



EASTON PUBLIC SCHOOLS

COORDINATED PROGRAM REVIEW REPORT OF FINDINGS

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Department of Education Onsite Team Members:

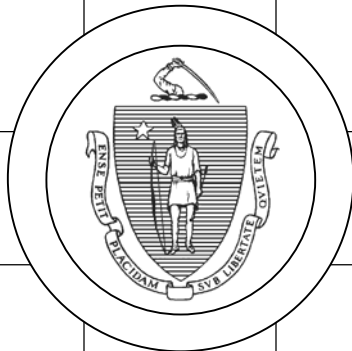
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MASSACHUSETTS DEPARTMENT OF EDUCATION
COORDINATED PROGRAM REVIEW

EASTON PUBLIC SCHOOLS

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MASSACHUSETTS DEPARTMENT OF EDUCATION

COORDINATED PROGRAM REVIEW REPORT

EASTON 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 statewide 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>.

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 focus 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.

COORDINATED PROGRAM REPORT INTRODUCTION

A four-member Massachusetts Department of Education team visited Easton Public Schools during the week of April 26, 2004 to evaluate the implementation of selected criteria in the program areas of Special Education and Civil Rights.

The district includes five elementary schools, one middle school(s) and one high school(s). The district serves approximately 3,850 students including 620 students receiving special education services. The ethnic make-up of the district includes 88 Asians, 85 African Americans, 3617 whites, 54 Hispanics. More detailed information in this regard is provided in the Appendix of this report.

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 six administrative staff.
- Interviews of nine teaching and support services staff across all levels.
- Interview of one parent representing General and Special Education.
- Interviews as requested by persons from the general public.
- Student record reviews: A sample of 27 student records was selected by the Department. Student records were first examined by local staff, whose findings were then verified by the onsite team using standard Department of Education student record review procedures to make determinations regarding the implementation of procedural and programmatic requirements.
- Parent surveys: 60 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. Surveys were also sent to parents of general education students who have been involved with the district's curriculum accommodation process. 20 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 seven 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.
- Three in-depth case studies were conducted that included interviews of the staff who served each of the three students. One case study was conducted for a high school student in special education transitioning to post-secondary education. Two other case studies were conducted for students who went through the Instructional Support process in general education.
- Four high school students were interviewed in a group format by two Department staff.

This report includes the results of the Department's pilot 2003-2004 "Focused Monitoring" procedures addressing selected special education requirements. These procedures are described in detail starting on page 9 of this report. The report also includes findings resulting from the Department's standard review procedures applied to the other regulated programs addressed during the district's Coordinated Program Review. The Coordinated Program Review report of findings in the area of special education is presented as a narrative report that addresses each of the 11 focus topics. The findings for other program areas included in this report are presented using the Department's standard Coordinated Program Review format and 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.

SPECIAL EDUCATION FOCUSED MONITORING

An Overview of Pilot Procedures

Special Education Focused Monitoring represents a significant departure from the standard monitoring process of special education programs currently being implemented through the Department's Coordinated Program Review System (CPR) that measures compliance with literally hundreds of state and federal requirements. As defined by the National Center for Special Education Accountability Monitoring, "Focused Monitoring purposefully selects priority areas to examine for compliance and results while not specifically examining other areas for compliance in order to maximize resources, emphasize important variables, and increase the probability of improved results."

The following 11 focus areas for the pilot Focused Monitoring process for FY 2004 have been selected based on priority areas identified by the Department that encompass US Department of Education, Office of Special Education Programs (OSEP) priority areas, Massachusetts Department of Education Special Education Performance Goals and Indicators, and targeted special education requirements included in the Massachusetts Special Education Continuous Improvement Plan (CIP).

- Placement and Least Restrictive Environment
- Students With Disabilities (SWD) participation in MCAS
- Students With Disabilities (SWD) performance in MCAS
- Parent participation at Team meetings
- Secondary transition services
- Graduation rates of Students With Disabilities (SWD) verses non-disabled peers
- Child find
- IEP development
- Discipline
- Pre-referral
- Disproportionality

A key difference between Focused Monitoring procedures and standard CPR monitoring procedures is that **Focused Monitoring activities are designed and implemented with a greater degree of district participation in the monitoring process.** This participation is directed through the district's **Local Work Group** that is constituted of local representatives from general and special education administrators, instructional staff, and parents. The Local Work Group actively participates in this process beginning with the district's self-assessment and continuing through to the design and implementation of any necessary corrective action activities and program improvement strategies.

Phase 1: The Desk Review of Data

The Department of Education Review Team (the Team) under the direction of the DOE Chairperson reviews and analyzes data collected by the Department through the Student Information Management System (SIMS), the Local Work Group's self-assessment based on the selected focus areas, as well as any required district documentation.

The results of this analysis are carefully documented and become the basis for the Team's investigation of concerns regarding compliance or implementation practices.

Phase 2: Onsite Document and Student Record Reviews

Based on the results of the Desk Review (Phase 1), the Team conducts an onsite review of pre-selected special and general student records, analyzes parent survey results, reviews any additional district

documentation that may have been requested, and conducts any other activities that the Team considers essential to the information gathering process.

Phase 3: Onsite interview and Program Observation Activities

Using the results from Phase 2, the Team conducts onsite interviews as well as other information gathering activities the Team considers essential to document noncompliance and its root cause(s).

Phase 4: Focused Monitoring Report Preparation

At the completion of Phase 3, the Review Team generates a narrative report for special education. The special education Focused Monitoring findings are incorporated within the body of the district's full Coordinated Program Review Report that includes all other regulated programs reviewed by the Department.

Phase 5: Continuous Improvement Planning

The **Local Work Group** develops a Continuous Improvement Plan with the assistance of the Review Team that is designed to describe the activities necessary to address any areas needing improvement or areas of noncompliance. The district then submits the Continuous Improvement Plan to the Department for final approval by the Department's Review Team.

Phase 6: Local Monitoring of Continuous Improvement Plan

The Local Work Group established at the beginning of the Focused Monitoring process has the responsibility to not only prepare and submit to the DOE any required progress reports to document the results of the district's corrective action and program improvement activities, but also it will become the district's mechanism to implement and document ongoing internal monitoring and refinements of the Improvement Plan.

COORDINATED PROGRAM REVIEW REPORT

EXECUTIVE SUMMARY

EASTON 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 focused monitoring area of assessment included a review of the participation and performance of students with disabilities on MCAS and secondary and early intervention transitions. Easton Public Schools documents student participation in MCAS on the IEP consistently. The analysis of the performance of students with disabilities on the MCAS indicated that students with disabilities from Easton scored better than the state average for students with disabilities. In particular, some students with disabilities in grade five scored in the 'Advanced' range. In grade 10 some students with disabilities scored in the 'Advanced' range. Across grade levels, several students with disabilities scored in the 'Proficient' range. The district's curricula are aligned to the Massachusetts Curriculum Frameworks, which has enabled students to perform well on MCAS. The district is encouraged to continue item analysis to enhance the math curriculum where several students with disabilities received 'Warning/Failure' ratings.

Transition procedures from Early Intervention Programs consistently result in services provided by a child's third birthday. The secondary transition procedures include student input into the IEP, participation from other agencies and age of majority information dissemination and documentation. Although the district provides career counseling and inventories for students to determine a match to career choices, the district has not linked this information from guidance staff to the IEP vision statement and IEP goals.

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 focused monitoring area of student identification and placement included placement in the least restrictive environment, child find, IEP development and disproportionality. The Easton Public Schools make every effort to include students in the general education classroom with supports. The district does not always document the benefits to the student to justify removal from the general education classroom. Several students have been brought back to district classrooms from out-of-district placements. Additionally, the district houses several Project SPOKE Collaborative classrooms. Within the high school, an 'A-Wing' exists on the bottom floor with ramp access to several classrooms (one for physics classes) and a separate café. The students with the most significant disabilities receive services in the 'A-Wing.' Some reversed mainstream does occur when regular education students and students with mild

disabilities go into the 'A-Wing;' however, the four high school students interviewed indicated that receiving services in the 'A-Wing' is stigmatizing.

The district maintains strong community partnerships and collaborations to ensure child find. The policy for homeless students was passed by the School Committee this year. Screening is offered on a regular annual schedule with summer individual screenings. Preschool screening is offered on an appointment basis throughout the year.

The district uses the approved IEP forms and bases information on assessments and current performance of students. The district offers a variety of extended school year services. Counseling services that occur on a regular basis are reflected on the service grid of the IEP as appropriate. The district is cited for partial implementation of IEPs in the following nine areas: provision of a complete Notice, evaluation consent and timelines for evaluation, immediate provision of the IEP, obtaining consent to implement the IEP, vision statements, measurable goals, non-participation justification, documentation of significant learning disabilities, and progress reports.

None of the district data on disproportionality reached the threshold for further review.

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?

