



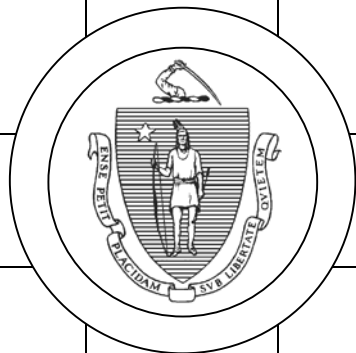
Middleton Public Schools

**COORDINATED PROGRAM REVIEW
REPORT OF FINDINGS**

Dates of Onsite Visit: April 26-29, 2004
Date of Draft Report: September 20, 2004
Due Date for Comments: October 12, 2004
Date of Final Report: October 15, 2004
Action Plan Due: December 6, 2004

Department of Education Onsite Team Members:

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MASSACHUSETTS DEPARTMENT OF EDUCATION

COORDINATED PROGRAM REVIEW REPORT

Middleton 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 Middleton School District during the week of April 26, 2004 to evaluate the implementation of selected criteria in the program areas of Special Education, Civil Rights/ Method of Administration, Title I and Safe and Drug Free Schools.

The district includes two elementary schools. The district serves approximately 713 students, including 100 students receiving special education services. The ethnic make-up of the district includes nine (9) Asians, five (5) African Americans, 696 whites and three (3) Hispanic students. Information that is more detailed 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 four (4) administrative staff.
- Interviews of twenty-one (21) teaching and support services staff across all levels.
- Interviews of nine (9) parents representing General and Special Education.
- Interviews as requested by persons from the general public.
- Student record reviews: A sample of twenty-two (22) 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: fifteen (15) parents of students with disabilities were sent surveys that solicited information regarding their experiences with the district's implementation of special education programs, related services and procedural requirements. Surveys were also sent to parents of general education students who have been involved with the district's curriculum accommodation process. Ten (10) 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 five (5) instructional classrooms and other school facilities used in the delivery of programs and services were visited to determine general levels of compliance with program requirements.

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, i.e., 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, Partially 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 applicable 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 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):

1. Placement and Least Restrictive Environment
2. Students With Disabilities (SWD) participation in MCAS
3. Students With Disabilities (SWD) performance in MCAS
4. Parent participation at Team meetings
5. Secondary transition services
6. Graduation rates of Students With Disabilities (SWD) verses non-disabled peers
7. Child find
8. IEP development
9. Discipline
10. Pre-referral
11. 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 (LWG)** that consists of local representatives from general and special education administrators, instructional staff, and parents. The LWG actively participates in this process beginning with the district's self-assessment and continues through 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 LWG'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, which 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, which 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 has the responsibility to not only prepare and submit to the DOE any required progress reports documenting the results of the district's corrective action and program improvement activities, but also becomes the district's mechanism to implement and document ongoing internal monitoring and refinements of the Improvement Plan.

COORDINATED PROGRAM REVIEW REPORT

EXECUTIVE SUMMARY

Middleton 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 area addressed under *Focused Monitoring* in this component is the criterion related to Students with Disabilities participation in the MCAS and transition planning. In order to determine compliance in the area of participation in state and district testing, the Department's onsite team reviewed a sampling of special education records and pertinent website data relating to MCAS, as well as conducted interviews with staff to validate the LWG's determination of compliance, as reported in the district's Self-Assessment Report. The onsite team's validation process supported the district's determination of compliance regarding the participation of all students with disabilities in MCAS. Based on the results of the validation activities, it is the onsite team's judgment that the district has effective procedures in place to insure that all students with disabilities participate in MCAS. Although student performance is not a part of the Department's compliance review, the LWG identified discrepancies between the performance levels of student's with disabilities and their non-disabled peers. The Department commends the district LWG's diligence in the review and analysis of how students in pullout models receive instruction consistent with the curriculum frameworks in order to narrow the performance gap. The discussion that took place between the Department and the LWG resulted in the topic of training of all staff regarding the curriculum and differentiated instruction to meet the needs of all students in the district being explored.

