, assists the Department with monitoring the services provided, and; c. To provide technical assistance to such schools.  1116(b)(5) and 1116 (e) NCLB; 200.46 (4) and (5)
	<b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	<b>SAFE AND DRUG FREE SCHOOLS VIII. PROGRAM PLAN AND EVALUATION</b>
	<b>Legal Standard</b>
<b>SDF 5</b>	Each recipient bases its programs on a thorough assessment of objective data about the drug and violence problems in the schools and communities served. Each SDFSCA grant recipient conducts a thorough assessment of the nature and extent of youth drug use and violence problems.  [Title IV Secs. 4111 – 4116]
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

**Department of Education Findings:**

*Interviews and documentation indicate that the school district has implemented the YRBS at both the middle and high school levels to determine the current use and level of substance abuse and violence among the students who attend the public schools. Further, the district reviewed its disciplinary data. The middle school survey was administered in the Spring of 2003 with results being disseminated to the administration in October/November 2003. The high school survey was administered in October 2003. Interviews and documentation also indicate however, that although the formal process included a collection and review of some community data from local law enforcement and health and hospital agencies, a meaningful objective analysis was not completed. As stated above community agencies provide information, but this information was not included in the objective analysis.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SDF 6</b>	Each recipient establishes a set of performance measures and designs its programs to meet those measures.  [Title IV Sections 4114, (d) (B) (i) (I) (II) (ii) (C)]
	<b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE No</b></span>

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

<b>CRITERION NUMBER</b>				
	<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 are based on scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use.  [NCLB, Title IV Section 4115, (a) (C)]			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Rating: Partially Implemented</b></td> <td style="width: 20%;"><b>DISTRICT RESPONSE REQUIRED:</b></td> <td style="width: 30%; 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:**

*The identified activities were not directly related to specific identified needs of the students. In fact, student interviews indicate that the students wanted more effective curriculum than what they received in the 9<sup>th</sup> grade. Some programs used were based on evidence-based research for effectiveness, but interviews and documentation indicate that the programs were not provided in a comprehensive or consistent manner. The district incorporated violence prevention and substance prevention education into the health curriculum, but the curriculum used was not comprehensive and did not fully meet the Principles of Effectiveness: Second Step was provided at the elementary level last year, mostly through the social workers in small social skills groups. Some teachers reinforced the program in the classroom. (Several teachers were trained many years ago, but the anticipated training for teachers last year did not occur). The Great Body Shop was also provided at the elementary level. The 7<sup>th</sup> grade received a few health classes through the science curriculum, but the violence/drug prevention education provided was not an approved proven effective curriculum. Drug prevention and violence prevention education was also formally provided at the high school level through the 8th grade health classes. The curriculum used however was not a USDOE approved curriculum and did not have evaluative data to support its effectiveness. The Tudor Hill Alternative school provides several approved violence and substance prevention curricula, including Victims, Aggressors and Bystanders, to their students last year and continues to do so this year. Tudor Hill also provided a Mentoring program last year. High School students had the option to view Yellow Dress/ Doing the Right thing, the Improbable Players and workshops on diversity from The Medical Foundation during the school day. These special programs were stand- alones.*

*It should be noted that Second Step is being provided at the high school level this year (FY'04), but these students may not have received any formal social competency education prior to this grade level. There is also a 7<sup>th</sup> grade health instructor this year that is trained in approved curricula. However, interviews indicate that there is no strategic plan available to provide any of these approved prevention curriculum with fidelity.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SDF 8</b>	<p>Each recipient shall conduct a periodic evaluation to assess its progress toward reducing violence and illegal drug use in schools to be served based on performance measures.</p> <p>[NCLB, Title IV Secs. 4115 (2) (A),(B)]</p>
	<p><b>Rating: Not Implemented</b></p> <p style="text-align: right;"><b>DISTRICT RESPONSE REQUIRED: Yes</b></p>