Focused monitoring included evaluation Team composition, notice, consent, and parent participation in Team meetings. The Easton Public Schools ensure parent participation in Team meetings through careful planning and dedicated time for Team meetings. Evaluation Team meetings had all the appropriate parties in attendance. The notice and consent forms were not consistently found in the student records.

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 focused monitoring examined accessibility of extracurricular activities and the hiring and employment practices of prospective employers of students. Easton Public Schools offer a wide variety of co-curricular activities to all students. Prospective employers sign a statement prohibiting discrimination in hiring and employment practices.

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?

Focused monitoring included graduation rates of students with disabilities, discipline and physical restraints. The Easton Public Schools are commended for the rate of students who attend college, especially four-year colleges. The drop out rate for the district is very low and significantly lower than the state average.

The district has policies and procedures that are appropriate to manage discipline in accordance with state and federal regulations. The district uses suspension as a last resort and has a procedure for recording suspensions. The codes of conduct and grievance procedures are published and include appropriate nondiscrimination statements. The coordinators for Title IX and Section 504 are listed in the handbooks with contact information. The district

provides a comprehensive array of counseling services with access for all students and the materials are free from bias and stereotype. Scholarships and awards are administered in a non-discriminatory manner. The district has a physical restraint policy that has been disseminated and training has been provided in accordance to the regulation.

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?

Focused monitoring included a review of instructional support system, school employment practices and staff training under civil rights. The district has an instructional system that is designed to reduce inappropriate referrals to special education and provide students who are not eligible with appropriate supports through remedial services, accommodations and other supports within general education classrooms. At least one elementary school implements an effective instructional support system, including use and completion of a variety of forms. Other schools have instructional support teams but do not always document the activities and decisions of the team. The building-based teams are dominated by special education staff. In some cases the regular education teacher was not a part of the building-based team. The district is encouraged to amend the District Curriculum Accommodation Plan to include the resources for support within each building.

The district's employment practices are free from discrimination.

Staff receive training in civil rights annually. Some examples of the types of programs that have been developed by staff over the years as a result of civil rights training are: the World of Difference Pledge of the Anti-Defamation League, Advocates for Community and Cultural Tolerance program, HANDS (Helping to Achieve a Non-Discriminatory Society), Gay-Straight Alliance, and an Anti-Bullying campaign.

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?

Focused monitoring included review of accessibility of district programs and comparability of facilities. The district makes its programs and services accessible for most students with disabilities. The 'A-Wing' was determined not to maximize the inclusion of students with the most severe disabilities into the life of the high school.

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?

Focused monitoring included the curriculum review process and the institutional self-evaluation. The district has a process to ensure that educational materials are non-discriminatory and that supplementary materials are used to balance content and avoid stereotypes. The district regularly evaluates itself to ensure equal access for all students to all district programs.

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?

Focused monitoring is based on data collection that included a review of the district's Special Education Roster for students eligible for special education. Data analysis was also completed for students referred to the instructional support team, the Child Study Team.

DEFINITION OF TERMS
FOR THE RATING OF EACH COMPLIANCE CRITERION

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

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 (Focus Areas: Participation in MCAS, Student performance in MCAS, Secondary and Early Intervention Transition Services)

**SPECIAL EDUCATION FOCUS AREA:
Performance of Students With Disabilities in State Assessment Programs**

The district practices in this focus area were monitored for compliance and outcomes with the following regulatory standards:

SE 5	<p>Participation in general State and district-wide assessment programs</p> <p>3. All students with disabilities whose placements are funded by the district are included in the Massachusetts Comprehensive Assessment System (MCAS) and other district-wide assessment programs.</p> <p>4. The district’s IEP Teams designate how each student will participate and, if necessary, provide an alternate assessment.</p>				
	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">State Regulations</td> <td style="text-align: center;">Federal Requirements</td> </tr> <tr> <td></td> <td style="text-align: center;">34 CFR 300.138; 300.139</td> </tr> </table>	State Regulations	Federal Requirements		34 CFR 300.138; 300.139
State Regulations	Federal Requirements				
	34 CFR 300.138; 300.139				

Data Collection, Planning and Validation:

The data submitted by the district on MCAS performance were reviewed for each grade level. The Local Work Group and the Department concur that Easton student’s with disabilities scored above the state average but not as well as non-disabled students from Easton.

Strengths of District’s Practices for this Focus Area:

In grade five science, some disabled students scored in the Advanced range. Several disabled students scored in the Proficient range in English Language Arts across grades. In grade 10 math, some students with disabilities scored in the Advanced range.

The Local Work Group and the Department reviewed statewide reporting from Easton.

Compliance Status:

The district is in compliance with standards related to curriculum alignment with the Massachusetts Curriculum Frameworks, which provides all students with a strong foundation in the content areas enabling students to perform well on MCAS.

Suggestions For Improved Results:

The district should continue their item analysis of MCAS results by grade level to enhance curriculum. The district should continue its efforts to refine the curriculum in the area of mathematics for students with disabilities. Numerous students with disabilities received “Warning / Failure” in mathematics across all grade levels.

**SPECIAL EDUCATION FOCUS AREA:
Secondary and Early Intervention Transition**

The district practices in this focus area were monitored for compliance and outcomes with the following regulatory standards:

SE 6	<p>Determination of transition services</p> <ol style="list-style-type: none"> 1. For a student who is 14 years of age, the Team considers the student’s course of study in relation to the student’s future goals and document this in the IEP. 2. For a student who is 16 years of age, or younger if appropriate, the Team includes in the IEP services that promote movement of the student from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. 3. The transition services are based upon the student's needs, taking into account the student's preferences and interests and includes specially designed instruction, community experiences, the development of employment or other post-school adult living objectives, and, if appropriate, the acquisition of daily living skills and functional vocational evaluation. 4. For any student approaching graduation or the age of twenty-two, the Team determines whether the student is likely to require continuing services from adult human service agencies. In such circumstances, the Administrator of Special Education makes a referral to the Bureau of Transitional Planning in the Executive Office of Health and Human Services in accordance with the requirements of M.G.L. c.71B, §12A-§12C (known as Chapter 688). 5. <i>In cases where the IEP included needed transition services and a participating agency other than the school district fails to provide these services, the Team reconvenes to identify alternative strategies to meet the transition objectives.</i> 6. The district ensures that students age 14, or younger if appropriate, are invited to and encouraged to attend part or all of Team meetings at which transition services are discussed or proposed <p style="margin-top: 20px;">State Requirements M.G.L. Ch.71B, Sections 12A-C 603 CMR 28.05(4)(c)</p> <p style="text-align: right; margin-top: 20px;">Federal Requirements 34 CFR 300.344(b), 300.347</p>
SE 17	<p>Initiation of services at age three and Early Intervention transition procedures</p> <ol style="list-style-type: none"> 1. The school district encourages referrals from the Department of Public Health, other agencies, and individuals for young children when or before the child turns two-and-one-half years old in order to ensure continuity of services and to ensure the development and implementation of an IEP for eligible children by the date of the child's third birthday in accordance with federal requirements. 2. The district implements procedures to ensure the effective transition of young children with disabilities from Early Intervention Programs through participation in transition planning conferences arranged by such programs. <p style="margin-top: 20px;">State Regulations</p> <p style="text-align: right; margin-top: 20px;">Federal Requirements</p>

	28.06(7)(b)	34 CFR 300.24(b)(3); 300.121(c); 300.132; 300.342(c)
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Data Collection, Planning and Validation:

The Department reviewed the district’s Continuous Improvement Plan data and the documentation submitted by the district related to policies and procedures. Randomly selected records were reviewed. Interviews of administrative and teaching staff were conducted. A group of four high school students were interviewed by two Department staff. An in-depth case study was conducted on one student in transition eligible for special education. Interviews, record reviews and the case study were used to validate data and documentation submitted by the district.

Strengths of District’s Practices for this Focus Area:

The review Team determined that students who are age 14 and older have input into the development of their IEP. Record reviews indicated meeting invitations sent to the parent included the student. Students who choose not to attend their Team meetings met with their counselor prior to the Team meeting to discuss the purpose of the meeting. Parents were consistently notified of age of majority requirements. Students signed their own IEP’s upon turning age 18. The district conducted outreach to Chapter 688 agencies as needed. Students reported that career counseling included an interest inventory to assist them in determining future career compatibility. Although the district provided career planning, this information was not documented in the IEP. High School students were required to complete community service, which afforded the opportunity to gain experience in possible career choices. Project Early was accredited by the National Association for Educating Young Children and included a full day program. The district coordinated Early Intervention transition procedures, which result in service by age three.

Student record review and interviews with staff and students indicated participation is consistent upon reaching age 14 and students report there is a high level of support from staff to meet their individual needs. The district maintains relationships with Early Intervention and daycare providers, which results in timely referrals and development of an IEP to provide services to students by age three.

Compliance Status:

The district partially implemented the standards for transition.