The Department also reviewed district compliance with respect to secondary and early intervention transition. Middleton is a Pre-Kindergarten through sixth grade district and, therefore, SE 6 (Transition Services for those students age 14 and older) is not applicable. The Department reviewed the district's Self-Assessment regarding SE 17 (Initiation of Services at Age Three and Early Intervention Transition Process). The Department conducted a review of selected records and documentation that describes district practices for ensuring the IEPs are developed and implemented by age three and that the transition from early intervention programs occurs appropriately.

The district accepts referrals in sufficient time 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. 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.

There are no criteria for Civil Rights/Methods of Administration, Title I or Safe and Drug Free

Schools under this component.

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?

After an analysis of the SIMS data and the Local Work Group's (LWG) Self-Assessment, the review team selected records for grades 1, 2, 4, and 5 as well as a smaller sampling for kindergarten and grades 3 and 6. The onsite team focused on the justification for placements outside general education, accommodations, student strengths/weakness, specially designed instruction and goals/objectives. The review team also interviewed staff concerning the apparent root causes for the non-participation of students within the general education classrooms and to review the accommodations used within the general education classroom for students with both academic and behavioral concerns. As the result of the review of records the onsite team found that the district is not in full compliance with the requirements regarding placement in the least restrictive environment. Review of the records indicated that the removal of students from the general education classroom does not specifically address any potentially harmful effect on the student or on the quality of services that he or she needs. The IEP Team also needs to consider 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. Additionally, the Department and district reviewers indicated concerns with regard to the possible correlation between placement and MCAS performance. These concerns are based upon the LWG's assessment that the poorer performance in English Language Arts (ELA) and math may relate to the delivery of services to instruction in these areas in a pull out model. The review also included the possible deficits in training staff in the curriculum, not just modifications to the curriculum, and possible deficits in training in both the curricula and methods used to train special education aides who provide support to students with disabilities in the general education classroom.

The Department reviewed the district's Self-Assessment, a sampling of special education records and district documentation related to the required outreach to certain groups in order to conduct Child Find activities and screening for three and four years olds and all children who are of age to enter kindergarten. While the district complies with the child find activities, a concern regarding screening was indicated through a review of the documentation. The district's announcement for pre-school screening indicates that only parents who suspect that their child may have special needs are eligible.

The Department reviewed the district's Self-Assessment, a sampling of special education records, district documentation and interviewed staff involved in the IEP process (including development, implementation and accountability). The district bases its eligibility determinations on sound assessment practices. The IEP is completed and provided within the required timelines. Upon receipt of consent, services are implemented immediately. The district oversees the full implementation of both in-district and out-of-district IEPs in an ongoing manner. While the district bases its eligibility determination on sound assessment practices, the justification for non-participation in general education and the limited ability to provide in-class accommodations is driven, at least in part, by the staff's perception of the current Math and Reading/Language Arts as fast paced programs. This results in more restrictive program placements.

The review included the Civil Rights/ Methods of Administration criterion of this component, and focused on disproportionality, English Language Education (ELE) and homeless students. The onsite team reviewed the Student Information Management System (SIMS) data.

Although the numbers in the SIMS data did not exceed the 20% threshold for disproportionality, the review of the data and the interview with the Superintendent of Schools validated the review team's concern regarding disproportionality in disability determinations in the category of Specific Learning Disability (SLD) and placement of males versus females in certain programs and services the LWG's Self-Assessment and interviewed the superintendent.

According to the documentation provided, the district is providing services under the old TBE not the ELE regulations currently in effect.

The district provided documentation ensuring that they meet the requirements regarding homeless students.

The review of the Title I criterion indicated that the district identifies limited English proficient students on the same basis as other students selected to receive services, however, there was no evidence of teacher referral forms with a point system that indicate specific skill areas.

There is no Safe and Drug Free Schools criterion under this component.