**Department of Education Findings:**

*Documentation and interviews indicate that there was no formalized evaluation process designed to assess the programs' progress towards achieving performance measures. Individual schools and/or teachers may have conducted evaluations for particular programs; i.e. the high school health teacher evaluated her program through student assessment and the elementary schools evaluated parents' and students' safety concerns. However, these evaluations were not compiled in a systematic way to refine, improve or strengthen the program and the performance measures, or to see if the activities addressed the identified needs. Through participation in the NCLB consolidated application process, the district looked at safety issues in January 2003, but this did not inform, refine or strengthen the program for FY'03. The Health and Human Service Committee convened approximately four times last year, but the agenda did not provide any time specific to the SDFSCA grant program.*

*Although it was determined that a prevention specialist was needed at the middle school level through the development of the FY'04 grant application, the process observed for arriving at this determination could not be articulated. The district compared cumulative middle school YRBS data recently, but again, it was unclear how this would be incorporated into an evaluative process towards understanding the district's progress towards meeting performance measures.*

## COMPONENT IX: RECORD KEEPING

The criteria in this component examine whether the district maintains required records and documentation for each program area, whether entitlement grants are appropriately designed, amended, and locally monitored, whether the use federal grant funds is in accordance with statutory fund-use rules, including supplement not supplant provisions and maintenance of effort requirements where applicable for the program areas listed below:

- Special Education (Report Issues # SE 57-58)
- Title I (Report Issues # TI 39-40 General Requirements and  
TI 1-18 Fiscal Requirements)
- Safe and Drug Free Schools (Report Issue # SDF 9-10)

CRITERION NUMBER	SPECIAL EDUCATION IX. RECORD KEEPING	
	Legal Standard	
SE 57	<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>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

CRITERION NUMBER	SPECIAL EDUCATION IX. RECORD KEEPING	
	Legal Standard	
SE 58	<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> </ol> <p><b>State Regulations</b></p> <p><b>Federal Requirements</b></p>	

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	28.03(1)(e) 300.230; 300.340-300.500
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

<b>CRITERION NUMBER</b>	<b>TITLE 1 IX. RECORD KEEPING – General Requirements</b>
	<b>Legal Standard</b>
<b>TI 39</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) determining 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>
	1113; 1116 (c)(1)(B) NCLB
	<b>Rating: Implemented</b> <b>District Response Required:</b> <b>No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 40</b>	<p><b>Federal Title I Grant:</b></p> <ol style="list-style-type: none"> <li>1. 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.</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, including those for grant amendments,</li> <li>3. Appropriate local administrators monitor the grant in an ongoing manner to ensure its full implementation as the Department has approved it.</li> </ol>
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

<b>CRITERION NUMBER</b>	<b>TITLE 1</b>		
	<b>IX. RECORD KEEPING – FISCAL REQUIREMENTS</b>		
	<b>I. Maintenance of Effort</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>	<b>District Response Required:</b>	<b>No</b>

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

<b>CRITERION NUMBER</b>			
	<b>II. Comparability</b>		
	<b>Legal Standard</b>		
<b>TI 3</b>	1. 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		
	2. The district’s comparability fiscal test is a comparison of local and state funds in Title I schools and non-Title I schools, <i>not</i> a comparison of federal funds.		
	1120A(c) NCLB		