This determination is based on data from the review of records and interviews. The review Team found that the vision statements did not always reflect student preferences. The information gathered from career planning in grades seven through nine and results from career portfolios were not documented in the IEP. The guidance staff is not always present at the IEP Team meeting and student interviews indicate they do not work with their guidance counselor on the vision statement prior to the IEP Team meeting.

Suggestions For Improved Results:

The interest inventories and the experiences students have with career counseling need to be linked to the IEP process to ensure student’s course selection reflects interest and abilities. Career counseling information should lead to specific input on student vision and goal development during the IEP process and team members should be aware of a student’s results from career counseling.

Students should be involved in the development of their vision statement prior to the IEP Team meeting. The district should provide staff training that focuses on the connection of the student’s vision and the goals developed in the IEP. This training should focus on how to assist students in the development of the vision statement by incorporating information from career counseling, interest inventories and personal preferences. Staff should receive training on how to link this information to IEP goals and course selection.

The age of majority form should be amended to include the appropriate signatures when the student chooses to assign education decision-making authority to their parents or willing adult. Additionally, staff training should be provided to ensure implementation is consistent for all students who reach the age of majority.

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 (Focus Areas: Placement in Least Restrictive Environment, Child Find, IEP Development, and Disproportionality)
 - Civil Rights Methods of Administration (MOA)
 - (Report Issues # MOA 1-6)

**SPECIAL EDUCATION FOCUS AREA:
Placement and Least Restrictive Environment**

The district practices in this focus area were monitored for compliance and outcomes with the following regulatory standards:

SE 18B	<p>Determination of placement; provision of IEP to parent</p> <ol style="list-style-type: none"> 1. At the Team meeting, after the IEP has been fully developed, the Team determines the appropriate placement to deliver the services on the student's IEP. 2. Unless the student's IEP requires some other arrangement, the student is educated in the school that he or she would attend if the student did not require special education. 3. The decision regarding placement is based on the IEP, including the types of related services that are to be provided to the child, the type of settings in which those services are to be provided, the types of service providers, and the location at which the services are to be provided. 4. The placement selected by the Team is the least restrictive environment consistent with the needs of the student. 5. Immediately following the development of the IEP, and within 45 school working days after receipt of the parent's written consent to an initial evaluation or reevaluation, the district provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice, except that the proposal of placement may be delayed according to the provisions of 603 CMR 28.06(2)(e) in a limited number of cases. <p style="margin-top: 20px;">State Regulations 28.05(6) and (7)</p> <p style="text-align: right; margin-top: 20px;">Federal Requirements 34 CFR 300.346</p>
SE 20	<p>Least restrictive program selected</p> <ol style="list-style-type: none"> 1. The program selected is the least restrictive environment for students, with consideration given to any potential harmful effect on the student or on the quality of services that he or she needs. 2. If the student is removed from the general education classroom at any time, the Team states why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. 3. The district does not remove an eligible child from the general education classroom solely because of needed modification in the curriculum. 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. <p style="margin-top: 20px;">State Regulations 28.06(2)(a); Chapter 71B, section 3</p> <p style="text-align: right; margin-top: 20px;">Federal Requirements 34 CFR 300.130; 300.550-300.556</p>

SE 33	<p>Involvement in the general curriculum</p> <ol style="list-style-type: none"> 1. District personnel reflect a full understanding of the connection between the Massachusetts Curriculum Frameworks and the expectations of the state for student performance as well as the rights of students with disabilities to be full participants in the general curriculum. 2. The district has either aligned its district curriculum with the Frameworks or has taken steps to provide students (including all students with disabilities) with essential learning opportunities that prepare the students to reach the state graduation standards. 3. At least one member of all IEP Teams is familiar with the general curriculum and is able to discuss an eligible student’s appropriate access to the general curriculum. 4. In the IEP the district documents the student’s participation in the general curriculum. <p>State Regulations 28.05(4)(a) and (b)</p> <p>Federal Requirements 34 CFR 300.347(a)(1)(i); 300.137</p>
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SE 48	<p>FAPE (Free, appropriate, public education): Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education</p> <p>All students receiving special education, regardless of placement, shall have an equal opportunity to participate in and, if appropriate, receive credit for the vocational, supportive, or remedial services that may be available as part of the general education program as well as the non-academic and extracurricular programs of the school. Programs, services and activities include, but are not limited to:</p> <ol style="list-style-type: none"> 1. art and music 2. vocational education, industrial arts, and consumer and homemaking education 3. work study and employment opportunities 4. counseling services available at all levels in the district 5. health services 6. transportation 7. recess and physical education, including adapted physical education 8. athletics and recreational activities 9. school-sponsored groups or clubs 10. meals <p>State Regulations 28.06(5)</p> <p>Federal Requirements 34 CFR 300.121; 300.300-313</p>
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Data Collection, Planning and Validation:

Easton placement data were reviewed by the Local Work Group and the review Team. Additionally, student records for special education and general education were reviewed. Administrative and teaching staff interviews were conducted and a group of four high school students were interviewed by two Department staff. Trends in placement data were used to plan record reviews for general education students and case studies. Records for students with disabilities were used to validate the placement in the least restrictive environment (LRE).

Strengths of District's Practices for this Focus Area:

Easton makes educating students in the least restrictive environment a main priority and takes great pride in educating the majority of their special education students in the general education setting.

The district has an inclusion model that ensures heterogeneous grouping in most classrooms. Overall, the district ensures that all students are an integral part of the life of the school. To the maximum extent, Teams base their placement decisions on educating each student in the regular education setting. The district has brought students back from private school placements to participate in their local school or within a Collaborative classroom in an Easton school.

Compliance Status:

The district partially implements the standard for Least Restrictive Environment.

Record reviews indicated the justification for removal from the general education setting was not individualized on the IEP. The statements were broad and did not document how the student would benefit from the removal from the general education classroom.

Interviews with staff and students and building tours indicated that classes located in the "A-Wing" at the high school do not ensure equal participation and a lack of stigma for students with the most significant disabilities.

Suggestions For Improved Results:

The district should provide training to staff on writing individualized non-participation justifications that contain all of the required elements to justify removal.

The district should examine opportunities to increase individualized options for the least restrictive environment for students in classrooms in the "A-Wing" at Oliver Ames High School.

**SPECIAL EDUCATION FOCUS AREA:
Child Find**

The district practices in this focus area were monitored for compliance and outcomes with the following regulatory standards:

SE 15	<p>Outreach by the School District (Child Find) The district has annual or more frequent outreach and continuous liaison with those groups below from which promotion or transfer of students in need of special education may be expected, or which would include students in need of special education:</p> <ol style="list-style-type: none"> 1. professionals in community 2. private nursery schools 3. day care facilities 4. group homes 5. parent organizations 6. clinical /health care agencies 7. early intervention programs 8. other public/private/parochial schools 9. other agencies/organizations 10. the school itself, including charter schools 11. agencies serving migrant and/or homeless persons pursuant to the McKinney-Vento Education Act for Homeless Children <p style="text-align: center;">State Regulations Federal Requirements 34 CFR 300.125; 300.312</p>
SE 16	<p>Screening</p> <ol style="list-style-type: none"> 1. The school district conducts screening for three and four year olds and for all children who are of age to enter kindergarten. Such screening is designed to review a child's development and to assist in identification of those children who should be referred for an evaluation to determine eligibility for special education services. 2. Participation in the screening program for three and four year olds is optional on the part of the parents. 3. Provision is made for ongoing and periodic screening of all students as required by the Department of Public Health (vision, hearing, and posture). <p style="text-align: center;">State Regulations Federal Requirements 28.03(1)(d) Chapter 71, Section 57</p>

Data Collection, Planning and Validation:

Data included information from district documentation and staff interviews. New homeless student education standards were validated through additional submissions of documentation and specific interview questions. Analysis resulted in a finding of implementation and did not warrant further investigation.

Strengths of District's Practices for this Focus Area:

The district maintains strong community connections for all students. The connections the district has with community counselors are a particular strength as indicated by the staff interviews. Early Intervention links are sufficient to ensure delivery of services by a child's third birthday as indicated by the student records.

Documentation indicated that the district has a policy for students who are homeless that includes immediate enrollment, securing any medication records/immunizations subsequent to enrollment and the provision of transportation to the district school or the school of origin. The district has enrolled two students who became homeless.

District documentation indicates Easton conducts annual and continuous child find procedures. A letter is sent to all local agencies to solicit recommendations for referrals for an evaluation. Kindergarten screening is held in March and April and scheduled as needed from May through August. One day each week is reserved by the Project Early staff for screening of preschool children throughout the school year. The standing committee for Early Childhood had already initiated a review of the Easton Public Schools screening and orientation procedures.

Compliance Status:

The district is in compliance with standards for Child Find and screening.

Suggestions For Improved Results:

Continue to maintain community relationships and responsive screening opportunities.