Component III: Parental Involvement

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

The Department reviewed the district's Self-Assessment, a sampling of special education records, district documentation, the Continuous Improvement Planning (CIP) data and, also conducted staff interviews regarding parent participation, consent and notices to determine compliance in this area. The high level of parent participation at Team meetings is the result of the district's flexibility in accommodating parent(s)/guardian(s) schedules. In addition, a review of records indicated that the district provides appropriate notice, obtains consent and ensures that Team meetings have all required staff present.

The review related to the Civil Rights/ Methods of Administration criterion of this component focused on translated notices. While the district indicated how it would meet the needs for translated materials, no notices were provided.

The review of the Title I component indicated that the district has only partially implement all the criterion related to parent and community involvement. There is no parent policy specific to Title I; parents are not involved in the planning, implementation and review of the program and they are not involved in the development and review of the parent policy on an annual basis. In addition, the district has done little to build the capacity of parents for strong involvement in the Title I program and has not provided parents with the required "right to know" information. The district also has provided few materials and no training for parents to enable them to improve their child's achievement.

The Safe and Drug Free Schools criterion under this component are either not implemented or partially implemented. The application was through the administrative team and school committee; however, parents and community agencies are unaware of the safe and drug free school and community plan articulated in the application. Information related to behavior was provided by a community agency and the regional high school, however, planning and development of the FY'04 grant application was done in isolation, without consultation with the key stakeholders. The district does not have a formalized prevention plan through this

grant. Parents had not participated in focus groups or meetings regarding the prevalence of drugs and violence problems among youth in the community and were not familiar with specific goals and objectives for the local SDFSCA program.

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?

There was no special education criterion under this component.

There are only two criteria under the Civil Rights/ Methods of Administration component. Both the accessibility to extra-curricular activities and the hiring and employment practices for students were found to be implemented.

The review of the Title I component indicated that the district's program provides an opportunity for students receiving services to participate in extended day/week or year programs and activities. The district, however, provides services in a pull-out model and therefore, does not minimize the removal of students from the classroom during regular hours.

The only criterion under the Safe and Drug Free Schools was not implemented. SDFSCA activities are not integrated with any other Title programs.

Component V: Student Support Services

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

The only areas addressed under Focused Monitoring in this component are the criteria related to graduation rates and student discipline. Middleton is a pre-kindergarten through sixth grade district and, therefore, the focus area regarding graduation does not apply.

The onsite team reviewed general and special education records, suspension logs, and documentation related to the district's discipline practices for students with disabilities and interviewed the Special Education Administrator, building principals, and school psychologists. The district does provide counseling support, through the school psychologists, to students whose behavior interferes with learning, as well as working with classroom teachers in strategy development and implementation. Students are only placed out-of-district when all in-district avenues have been explored and appropriately implemented.

The district has implemented the criterion regarding the use of restraint under the Civil Rights/ Methods of Administration component. The criterion regarding notice to students leaving school without a high school diploma was implemented. All other criteria under this component, however, were found to be either partially implemented or not implemented. For example, it did not include the disciplinary measures that could be imposed if it was determined that harassment or discrimination had occurred. The district also did not provide a copy of its grievance procedures for students and employees that provides for prompt and equitable resolution of complaints alleging discrimination based on sex or disability. No documentation was provided regarding the annual and continuous notification concerning non-discrimination nor did the district document assurance that counseling materials are free from bias and stereotypes or that the administration of any scholarships, awards or prizes is conducted in a non-discriminatory manner.

The only criterion under Title I in this component was partially implemented. While staff interviews indicated that the district had informed private schools regarding the availability of services, no documentation of the contact was provided.

There were no Safe and Drug Free Schools criterion under this component.

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?

Review of the general and special education student records, the LWG Self-Assessment documents, the district Curriculum Accommodation Plan, and the review of the documents relating to the Student Assistance Team in each school indicated a need to address the reliance on a pull out model for service delivery to students with disabilities.

The district has implemented the Civil Rights/Methods of Administration criterion pertaining to school district employment practices and civil rights training.

The district implemented the Title I criteria relative to licensure and professional development.

There were no Safe and Drug Free Schools criterion under this component.

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?

There were no Special Education, Title I or Safe and Drug Free Schools criteria under this component.