<b>CRITERION NUMBER</b>	
	<b>II. Comparability</b>
	<b>Legal Standard</b>
	<p>3. 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.</p> <p>1120A(c)(1)(A) NCLB</p> <p>4. 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.</p> <p>1120A(c)(1)(B) NCLB</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 4</b>	<p>1. The district has established and implemented the following requirements:</p> <ul style="list-style-type: none"> <li>a. a district-wide salary schedule;</li> <li>b. a policy to ensure equivalence among schools in teachers, administrators, and other staff; and</li> <li>c. a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.</li> </ul> <p>1120A(c)(2)(A) NCLB</p> <p>2. If the school district groups schools by grade-span for demonstrating comparability, the school district does so in a way that reflects the actual grade-spans of the school district.</p> <p>1120A(c)(1)(C) NCLB; Title I Policy Guidance IASA</p> <p>3. In applicable situations, the school district divides a grade-span with significant school enrollment differences into a large-group/small-group model.</p> <p>Title I Policy Guidance IASA</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 5</b>	<p>1. Other measures, such as student/instructional staff ratios or student/instructional staff salary ratios, are used to demonstrate comparability.</p> <p>a. Student/staff ratios: The Title I school average, as determined in Comparability Report forms, does not exceed 110% of average of non-Title I schools.</p> <p>b. Student/staff salary ratios: The Title I school averages are at least 90% of the average of non-Title I schools.</p> <p>c. Staff salary differentials for years of employment are not used in implementing requirements under criterion TI 5 (b) above.</p> <p>1120A(c)(2)(B); 1120A(c)(3)(A) NCLB; Title I Policy Guidance IASA</p> <p>2. Non-instructional staff (e.g., cafeteria workers, custodians, nurses, playground aides, student teachers, volunteers, etc.) are not included in the district's comparability determinations.</p> <p>Title I Policy Guidance IASA</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 6</b>	<p>If the district is receiving and excluding supplemental state and local funds from the Title I comparability determinations, the 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.</p> <p>1120A(d) NCLB</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span></p>

<b>CRITERION NUMBER</b>	
	<b>III. Supplement, Not Supplant</b>
	<b>Legal Standard</b>
<b>TI 7</b>	The district is able to demonstrate that it uses Title I funds only to supplement and,

<b>CRITERION NUMBER</b>	
	<b>III. Supplement, Not Supplant</b>
	<b>Legal Standard</b>
<b>[Applicable to Targeted Assistance Schools (TAS)]</b>	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 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 8 [Applicable to TAS]</b>	The 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 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 9 [Applicable to Schoolwide Programs (SWP)]</b>	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 district is able to demonstrate that the Title I funds in a schoolwide program school 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 students with

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	disabilities and students with limited English proficiency. 1114(a)(2)(B) NCLB
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 10 (Exclusion)</b>	<i>If the district is excluding supplemental state and local funds from the Title I supplement (not supplant determinations), the district is able to demonstrate that the excluded funds are used for programs that meet the intent and purposes of Title I.</i> 1120A(d)
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 11</b>	In implementing federal Title I supplement, not supplant requirements, the district has developed and implemented a Supplement Not Supplant policy and procedures. Note the following Department procedures in determining compliance under this criterion: <ol style="list-style-type: none"> <li>1. Review the policies and procedures the district has in place to ensure that federal funds supplement and do not supplant the regular school budget and services. Who is responsible for supplement not supplant at the district and at the school building level? Are the policies and procedures adequate?</li> <li>2. Select a sample of schools. Compare the listing of personnel for last year to this year for differences in personnel, grades, and subjects taught.</li> </ol>
	<b>Rating: Implemented</b> <b>DISTRICT RESPONSE REQUIRED:</b> <b>No</b>

<b>CRITERION NUMBER</b>	
	<b>IV. Other Fiscal Requirements</b>
	<b>Legal Standard</b>
<b>TI 12</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: Not applicable</b> <span style="float: right;"><b>DISTRICT RESPONSE REQUIRED: No</b></span>