**SPECIAL EDUCATION FOCUS AREA:
IEP Development**

The district practices in this focus area were monitored for compliance and outcomes with the following regulatory standards:

SE 9	<p>Eligibility determination: Timelines for evaluation, provision of IEP and/or identification of other needed instructional programs</p> <ol style="list-style-type: none"> 1. Within forty-five school working days after receipt of the parent's written consent to an initial evaluation, unscheduled evaluation, or re-evaluation, the school district: <ol style="list-style-type: none"> a. provides an evaluation b. convenes a Team meeting c. determines whether the student has one or more disabilities d. determines if the student is making effective progress in school e. determines if any lack of progress is a result of the student's disability f. determines if the student requires special education and/or related services and/or accommodations in order to make effective progress or that the student requires related services in order to access the general curriculum g. develops an IEP and proposed placement where the student is found to need special education h. provides the parent with the proposed IEP and placement, or a written explanation of the finding of no eligibility i. determines that a student is ineligible to receive special education and/or the student's lack of progress is due to a lack of instruction in reading or math or limited English proficiency or social maladjustment, the student is referred to a more appropriate instructional program or support service j. determines at the time of re-evaluation if the student would continue to make progress in school without the provision of special education services and/or related services. 2. If a Team determines that a student is not eligible for special education but may be eligible for accommodation(s) for disability(ies) under Section 504, the student is referred for consideration by the district for eligibility under that regular education program. 5. 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>State Regulations 28.05(1) and (2)</p> <p style="text-align: right;">Federal Requirements 34 CFR 300.534</p>
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SE 18A	<p>IEP development and content</p> <ol style="list-style-type: none"> 1. Upon determining that the student is eligible for special education, the Team, including the parent(s), develops an IEP at the Team meeting using the evaluation data to guide development of measurable, annual goals and objectives/benchmarks for the student. If the district chooses to draft any element(s) of the IEP for discussion, the Team Chairperson ensures that those elements are genuinely considered prior to adoption at the Team meeting. All ideas and needs of the child as expressed by all Team members, especially the parents, are genuinely
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	<p>considered by the district prior to proposing the IEP.</p> <ol style="list-style-type: none"> 2. The IEP includes specially designed instruction to meet the needs of the individual student and related services that are necessary to allow the student to benefit from the specially designed instruction, or consists solely of related services that are necessary to allow the student to access the general curriculum, consistent with federal and state requirements. 3. In developing the IEP, the Team proposes specially designed instruction and related services according to the needs of the child <u>and not</u> according to the availability of such instruction or related services. 4. The IEP is completed addressing all elements of the most current IEP format provided by the Department of Education. Where applicable, the district includes in the IEP, or other notice to the parent, information regarding the implementation of any necessary restraint procedures for students as required under 603 CMR 46.00. 5. If the Team members are unable to agree on the IEP, the Team chairperson states the elements of the IEP proposed by the school district. 6. The school district ensures that each IEP Team has at least one person with authority to commit the resources of the district and that whatever services are set out in the IEP will actually be provided and that the IEP will not be changed at a higher administrative level within the district. 7. The IEP is written in generally understandable language. <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">State Regulations</td> <td style="width: 50%;">Federal Requirements</td> </tr> <tr> <td>28.05(3), (4), (6) and (7)</td> <td>34 CFR 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>	State Regulations	Federal Requirements	28.05(3), (4), (6) and (7)	34 CFR 300.340-300.350; 300.343(a)	28.06(2)	34 CFR Part 300, Appendix A, Question #22.
State Regulations	Federal Requirements						
28.05(3), (4), (6) and (7)	34 CFR 300.340-300.350; 300.343(a)						
28.06(2)	34 CFR Part 300, Appendix A, Question #22.						

SE 22	<p>IEP implementation and availability</p> <ol style="list-style-type: none"> 1. Where the IEP of the student in need of special education has been accepted in whole or in part by that student's parent, the school district provides the mutually agreed upon services without delay. 2. At the beginning of each school year, the district has an IEP in effect for each eligible student within its jurisdiction. 3. Each teacher and provider described in the IEP is informed of his or her specific responsibilities related to the implementation of the student's IEP. 4. The school district does not delay implementation of the IEP due to lack of classroom space or personnel, provides as many of the services on the accepted IEP as possible and immediately informs parents in writing of any delayed services, reasons for delay, actions that the school district is taking to address the lack of space or personnel and offers alternative methods to meet the goals on the accepted IEP. Upon agreement of the parents, the school district implements alternative methods immediately until the lack of space or personnel issues are resolved. <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">State Regulations</td> <td style="width: 50%;">Federal Requirements</td> </tr> <tr> <td>28.05(7)(b); 28.06(2)(d)(2)</td> <td>34 CFR 300.342</td> </tr> </table>	State Regulations	Federal Requirements	28.05(7)(b); 28.06(2)(d)(2)	34 CFR 300.342
State Regulations	Federal Requirements				
28.05(7)(b); 28.06(2)(d)(2)	34 CFR 300.342				

SE 36	<p>IEP implementation, accountability and financial responsibility</p> <ol style="list-style-type: none"> 1. The district ensures that IEPs are implemented without delay upon parent consent. 2. The district oversees in an ongoing manner the full implementation of each in-district and each out-of-district IEP it proposes which has been consented to by a
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	<p>child's parents.</p> <p>3. The district makes a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP.</p> <p>4. The district provides all programs and services without expense to the child's parents.</p> <p>5. Each time the school district proposes to access the parent's private insurance 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.</p>				
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations</td> <td style="width: 50%;">Federal Requirements</td> </tr> <tr> <td>28.06(3)</td> <td>34 CFR 300.142; 300.350</td> </tr> </table>	State Regulations	Federal Requirements	28.06(3)	34 CFR 300.142; 300.350
State Regulations	Federal Requirements				
28.06(3)	34 CFR 300.142; 300.350				

Data Collection, Planning and Validation:

Initial data was gathered through the Local Work Group's self assessment. Additional information was gathered from randomly selected student records. Randomly selected records from each school within the district represented students from preschool through high school with a variety of disabilities. The information guided interview questions with administrative and teaching staff. The review Team found trends across student records that warranted further investigation of district procedures.

Strengths of District's Practices for this Focus Area:

Staff interviews supported the following strengths found during the student record review.

The Educational Assessment (B) was completed by each teacher for students undergoing evaluation. The current level of performance and the benchmarks on the IEP were comprehensive and well written. The district offers a variety of extended school year options for students who required services to prevent regression and/or prolonged recoupment. Counseling services were reflected on the service delivery grid as appropriate.

Compliance Status:

The district is partially implementing the standards for IEP development.

1. Notice of Proposed School District Action, N1 and Notice of Refusal to Act, N2
Page two to the notice forms was frequently missing. Although the district does incorporate some of the six questions required on page two of the notice form within the body of their format, not all six questions and answers were included in this format. This results in parents not being provided with sufficient required information..
2. Evaluation consent form and timelines for evaluation
Not all student records contained the required consent for evaluation. Some records exceeded 30 school working days for completion of evaluations. Roles of the Team Chair included administrative paperwork in addition to evaluation and teaching responsibilities.
3. Immediate provision of the IEP
Record reviews and staff interviews indicated the immediate provision of IEP's is frequently outside of the required timelines. In addition, during the last six months, the Department has received two complaints regarding the immediate provision of the IEP. It was determined through discussion with the local work group that the IEP has numerous stops for review within the district prior to providing the IEP to the parent.

4. Obtaining consent to implement the IEP
The district does not have a system to monitor receipt of the signed IEP from the parent within the 30-day requirement. A variety of attempts to obtain the signed IEP from the parent are not always documented in the student records.
5. Vision statements
Record reviews, parent surveys and student reports indicated the vision statements are written based on the other Team member's vision not the vision of the parent and/or student.
6. Measurable goals
Record reviews indicated that the consistency of writing measurable goals was not evident across all student records. The description for specifically designed instruction did not sufficiently describe content for the development of measurable goals.
7. Non-participation justification
Student records indicated that non-participation justifications were generally broad and did not reflect why the removal was beneficial to the student.
8. Documentation of SLD to include all required elements.
Record reviews indicated that there was inconsistency in use of the Specific Learning Disability determination with all required elements being met.
9. Progress reports
Record reviews indicated that progress reports are completed, however, not all progress reports indicate if the current performance of the student will enable the student to achieve the goal by the end of the IEP period. Although some staff in the district write progress reports to each benchmark and are predicting progress toward the goals, other staff write progress reports to global goals and are not able to predict whether the goal will be reached by the end of the IEP period.

Suggestions For Improved Results:

The district should establish a plan to train staff on writing IEP's by utilizing Comprehensive System of Personnel Development (CSPD) resources or trainers from other districts that the review Team will provide. A record review will be scheduled within 18 months to determine if the district is in compliance with all IEP standards.