The district has implemented the requirements regarding accessibility of district programs and services for students with disabilities and comparable facilities criteria under this component.

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?

There were no Special Education criteria under this component.

The district has implemented the requirements regarding the curriculum review process and institutional self-evaluation relative to the Civil Rights/Methods of Administration criteria under this component.

While most of the Title I criteria under this component were not applicable, the district has not conducted a systematic written needs assessment on an annual basis. Staff interviews indicated that analysis of assessment results plays a central role in decision-making, but there is no formal process to include the analysis of data and input from teachers and administrators. There was no statement of how this information is used to determine the types of services for

Title I students. In addition, there is no formal written summary of the results of the needs assessment and no written evaluation of the effectiveness of the program conducted on an annual basis.

The Safe and Drug Free Schools criterion under this component are either not implemented or partially implemented. The districts used the SDFSCA end of the year report and police crime report to gather data regarding infractions and maintain ongoing discipline records. The district did not access any information related to violence or substance use by older students (such as YRBS information, discipline reports or other reported information which could be available to them through the Masconomet Regional School District) to inform them about planning for prevention efforts at the lower grades.

The district also did not formally design performance measures and had not established performance indicators for drug and violence prevention education within this year's plan. Interviews and documentation indicate that the district selected Second Step to address violence prevention issues, but has not yet developed an implementation plan. The district needs to strengthen the evaluative components of its program. There were no formal measures to evaluate the district's progress and the district did not make evaluative results available to the public, as there was no formal evaluation. There is a need for a more formal structure to be in place, which can identify the strengths and gaps in order to better inform people about the district-wide plan.

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?

There were no Special Education or Civil Rights/Methods of Administration criteria under this component.

The Title I criteria regarding the requirements of Federal Title I grants, aggregate expenditures, and comparability reports were all implemented. The district only partially implemented the requirement that the grant supplement rather than supplant services. The district also only partially implemented the submission of all required reports. The district did not implement the requirements regarding split-funded staff. All other criteria are not applicable.

The district implemented the requirements regarding appropriate budget and accounting procedures. Evidence was provided that the activities and programs funded comply with the Principals of Effectiveness and foster a safe and drug free learning environment that supports academic achievement.

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
Participation 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> <ol style="list-style-type: none"> 1. All students with disabilities whose placements are funded by the district are included in the Massachusetts Comprehensive Assessment System (MCAS) and other district-wide assessment programs. 2. The district’s IEP Teams designate how each student will participate and, if necessary, provide an alternate assessment. <p>State Regulations</p>	<p>Federal Requirements 34 CFR 300.138; 300.139</p>
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Data Collection, Planning and Validation

The Department’s onsite team reviewed a sampling of special education records and pertinent website data relating to MCAS, as well as conducted interviews with staff to validate the Local Work Group’s assertion of compliance as reported in the district’s Self-Assessment document. The results of the onsite team’s validation supported the district’s determination of compliance regarding the participation of all students with disabilities in MCAS.

Strengths of District’s Practices for this Focus Area

Based on the results of the validation activities, it is the Department onsite team’s judgment that the district has effective processes in place to insure that all students with disabilities participate in MCAS.

Compliance Status

The Department onsite team’s review and analysis of district data, special education student records and staff interviews documented compliance in this focus area.

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>				
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State Regulations	Federal Requirements				
	34 CFR 300.138; 300.139				

Data Collection, Planning and Validation

The Department’s onsite team reviewed a sampling of special education records and pertinent website data relating to MCAS, as well as conducted interviews with staff to validate the Local Work Group’s Self-Assessment and the accompanying document entitled Curriculum Alignment with Special Education Instruction and IEP Goals.

Compliance Status

The purpose of this focus area is to analyze the trends in the performance data of disabled and non-disabled students from the state’s mandated assessment program (MCAS) to assess trends in the performance gap between students with disabilities and their non-disabled peers.

The findings resulting from the Local Work Group’s Self-Assessment and presented in the document entitled, Curriculum Alignment with Special Education Instruction and IEP Goals were supported through the Review Team’s examination of student performance data, and staff interviews.