**Department of Education Findings:**

*The district does not have split-funded staff positions funded by Title I.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 13</b>	The 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 14</b>	The district includes accurate data in its Title I Application (Form 1) for the number of 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>	
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	<b>Legal Standard</b>		
<b>TI 15</b>	<p>The district has made appropriate reservations (set asides) on Form 2 in accordance with applicable NCLB requirements:</p> <ul style="list-style-type: none"> <li>a. Professional development – highly qualified staff</li> <li>b. Professional development – schools in need of improvement</li> <li>c. Choice-related transportation and supplementary services</li> <li>d. Parental involvement</li> <li>e. Homeless</li> </ul> <p>1113(c)(2)(A); 1113(c)(3) NCLB</p>		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>TI 16</b>	<p>The final allocations to schools have been calculated in accordance with Title I requirements, and the final allocation totals appropriately relate to the budget total.</p> <p>1113(a); 1113(c)(2)(A) NCLB</p>		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>TI 17</b>	<p>The district has made private school allocations in accordance with Title I requirements.</p> <p>1120(a); 1120(b); 1120(c) NCLB</p>		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

CRITERION NUMBER			
	Legal Standard		
<p><b>TI 18</b></p>	<p>Budgeting – The district budget process demonstrates appropriate Title I program planning and implementation consistent with identified student needs at each school.</p> <p>Note the following Department procedures in determining compliance under this criterion:</p> <p>Review the latest budget, budget narrative, budget comparison, and list of Title I personnel documents to gain an understanding of the schools and grades participating in Title I programs. Interview school staff to determine which subjects and grades are Title I.</p> <ol style="list-style-type: none"> <li>a. Does the current year budget total agree with the district’s entitlement together with any carryover? If not, obtain explanation.</li> <li>b. Does the current year budget total agree with the total funds allocated on Form 1? If not, obtain explanation.</li> <li>c. Review the allocation for each school. Do the allocated dollars for each school approximate the dollarization of personnel assigned to the school as shown on the personnel list? During the school visit, determine whether the personnel are assigned and teaching the grades and subjects noted.</li> <li>d. Sample schools to compare the consistency of the listing of personnel to the personnel listed on Form D of the Comparability Report. If not consistent, obtain explanation.</li> </ol> <p>MADOE Title I Grant Application Instructions and Guidance</p>		
	<b>Rating: Implemented</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>

CRITERION NUMBER	SAFE AND DRUG FREE SCHOOLS IX. RECORD KEEPING		
	Legal Standard		
<p><b>SDF 9</b></p>	<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>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Education Findings:**

*Only a small percentage of monies were expended from FY’03. Interviews indicate that the*

*district intended to spend money on purchasing of curriculum, workshops, training and security. Security was provided in the summer. Some curricula were purchased and the prevention center provided some workshops. There was no training of staff. A programmatic and budget amendment has not yet been filed. All documents are kept with the grant administrator, who oversees the budgetary issues. There is no central location or coordinator for K-12 programmatic coordination.*

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
<b>SDF 10</b>	<p>Each recipient provides a set of assurances that the activities or programs to be funded comply with the Principles of Effectiveness and foster a safe and drug-free learning environment that supports academic achievement.</p> <p>[NCLB Title IV Sec. 4114 (d) (1) (6-9)]</p>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Rating: Commendable</b></td> <td style="width: 20%; text-align: center;"><b>DISTRICT RESPONSE REQUIRED:</b></td> <td style="width: 30%; text-align: right;"><b>No</b></td> </tr> </table>	<b>Rating: Commendable</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>
<b>Rating: Commendable</b>	<b>DISTRICT RESPONSE REQUIRED:</b>	<b>No</b>		

**Department of Education Findings:**

*There is a complete set of signed assurances on file in the district. Every staff, faculty member, administrator, student and parent interviewed was fully aware of the policies regarding a clear and consistent message that acts of violence and the illegal use of drugs in school or during school sponsored events is an infraction of school policy. They are clear about the enforcement of this policy as well, and have viewed the school discipline policies, security procedures, crisis management plans and a code of conduct policy.*

**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>

This Coordinated Program Review Final Report is also available at:

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

MASTER CPR REPORT FORMAT 2004

SE, MOA, TI, SDFS 2004

File Name: Chelsea Public Schools CPR Final Report 2004.doc

Last Revised on: February 25, 2004

Prepared by: JW; POM