1. Notice of Proposed School District Action, N1 and Notice of Refusal to Act, N2
Use the Notice forms provided by the Department. Have the Team Chairperson respond to the six questions on page two of the notice forms. Dissemination of administrative paperwork should be the responsibility of personnel other than the Team Chairperson.
2. Evaluation Consent form and timelines for evaluation
Establish a district tracking system to monitor timelines for evaluation and dissemination of administrative paperwork. Current roles of the Team Chair include administrative paperwork in addition to evaluation and teaching responsibilities.
3. Immediate provision of the IEP
Develop a plan for streamlining the review of IEP's prior to proposing the IEP to the parent.

4. Obtaining consent to implement the IEP
Establish a district tracking system for obtaining consent. Document the variety of efforts the district uses to obtain consent. If necessary, send the unsigned IEP with a record of the district attempts to obtain the IEP to the Bureau of Special Education Appeals.
5. Vision statements
The district should provide training for staff on the development of vision statements to ensure reflection of the vision of the parent and /or student and the student's interests and preferences. The district should consider including page one of the IEP with the Team meeting invitation so parents and students have time to prepare the vision statement prior to the Team meeting.
6. Measurable goals
The district should provide training for staff on detailing the specialized instruction and writing measurable goals. The training should include guidance on how to link the parent/student vision statement and assessment results to the goals.
7. Non-participation justification
The district should provide training for staff on writing specific and individualized justification for removal from the general education classroom and should include the reason removal is beneficial to the student.
8. Documentation of SLD to include all required elements
The district should monitor consistency in the use of the determination form for specific learning disabilities including a written report of student observation by an individual other than the classroom teacher.
9. Progress reports.
The district should provide training to staff on writing progress reports that reflect whether the student's current performance will enable the student to meet the goal by the end of the IEP period.

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION II. STUDENT IDENTIFICATION AND PLACEMENT
	Legal Standard
MOA 1	<p>Identification of limited-English-proficient students The district uses qualified staff and appropriate procedures and assessments to identify students who are limited-English-proficient and assess their level of English proficiency.</p> <p>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</p>
	<p>Rating: Implemented District Response Required: No</p>

Department of Education Findings:

The Easton Public Schools have a low incidence population of English Language Learners (ELL) who are identified at the time of registration. Despite the limited population, the district trained three professionals, Director of Curriculum, English as a Second Language (ESL) tutor and the reading specialist in the administration and scoring of several assessments and procedures to determine language proficiency. The procedures included determination of Cognitive Academic Language Proficiency, administration of Language Assessment Scales for Reading and Writing, administration of the Massachusetts English Language Assessment-Oral (MELA-O), and piloting the Massachusetts English Proficiency Assessment (MEPA). During the course of the 03-04 year, 15 students were identified in the district. The proficiency status was reported to the Department in January 2004. ELL students received language services through immersion, small group tutorial, individual tutorial, or a combination of immersion and tutorials.

CRITERION NUMBER	
	Legal Standard
MOA 2	<p>Program modifications and support services for limited-English-proficient students 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:</p> <ol style="list-style-type: none"> 1. are based on sound education theory; 2. provide for English-language development; 3. provide for the meaningful participation of limited-English-proficient students in the district's educational program; 4. are evaluated and appropriately revised in an ongoing manner; and 5. are demonstrably useful in assisting students receiving such program modifications and services to gain English language proficiency. <p>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;</p>

CRITERION NUMBER				
	Legal Standard			
	M.G.L. c. 76, s. 5; 603 CMR 26.03			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 30%; text-align: center;">DISTRICT RESPONSE REQUIRED:</td> <td style="width: 20%; text-align: right;">No</td> </tr> </table>	Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No
Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

Department of Education Findings:

The Easton Public Schools applied the following accommodations and modifications to support English Language Learners (ELL): inclusive pedagogy, ability to match the culture of the school with the culture of the home, use of community resources, topics, issues, events and experiences in designing lessons and units, use of culturally relevant materials, use of a variety of teaching/learning models, use of strategies for teaching and learning that address various modalities, use of cooperative and collaborative instructional activities, examples of how to function in different cultural and learning style contexts, use of community volunteers/aides and peer tutors who are integral to the teaching and learning process, and other common effective teaching strategies such as scaffolding, wait time, frequent communication attempts, and having a world rich environment. Program evaluation was conducted on an individual basis due to the limited population in any grade.

CRITERION NUMBER				
	Legal Standard			
MOA 3	<p>Access to a full range of education programs 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>			
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Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

**CIVIL RIGHTS FOCUS AREA:
Disproportionality**

The district practices in this focus area were monitored for compliance and outcomes with the following regulatory standards:

CRITERION NUMBER	
	Legal Standard
MOA 4	<p>Placement of disabled, linguistic and racial minority, homeless, and female/male students 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>

Data Collection, Planning and Validation:

Data reported to the Department of Education and district documentation were reviewed by the Local Work Group and the review Team. Data review and discussion with the Local Work Group resulted in a determination of no further investigation warranted.

Strengths of District’s Practices for this Focus Area:

The district consistently reports data. The district plans to conduct ongoing data collection for future analysis of trends. Review of the data and staff interviews indicated that students from protected groups are not treated differently with regards to academic placement and extra curricular activities.

Compliance Status:

The district is implementing all standards for data collection.

The district data did not reach the threshold for further review.

Suggestions For Improved Results:

The district indicated a plan will be developed for collecting and analyzing data trends related to suspensions and gender questions generated by the self-assessment conducted by the Local Work Group.

CRITERION NUMBER	
	Legal Standard
MOA 5A	<p>Placement of homeless students According to the best interest of the homeless student, the district either 1. continues the student’s education in the student’s school of origin for the duration of homelessness and, if the student becomes permanently housed</p>

CRITERION NUMBER	
	Legal Standard
	<p>during an academic year, for the remainder of that academic year; or</p> <p>2. enrolls the student in any public school that nonhomeless students who live in the attendance area where the student is actually living are eligible to attend. If the district sends the student to a school other than the school of origin or a school requested by the student's parent or guardian, it provides the parent or guardian with a written explanation, including a statement of the right to appeal the placement. If the student is unaccompanied, notice of the right to appeal is provided to the student.</p> <p>NCLB: Title X, Part C, Sec. 722(g)(3)(A), (B)</p>
	<p>Rating: Implemented</p> <p style="text-align: right;">DISTRICT RESPONSE REQUIRED: No</p>

Department of Education Findings:

The Easton Public Schools have a Homeless Education Liaison. He coordinates all registration across the district, child find efforts for students who are homeless, and provides information and training within the district. The Easton School Committee adopted a homeless student education policy on March 4, 2004.

CRITERION NUMBER	
	Legal Standard
MOA 5B	<p>Immediate enrollment of homeless students</p> <p>The school where a homeless student is placed immediately enrolls the student even if he or she is unable to produce records normally required for enrollment, such as previous academic records, medical records, or proof of residency.</p> <p>NCLB: Title X, Part C, Sec. 722(g)(3)(C)(i)</p>
	<p>Rating: Implemented</p> <p style="text-align: right;">DISTRICT RESPONSE REQUIRED: No</p>

CRITERION NUMBER	
	Legal Standard
MOA 5C	<p>Transportation of homeless students to and from the school of origin</p> <p>If a homeless student is continuing to attend his or her school of origin but lives in another district than that in which the school of origin is located, the two districts agree on a method to apportion responsibility and costs for transportation to and</p>

CRITERION NUMBER	
	Legal Standard
	from the school of origin. If they cannot agree on a method, the responsibility and costs are shared equally. NCLB: Title X, Part C, Sec. 722(g)(1)(J)(iii)
	Rating: Implemented DISTRICT RESPONSE REQUIRED: No

CRITERION NUMBER	
	Legal Standard
MOA 6	Availability of in-school programs for pregnant students Pregnant students are permitted to remain in regular education classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave. Title IX: 20 U.S.C. 1681; 34 CFR 106.40(b)
	Rating: Partially Implemented DISTRICT RESPONSE REQUIRED: Yes

Department of Education Findings:

Documentation indicated that the district has a statement regarding the options for pregnant students. Physician's notes may be required for participation in athletic activities and students can opt to have home tutoring with a doctor's note indicating the need for homebound instruction. The district did not submit a policy passed by the school committee for pregnant students to remain in school.