This analysis has resulted in the following

- 1. The writing of IEP goals and objectives need to reflect more closely the language in the curriculum standards.*
- 2. The skills identified on the IEPs tend to be very narrow in scope and most often reflect lower level thinking processes; hence, objectives might be broadened to better address the multilevel thinking processes reflected in the standards.*
- 3. The poorer performance in ELA and math may relate to the delivery of services to instruction in these areas in a pull out model.*
- 4. Concerns were raised by both the Department and district reviewers that the curriculum taught in the pullout classes is not aligned with the curriculum presented in the general education classroom*
- 5. Possible deficits in training staff in the curriculum, not just modifications.*
- 6. Possible deficits in training in both the curricula and methods to special education aides who provide support to students with disabilities in the general education classroom.*

The Benchmark/Objectives should reflect the scope and sequences of knowledge of concepts as well as skills in math, reading and writing.

Suggestions for Improved Results

- The Department recognizes the district’s diligence in the review and analysis of how students in pullout models receive instruction consistent with the curriculum frameworks. The discussion that took place between the Department and the LWG resulted in the following topics to be explored by*

the district:

- Training of all staff in the curriculum and differentiated instruction to meet the needs of all students in the district.
- Utilization of the Curriculum Specialist to assess whether the curriculum is aligned with the Frameworks, assess how students in the pull out models receive instruction and to assist all staff in implementing differentiated instruction.
- Exploration of co-teaching models/inclusion models through the implementation of working models.

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. 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. 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="margin-left: 300px;">Federal Requirements 34 CFR 300.344(b), 300.347</p>
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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,
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	<p>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.</p> <p>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> <table border="0" data-bbox="381 462 1429 562"> <tr> <td data-bbox="381 462 941 493">State Regulations</td> <td data-bbox="941 462 1429 493">Federal Requirements</td> </tr> <tr> <td data-bbox="381 493 941 562">28.06(7)(b)</td> <td data-bbox="941 493 1429 562">34 CFR 300.24(b)(3); 300.121(c); 300.132; 300.342(c)</td> </tr> </table>	State Regulations	Federal Requirements	28.06(7)(b)	34 CFR 300.24(b)(3); 300.121(c); 300.132; 300.342(c)
State Regulations	Federal Requirements				
28.06(7)(b)	34 CFR 300.24(b)(3); 300.121(c); 300.132; 300.342(c)				

Data Collection, Planning and Validation

Middleton is a Pre-Kindergarten through sixth grade district and, therefore, SE 6 (Transition Services for those students age 14 and older) is not applicable. In order to determine compliance in this focus area, the Department reviewed the district's Self-Assessment, records for pre-school age students and documentation regarding the district practices for early intervention transition. In addition, staff responsible for the implementation and oversight of the district practices and procedures was interviewed.

Strengths of District's Practices for this Focus Area

The district accepts referrals in sufficient time to ensure continuity of services the development and implementation of an IEP for eligible children by the date of the child's third birthday. The district implements procedures to ensure the effective transition of young children with disabilities from Early Intervention Programs through participation in transition planning conferences.

Compliance Status

The review of student records, district data and staff interview indicated that the district is in compliance with the requirements of this criterion.

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)
 - Title I (Report Issues # TI 19-20)

**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:

<p align="center">SE 18B</p>	<p>Determination of placement; provision of IEP to parent</p> <ol style="list-style-type: none"> 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. 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. 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. The placement selected by the Team is the least restrictive environment consistent with the needs of the student. Immediately following the development of the IEP, and within 45 school working days after receipt of the parent's written consent to an initial evaluation or reevaluation, the district provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice, except that the proposal of placement may be delayed according to the provisions of 603 CMR 28.06(2)(e) in a limited number of cases. <p>State Regulations 28.05(6) and (7)</p> <p>Federal Requirements 34 CFR 300.346</p>
<p align="center">SE 20</p>	<p>Least restrictive program selected</p> <ol style="list-style-type: none"> 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. 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. The district does not remove an eligible child from the general education classroom solely because of needed modification in the curriculum. 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>State Regulations 28.06(2)(a); Chapter 71B, section 3</p> <p>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 style="text-align: right;">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 style="text-align: right;">Federal Requirements 34 CFR 300.121; 300.300-313</p>
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Data Collection, Planning and Validation

After an analysis of the SIMS data and the LWG’s Self-Assessment, the review team selected records for grades 1, 2, 4, and 5, as well as a smaller sampling for kindergarten and grades 3 and 6. The onsite team focused on the justification for placements outside general education, accommodations provided to students, specially designed instruction and IEP goals/objectives. The review team also interviewed staff concerning the possible causes for the non-participation of students within the general education classrooms. The onsite team also reviewed the accommodations used within the general education classroom for students with both academic and behavioral concerns.

Compliance Status

As the result of the review of records, the Review Team has determined that the district does not comply with all the requirements regarding placement in the least restrictive environment.

The onsite team reached these conclusions:

- 1. The review of records indicated that the justification stated on the IEPs for the removal of the student from the general education classroom does not specifically address the following criteria.*
 - a. 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.*
 - b. 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 the education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily.*
- 2. The district favors the utilization of the pullout model for delivery of special education services, resulting in fewer opportunities for students to receive services in the least restrictive environment.*
 - a. Joint investigation into the district's placement practices, conducted through staff interviews, revealed that the current pullout model for the delivery of special education services is, in part due to the staff's perception that the programs in both Math and Reading/Language Arts (Trail Blazers and Open Court) are "fast paced."*
 - b. The review team, however, believes that the reliance on the pullout model is due in part, to the district's need to further develop training and implement differentiated teaching models*
- 3. The initial review of the district Student Information Management System (SIMS) generated data by the Review Team raised concerns as to district practices in placing students with disabilities in the least restrictive learning environment.*
 - a. These concerns were investigated through a review of special education student records that revealed that the non-participation justification statement, contained in the student's Individualized Education Program (IEP), did not typically support the removal of students from the general education classroom.*
- 4. Department and district reviewers have concerns regarding the possible correlation between placement and MCAS performance.*
 - a. The concerns are based upon the LWG's assessment that the poorer performance in ELA and math may relate to the delivery of services via a pull out model, as well as possible need to train staff in the support and of delivery specially designed curriculum not just accommodations.*
 - b. Additionally, possible deficits in training in both the curricula and methods for special education aides who provide support to students with disabilities in the general education classroom.*

Suggestions for Improved Results

The Department recognizes the district's diligence in the review and analysis of how students in pullout models receive instruction consistent with the curriculum frameworks in order to narrow the performance gap. The discussion that took place between the Department and the LWG resulted in the following topics to be explored by the district:

- The need for training and the development of a method to assess the effectiveness of that training, in the curriculum and differentiated instruction to meet the needs of all students in the district.*

- Utilization of the Curriculum Specialist to assess whether the local curriculum is aligned with the Massachusetts' Frameworks to assess how students in the pull out models receive instruction and to assist all staff in implementing differentiated instruction.
- Exploration of co-teaching models/inclusion models through the implementation of working models.

**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)</p> <p>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>State Regulations</p> <p style="text-align: right;">Federal Requirements 34 CFR 300.125; 300.312</p>
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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>State Regulations 28.03(1)(d) Chapter 71, Section 57</p> <p style="text-align: right;">Federal Requirements</p>
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Data Collection, Planning and Validation:

The Department reviewed the district’s Self-Assessment, a sampling of special education records and district documentation related to the required outreach to certain groups in order to conduct Child Find activities and screening for three and four years olds and all children who are of age to enter kindergarten.

Strengths of District’s Practices for this Focus Area:

The district conducts the required child find outreach activities.

Compliance Status:

While the district complies with the child find activities, a concern regarding screening was indicated through a review of the documentation. The district’s announcement for pre-school screening indicates that only parents who suspect that their child may have special needs are eligible.

Suggestions for Improved Results:

The pre-school screening announcement should be re-written in order to include all 3 and 4 year olds in order to determine compliance with the required outreach and screening activities.