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 (Focus Area: Parent Participation At Team Meetings)
- Civil Rights Methods of Administration (MOA) (Report Issue # MOA 7)

**SPECIAL EDUCATION FOCUS AREA:
Parent Participation At Team Meetings**

The district practices in this focus area were monitored for compliance and outcomes with the following regulatory standards:

<p>SE 8</p>	<p>Evaluation Team composition The following persons are members of the evaluation Team:</p> <ol style="list-style-type: none"> 1. The child's parents 2. A representative of the school district who acts as Chairperson and who is (1) qualified to supervise or provide special education; (2) is knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources of the district. 3. A representative of the school district who has the authority to commit the resources of the district (and who may act as the Chairperson) 4. A teacher who has recently had or currently has the student in a classroom or other teaching situation. If the student is involved or may be involved in a regular education program, a regular education teacher must be included as a Team member. 5. The student, age fourteen and older, if he/she chooses 6. Other individuals at the request of the student's parents 7. At least one teacher or specialist trained in the area of the student's suspected special needs 1. Individuals who are qualified to interpret the instructional implications of evaluation results 2. Other individuals who may be necessary to write an IEP for the child, as determined by the Administrator of Special Education 10. When one purpose of the Team meeting is to discuss transition services, the student age sixteen or older (or younger, if appropriate) is a part of Team process. If the student does not attend the Team meeting, the school district ensures that the Team is informed of the student's interests and preferences. 11. When one purpose of the Team meeting is to discuss transition services, a representative of any public agency who may be responsible for providing or paying for transition services is invited to the Team meeting. If the representative(s) does not attend the meeting, the school district takes other steps to obtain the participation of these agencies. 12. When one purpose of the Team meeting is to discuss vocational education needs, a person knowledgeable about vocational education placement options is present at the meeting. <p>State Regulations 28.02(22)</p> <p>Federal Requirements 34 CFR 300.344; 300.552</p>
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SE 24	<p>Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE</p> <ol style="list-style-type: none"> 1. A student may be referred for an evaluation by a parent or any person in a caregiving or professional position concerned with the student's development. 2. When a student is referred for an evaluation to determine eligibility for special education, the school district sends written notice to the child's parent(s) within 5 school days of receipt of the referral. 3. Notice is given by the district within a reasonable time for all other actions. 4. <i>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</i> 5. <i>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</i> 6. <i>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.</i> 7. <i>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.</i> <p>State Regulations 28.04(1)</p> <p>Federal Requirements 34 CFR 300.503(a)</p>
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SE 25	<p>Parental consent</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"> 1. The school district obtains written parental consent before conducting an initial evaluation or making an initial placement of a student in a special education program. Written parental consent is obtained before conducting a reevaluation and before placing a student in a special education placement subsequent to the initial placement in special education. 2. The school district obtains consent before initiating extended evaluation services. 3. The school district obtains consent to the services proposed on a student's IEP before providing such services. 4. The school district obtains consent prior to placing a student in an initial special education placement and for any subsequent placement. 5. <i>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.</i> 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
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	<p>agency to secure parental participation.</p> <p>7. If, subsequent to initial evaluation and initial placement and after following the procedures required by the regulations, the school district is unable to obtain parental consent to a reevaluation or to placement in a special education program subsequent to the initial placement, or the parent revokes consent to such reevaluation or placement, the school district considers with the parent whether such action will result in the denial of a free appropriate public education to the child. If, after consideration, the school district determines that the parent's failure or refusal to consent will result in a denial of a free appropriate public education to the student, it seeks resolution of the dispute through Special Education Appeals</p> <p>State Regulations 28.07(1)</p> <p>Federal Requirements 34 CFR 300.500(b)(1)</p>
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SE 26	<p>Parent participation in meetings</p> <ol style="list-style-type: none"> 1. The district ensures that one or both parents of a child are members of any group that makes decisions on the educational placement of their child. 2. The Administrator of Special Education notifies parent(s) in writing of any Team meeting early enough to ensure that they have an opportunity to attend. 3. The district schedules the meeting at a mutually agreed upon time and place; and documents such efforts. 4. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls, or video conferencing. 5. In cases where the district, after reasonable efforts, is unable to obtain the parents' participation in Team meeting discussions and decisions, the district conducts the Team meeting and documents its attempts to facilitate the parents' participation. <p>State Regulations 28.02(22)</p> <p>Federal Requirements 34 CFR 300.345(d), 300.501</p>
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Data Collection, Planning and Validation:

Data was gathered from district documentation, the district Continuous Improvement Plan, staff interviews, parent surveys and student records. Analysis of the data by the Local Work Group and the review Team validated a high level of parent participation at Team meetings.

Strengths of District's Practices for this Focus Area:

The district has a high level of parent involvement within all buildings. Parent participation in the IEP process reflects active involvement on the part of at least one parent and frequently two parents or a parent and an advocate.

The district data for the Continuous Improvement Plan collected between November 2003 and January 2004 indicated that every parent attended the IEP meeting for their son or daughter. The records review indicated only one parent that did not attend the IEP meeting. Staff interviews and parent surveys also

support a high level of participation in the IEP process and other educational and school administered events.

Compliance Status:

The district has partially implemented the standards for focus area parent participation in Team meetings. Specifically, the district does not have consistency for criteria SE 24 Notice to Parents and SE 25 Parental Consent. See comments under focus area IEP Development.

Suggestions For Improved Results:

The Review Team recommends that parents and students who are age of majority be provided with information and training on how to complete the vision statement for the IEP. The Parent Advisory Committee could work collaboratively with the district to provide this training. The district should take additional steps to ensure that parents return the IEP signature page and the placement page within 30 days. The district should issue reminders that new goals and services cannot be implemented until the parent provides consent. An administrative assistant could make calls, mail a reminder and mail a certified letter if necessary. These activities should be documented and if the IEP is not returned after a variety of means were used to obtain it, there is a responsibility to send unsigned IEPs to the Bureau of Special Education Appeals. See additional comments under focus area IEP Development.

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION III. PARENTAL INVOLVEMENT
	Legal Standard
MOA 7	<p>Information to be translated into languages other than English 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>Rating: Implemented District Response Required: No</p>

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:

- Civil Rights Methods of Administration (MOA) (Report Issues MOA 8-9)

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION IV. CURRICULUM AND INSTRUCTION
	Legal Standard
MOA 8	<p>Accessibility of extracurricular activities Extracurricular activities sponsored by the district are nondiscriminatory in that:</p> <ol style="list-style-type: none"> 1. the school provides equal opportunity for all students to participate in intramural and interscholastic sports; 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. <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>Rating: Implemented District Response Required: No</p>

Department of Education Findings:

Documentation indicated that the Easton Public Schools offer a wide variety of co-curricular activities to all students. The district publishes an Athletic Department Coaches Handbook that outlines the expectations for equal opportunity, and the athletic director trains coaches annually in August, November and March as each sport season begins.

CRITERION NUMBER	
	Legal Standard
MOA 9	<p>Hiring and employment practices of prospective employers of students</p> <ol style="list-style-type: none"> 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. 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. <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>Rating: Implemented DISTRICT RESPONSE REQUIRED: No</p>

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 (Focus Areas: Graduation Rates of Disabled Students & Discipline of Students with Disabilities)
 - Civil Rights Methods of Administration (MOA)
 - (Report Issues MOA 10 –17A)

**SPECIAL EDUCATION FOCUS AREA:
Graduation Rates Of Students With Disabilities (SWD) Verses Non-Disabled Peers**

The district practices in this focus area were monitored for compliance and outcomes with the following regulatory standards:

SE 48	<p>FAPE (Free, appropriate, public education): Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education</p> <p>All students receiving special education, regardless of placement, shall have an equal opportunity to participate in and, if appropriate, receive credit for the vocational, supportive, or remedial services that may be available as part of the general education program as well as the non-academic and extracurricular programs of the school. Programs, services and activities include, but are not limited to:</p> <ol style="list-style-type: none"> 11. art and music <li style="background-color: #90EE90;">12. vocational education, industrial arts, and consumer and homemaking education 13. work study and employment opportunities 14. counseling services available at all levels in the district 15. health services 16. transportation 17. recess and physical education, including adapted physical education 18. athletics and recreational activities 19. school-sponsored groups or clubs 20. meals <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black;">State Regulations</td> <td style="border-bottom: 1px solid black;">Federal Requirements</td> </tr> <tr> <td>28.06(5)</td> <td>34 CFR 300.121; 300.300-313</td> </tr> </table>	State Regulations	Federal Requirements	28.06(5)	34 CFR 300.121; 300.300-313
State Regulations	Federal Requirements				
28.06(5)	34 CFR 300.121; 300.300-313				

Data Collection, Planning and Validation:

Data gathered included data from Department of Education and district documentation. Analysis of the data indicated Easton Public Schools rate of graduation well exceeds the state average.

Strengths of District’s Practices for this Focus Area:

Easton Public Schools are very successful in the rate of students who attend college. In particular, Easton Public Schools are commended for the number of students who attend four-year colleges. The district is commended on the high rate of students with disabilities who attend college.

The district data, staff interviews and student interviews substantiated a high rate of attendance at four-year colleges for students with disabilities. The district graduation rate is 99.4%. The district drop out rate is 0.6% as compared to the state average of 3.5%. The district career center at the high school actively supports all students in identifying potential colleges and areas of study through use of student surveys completed in October of each school year.

Compliance Status:

The district is commended on efforts leading to a high rate of graduation for all students. In addition to the courses offered, the dedication of teaching staff, career counseling center and guidance department

staff who work diligently with students ensure the completion of standards and a match of student interest and post-secondary education.

Suggestions For Improved Results:

The district could strengthen the link between the career counseling center activities, guidance and development of IEP goals and vision statements.

<p>SE 46</p>	<p>Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district</p> <ol style="list-style-type: none"> 1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement. 2. Prior to a suspension that constitutes a change in placement of a student with disabilities, the Team convenes <ol style="list-style-type: none"> a. to develop or review a functional behavioral assessment of the student’s behavior to modify a behavior intervention plan or develop an assessment plan; b. to identify appropriate alternative educational setting(s); and c. to determine the relationship between the disability and the behavior - “a manifestation decision” (Is IEP appropriate? Is placement appropriate? If there was a behavior plan, was it implemented? Does student understand impact and consequences of his/her behavior? Can student control behavior?). 3. If the Team determines that the behavior is <u>NOT</u> a manifestation of the disability, then the district may suspend or expel the student consistent with policies applied to any student without disabilities, except that the district must still offer an appropriate education program to the student with disabilities that may be in some other setting. 4. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 days <ol style="list-style-type: none"> a. if the behavior involves weapons or illegal drugs or another controlled substance while at school or a school function; or b. if the district provides evidence that the student is “substantially likely” to injure him/herself or others and a hearing officer orders the alternative placement; and c. the interim alternative education setting enables the student to continue in the general curriculum, to continue receiving services identified on the IEP, and provides services to address the problem behavior. 5. If the Team determines that the behavior <u>IS</u> a manifestation of the disability, then the district takes steps (with the consent of the parent) to correct the IEP, the placement, or the behavior intervention plan. 6. The school district provides written notice to the parent of all rights to appeal and to an expedited hearing. If the parent chooses to appeal, during the appeal the student stays put in the placement on the last accepted IEP or the interim alternative placement, unless the parent and the school district agree otherwise. <p>State Regulations</p> <p>Federal Requirements 34 CFR 300.519-300.528</p>
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SE 47	<p>Procedural requirements applied to students not yet determined to be eligible for special education</p> <ol style="list-style-type: none"> 1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if: <ol style="list-style-type: none"> a. The parent had expressed concern in writing; or b. The parent had requested an evaluation; or c. School district staff had expressed concern that the student had a disability. 2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures to conduct an expedited evaluation to determine eligibility. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility. 3. The school district has developed procedures consistent with federal requirements to expedite evaluations. <p>State Regulations</p>
	<p>Federal Requirements 20 U.S.C. Chapter 33, Section 1415(k)</p>

Data Collection, Planning and Validation:

Data was gathered from the Department of Education Problem Resolution System and district documentation. Analysis of district documentation and prior complaints reported to the Department of Education indicated the district has maintained corrective actions that were ordered.

Strengths of District’s Practices for this Focus Area:

District policies and procedures are appropriate to manage discipline in accordance with the federal and state regulations. The district utilizes suspension as a last resort form of discipline. Few students have needed a manifestation determination.

Documentation, staff interviews and review of student records indicated that the district is in compliance with discipline requirements. The district has good communication between principals and the special education director, which ensures procedures related to discipline are implemented. The district provides supportive and therapeutic counseling services at the elementary level. The district has a procedure for recording suspensions.

Compliance Status:

The district is implementing all of the standards for the focus area of discipline.

Suggestions For Improved Results:

Procedures for behavioral intervention plans, functional behavioral assessments and manifestation determinations should be reviewed and revised to include identification of positive behavioral supports for behavior, an analysis of functional behavior for the functional behavior plan and the required Team signatures on manifestation determinations.

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION V. STUDENT SUPPORT SERVICES
	Legal Standard
MOA 10A	<p>Handbooks and codes of conduct</p> <ol style="list-style-type: none"> 1. The district has a code of conduct for students and one for teachers. The principal of every school containing grades 9-12 prepares, in consultation with the school council, a student handbook containing the student code of conduct and distributes it to each student annually, as well as to parents and school personnel; the school council reviews and revises the student code of conduct every year. The principal of every school containing other grades distributes the district's student code of conduct to students, parents, and personnel annually. At the request of a parent or student whose primary language is not English, a handbook or student code of conduct is translated into that language. 2. Student codes of conduct contain: <ol style="list-style-type: none"> a) procedures assuring due process in disciplinary proceedings and b) appropriate procedures for the discipline of students with special needs and students with Section 504 Accommodation Plans. 3. Handbooks and codes of conduct reference M.G.L. c. 76, s. 5 and contain: <ol style="list-style-type: none"> 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. <p>Section 504; M.G.L. c. 71, s. 37H; 603 CMR 26.08</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
MOA 11A	<p>Designation of liaison/coordinator(s); grievance procedures</p> <ol style="list-style-type: none"> 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. <p>Title IX: 20 U.S.C. 1681; 34 CFR 106.8; Section 504: 29 U.S.C. 794; 34 CFR 104.7;</p>

CRITERION NUMBER				
	Legal Standard			
	Title II: 42 U.S.C. 12132; 28 CFR 35.107; NCLB: Title X, Part C, Sec. 722(g)(1)(J)(ii)			
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Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

CRITERION NUMBER				
	Legal Standard			
MOA 12A	<p>Annual and continuous notification concerning nondiscrimination and coordinators</p> <ol style="list-style-type: none"> 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. 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. 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. <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>			
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Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

CRITERION NUMBER	
	Legal Standard
MOA 13	<p>Availability of information and counseling on general curricular and occupational/vocational opportunities 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 CMR 26.03</p>
	<p>Rating: Implemented DISTRICT RESPONSE REQUIRED: No</p>

Department of Education Findings:

Documentation indicated that the Easton Public Schools provide a comprehensive array of counseling services at the Junior High School and the High School. The services include guidance counseling, career counseling, psychological services, and a therapeutic specialist.

CRITERION NUMBER	
	Legal Standard
MOA 14	<p>Counseling and counseling materials free from bias and stereotypes 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"> 1. encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills; 2. examine testing materials for bias and counteract any found bias when administering tests and interpreting test results; 3. communicate effectively with limited-English-proficient and disabled students and facilitate their access to all programs and services offered by the district; 4. provide limited-English-proficient students with the opportunity to receive counseling in their primary language; 5. support students in educational and occupational pursuits that are nontraditional for their gender. <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); EEOA: 20 U.S.C. 1703(f); Title</p>

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

CRITERION NUMBER				
	Legal Standard			
MOA 15	<p>Non-discriminatory administration of scholarships, prizes and awards Scholarships, prizes and awards sponsored or administered by the district are free of 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%;">Rating: Implemented</td> <td style="width: 20%; text-align: center;">DISTRICT RESPONSE REQUIRED:</td> <td style="width: 30%; text-align: right;">No</td> </tr> </table>	Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No
Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

CRITERION NUMBER	
	Legal Standard
MOA 16	<p>Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion</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</p>

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

CRITERION NUMBER	
	Legal Standard
MOA 17A	<p>Use of physical restraint on any student enrolled in a publicly-funded education program</p> <ol style="list-style-type: none"> 1. The district has developed and implemented staff training at least annually on the use of restraint consistent with regulatory requirements. 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. 2. The district administers physical restraint on students only when needed to protect a student and/or a member of the school community from imminent, serious, physical harm. The district implements restraint procedures consistent with Department of Education regulations in order to prevent or minimize any harm to the student as a result of the use of physical restraint. 3. The district has developed written procedures regarding appropriate responses to student behavior that may require immediate intervention. Such procedures are annually reviewed and provided to school staff and made available to parents of enrolled students. 4. The district has developed and implemented reporting requirements and procedures for administrators, parents and the Department of Education consistent with the regulations. 5. The district has developed and implemented any applicable individual waiver procedures consistent with the regulations. <p>M.G.L. c. 71, s. 37G; 603 CMR 46.00</p>
	<p>Rating: Implemented</p> <p style="text-align: right;">DISTRICT RESPONSE REQUIRED: No</p>

Department of Education Findings:

Documentation indicated that the district adopted a physical restraint policy on June 20, 2002, which is published in the handbook for each school. Several staff designated as building-wide resource personnel received in-depth training in February 2003 and a refresher training in November 2003. Reporting forms contain the appropriate information. The awareness level training for all staff is provided annually.

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 (Focus Area: Pre-Referral, Instructional Support System)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 18A-21)

**SPECIAL EDUCATION FOCUS AREA:
Instructional Support**

The district practices in this focus area were monitored for compliance and outcomes with the following regulatory standards:

SE 50	<p>Responsibilities of the School Principal and Administrator of Special Education</p> <p><u>Principal:</u></p> <ol style="list-style-type: none">1. <u>Instructional support.</u> The principal in each of the district's schools promotes instructional practices responsive to student needs and ensures that adequate instructional support is available for students and teachers. Instructional support includes remedial instruction for students, consultative services for teachers, availability of reading instruction at the elementary level, appropriate services for linguistic minority students, and other services consistent with effective educational practices and the requirements of M.G.L. c. 71B, §2. The principal consults with the Administrator of Special Education regarding accommodations and interventions for students. Such efforts and their results are documented and placed in the student record. Additionally, when an individual student is referred for an evaluation to determine eligibility for special education, the principal ensures that documentation on the use of instructional support services for the student is provided as part of the evaluation information reviewed by the Team when determining eligibility.2. <u>Curriculum Accommodation Plan.</u> The principal implements a curriculum accommodation plan developed by the district's general education program to ensure that all efforts have been made to meet the needs of diverse learners in the general education program. The plan assists the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program including, but not limited to, direct and systemic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning. The Plan includes teacher training in (1) analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the regular classroom of students with diverse learning styles; (2) methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate such styles; and (3) training in the provision of pre-referral services within regular education, teacher mentoring and collaboration and parental involvement.3. <u>Coordination with special education.</u> The principal with the assistance of the Administrator of Special Education coordinates the delivery and supervision of special education services within each school building.4. <u>Educational services in home or hospital.</u> Upon receipt of a physician's written order verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the principal arranges for provision of educational services in the home or hospital. Such services are provided with sufficient frequency to allow the student to continue his or her educational program, as long as such services do not interfere with the medical needs of the student. The principal coordinates such services with the
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	<p>Administrator for Special Education for eligible students. Such educational services are not be considered special education unless the student has been determined eligible for such services, and the services include services on the student’s IEP.</p> <p><u>Administrator of Special Education:</u></p> <p>5. The school district has an appointed person to be its Administrator of Special Education. The Administrator supervises all special education for the school district and ensures compliance with all federal and state special education laws. As appropriate, and in accordance with the requirements of M.G.L. c.71B, §3A, the Administrator may designate other school district personnel to carry out some of the duties of the Administrator.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations</td> <td style="width: 50%;">Federal Requirements</td> </tr> <tr> <td>28.03(3)</td> <td></td> </tr> <tr> <td>Chapter 71, Section 38Q and 38Q ½</td> <td></td> </tr> </table>	State Regulations	Federal Requirements	28.03(3)		Chapter 71, Section 38Q and 38Q ½	
State Regulations	Federal Requirements						
28.03(3)							
Chapter 71, Section 38Q and 38Q ½							

Data Collection, Planning and Validation:

Data was gathered from district documentation, parent surveys and student records. Analysis of data from Child Study Teams resulted in trends, which led to conducting two case studies of general education students. The data and case studies validated effective use of instructional supports to preclude inappropriate referrals to special education.

Strengths of District’s Practices for this Focus Area:

District data and student records led the review Team to focus on particular grade levels where there was a high frequency of referrals for Child Study Teams. Subsequently, case studies were conducted for two student case studies, which supported the effectiveness of the Child Study Teams.

Each building convenes Child Study Teams to review the needs and progress of student’s referred for instructional supports. The district has a comprehensive Child Study Team process that ensures all students who may require instructional supports are screened and reviewed on a regular basis. The process included dedicated times for convening the Child Study Team on a regular basis. The frequency of individual student review is based on the student’s individual needs. Some schools are effective at using the current forms and process.

Compliance Status:

The district is partially implementing the standards for the focus area Instructional Supports.

Based on the initial comments from the Review Team the district contracted to have an independent program evaluation of their Instructional Support system. Documentation of meeting outcomes is inconsistent, the forms are cumbersome, the Building-Based Team composition did not always have the child’s teacher participate at the meetings, and the composition of the Building-Based Teams was dominated by special education providers.

Suggestions For Improved Results:

The district should revise the procedures and forms used in the instructional support process to ensure staff can consistently implement the forms across the district. In particular, procedures for documenting the actions taken and recommendations made by the Building-Based Teams is needed.

Based on staff interviews and case studies, the district should provide training to staff that includes accommodations that can be practically implemented in the regular education classroom for a variety of student needs.

The district should develop a procedure that ensures that general education teachers predominantly participate in the Building-Based Team meetings.

Amend the DCAP to reflect the instructional supports available in each school

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
MOA 18A	<p>School district employment practices 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 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</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
MOA 19 Reserved	

CRITERION NUMBER	
	Legal Standard
MOA 20 Reserved	

CRITERION NUMBER			
	Legal Standard		
MOA 21	<p>Staff training regarding civil rights responsibilities The district provides in-service training for all school personnel at least annually regarding civil rights responsibilities, including the prevention of discrimination and harassment on the basis of 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>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 50%; text-align: right;">DISTRICT RESPONSE REQUIRED: No</td> </tr> </table>	Rating: Implemented	DISTRICT RESPONSE REQUIRED: No
Rating: Implemented	DISTRICT RESPONSE REQUIRED: No		

COMPONENT 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:

- Civil Rights Methods of Administration (MOA) (Report Issues MOA 22-23)

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VII. SCHOOL FACILITIES
	Legal Standard
MOA 22	<p>Accessibility of district programs and services for students with disabilities 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 services offered at each level (preschool, elementary and secondary).</p> <p>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</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	Legal Standard
MOA 23	<p>Comparability of facilities 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"> 1. separate facilities for disabled, limited-English-proficient or pregnant students that are comparable to the facilities for other students in the district; 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. <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>
	Rating: Partially Implemented DISTRICT RESPONSE REQUIRED: Yes

Department of Education Findings:

Facility tour and group interview with high school students indicated that the A-Wing in the Oliver Ames High School is separated from the main halls of the school by a ramp. Only one general education class, physics, is conducted on the lowest level of the A-Wing. The high school students with mild and moderate disabilities indicated that the students who went to the A-Wing are stigmatized and are the most disabled.

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:

- Civil Rights Methods of Administration (MOA) (Report Issues MOA 24-25)

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
MOA 24	<p>Curriculum review process 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>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
MOA 25	<p>Institutional self-evaluation 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>Rating: Implemented DISTRICT RESPONSE REQUIRED: No</p>

**APPENDIX:
SCHOOL DISTRICT PROFILE INFORMATION**

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

School District Profile Information

Definitions of Terms

Profiles

Introduction

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

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

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

The electronic version of this district's or charter school's profile information is available at:
<http://profiles.doe.mass.edu/home.asp?mode=ot&view=&ot=5>

Organization Types

Approved Special Education Schools	Responsible for providing an education for students with disabilities. A school district (LEA) may place a student in an out-of-state program if it believes that such program is the most appropriate for the student.
Charter School	Public schools that are created by parents, teachers, businesses, and community leaders and have the freedom to organize their activities around a core mission, curriculum, or teaching method. Their autonomy gives them the freedom to create their own budgets and to hire and fire teachers and staff.
Collaborative	Collaboratives are formed through an agreement among two or more school committees to provide education for their member school systems. Agreements must be filed with the Commissioner of DOE. A Board representative of each member school committee manages them.
Collaborative Programs	Regardless of the size of the individual collaborative, each school provides programs that its member districts demand.
Private School	A non-publicly funded school that provides educational services directly to attending students.
Public School	Public schools are administered by a Public School District, and provide educational services directly to attending students. Expenses are paid by state

appropriation.

Public School Districts	An administrative unit responsible for managing primary and secondary school services within a defined geographical boundary. There can be two types of School Districts, Operational and Non-Operational district, and expenses are paid by state appropriation.
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The Data 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:

This section displays 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. **NOTE:** District level data only.

Services:

- **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:

- **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. **NOTE:** District level data only.

Enrollment/Indicators

Enrollment by Grade

Indicates the enrollment for students in grades Pre-kindergarten (PK), kindergarten through 12, Special Education beyond grade 12 (SP), Career and Technical Education beyond grade 12 (CT) for the listed school year.

Enrollment by 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.

Dropout Rate:

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.

Children Attending Public Schools

Indicates the percent of school-age children in a city or town attending public schools, for the listed school years. **NOTE:** District level data only.

Attendance/Exclusions:

Attendance rate indicates the average percentage of enrolled students, (grades 1-12), present in school for the listed school year. Student Exclusion (count) 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. Student Exclusion (rate) indicates the rate of exclusions per 1000 students.


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.

Plans of High School Graduates:

Indicates the post-graduate intentions of students for the listed school year.
Test Results

Massachusetts Comprehensive Assessment System (MCAS):

- Shows percentage of students at each performance level for the current year
- Select a year to view past year's performance level data
- Select annual comparisons or the  icon for a graphical display of MCAS results
- For 2002 only: view Cycle II Performance Rating Reports
- For 2001 only: select a 'Grade and Subject' to view test item analysis data

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

Finance - District level data only.

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: total teaching salaries, divided by the number of full-time equivalent teachers, equals the average teacher salary.

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.

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 (FM), MOA 2004

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Last Revised on: September 8, 2004

Prepared by: JB; RT