**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.
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	<p>2. If a Team determines that a student is not eligible for special education but may be eligible for accommodation(s) for disability(ies) under Section 504, the student is referred for consideration by the district for eligibility under that regular education program.</p> <p>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> <p>State Regulations 28.05(1) and (2)</p> <p>Federal Requirements 34 CFR 300.534</p>
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<p>SE 18A</p>	<p>IEP development and content</p> <ol style="list-style-type: none"> Upon determining that the student is eligible for special education, the Team, including the parent(s), develops an IEP at the Team meeting using the evaluation data to guide development of measurable, annual goals and objectives/benchmarks for the student. If the district chooses to draft any element(s) of the IEP for discussion, the Team Chairperson ensures that those elements are genuinely considered prior to adoption at the Team meeting. All ideas and needs of the child as expressed by all Team members, especially the parents, are genuinely considered by the district prior to proposing the IEP. 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. 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. 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. 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. 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. The IEP is written in generally understandable language. <p>State Regulations 28.05(3), (4), (6) and (7) 28.06(2)</p> <p>Federal Requirements 34 CFR 300.340-300.350; 300.343(a) 34 CFR Part 300, Appendix A, Question #22.</p>
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<p>SE 22</p>	<p>IEP implementation and availability</p> <ol style="list-style-type: none"> 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
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	<p>upon services without delay.</p> <ol style="list-style-type: none"> 2. At the beginning of each school year, the district has an IEP in effect for each eligible student within its jurisdiction. 3. Each teacher and provider described in the IEP is informed of his or her specific responsibilities related to the implementation of the student's IEP. 4. The school district does not delay implementation of the IEP due to lack of classroom space or personnel, provides as many of the services on the accepted IEP as possible and immediately informs parents in writing of any delayed services, reasons for delay, actions that the school district is taking to address the lack of space or personnel and offers alternative methods to meet the goals on the accepted IEP. Upon agreement of the parents, the school district implements alternative methods immediately until the lack of space or personnel issues are resolved. <p>State Regulations 28.05(7)(b); 28.06(2)(d)(2)</p> <p>Federal Requirements 34 CFR 300.342</p>
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SE 36	<p>IEP implementation, accountability and financial responsibility</p> <ol style="list-style-type: none"> 1. The district ensures that IEPs are implemented without delay upon parent consent. 2. The district oversees in an ongoing manner the full implementation of each in-district and each out-of-district IEP it proposes which has been consented to by a child's parents. 3. The district makes a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP. 4. The district provides all programs and services without expense to the child's parents. 5. Each time the school district proposes to access the parent's private insurance 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>State Regulations 28.06(3)</p> <p>Federal Requirements 34 CFR 300.142; 300.350</p>
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Data Collection, Planning and Validation:

The Department reviewed the district's Self-Assessment, a sampling of special education records and district documentation related to the district's practices in the development of IEPs as well as interviews with staff involved in the IEP process including development, implementation and accountability.

Strengths of District's Practices for this Focus Area:

The district bases its eligibility determination on sound assessment practices. The IEP is completed and provided within the required time lines. Upon receipt of consent, services are implemented immediately. The district oversees the full implementation of both in-district and out-of-district IEPs in an ongoing manner.

Compliance Status:

While the district bases its eligibility determination on sound assessment practices, the justification for non-participation in general education and the limited ability to provide in-class accommodations is

driven, at least in part, by the staff's perception of the current Math and Reading/Language Arts as fast paced programs. This results in more restrictive program placements (refer to comments for the Focus Area: Placement and Least Restrictive Environment).

The Review Team's examination of records supported the findings presented in the Local Work Group's self-assessment, noted under Focus Area # 1 Placement and Least Restrictive Environment, and the findings in the documents entitled: (1) IEP Development Next Phase Questions: Do Services... (2) IEP Development Next Phase Questions: Ineligible Students and (3) IEP Development Next Phase Questions: Goals. The review team concurred with the following:

- 1. The need to work toward increased inclusion in the general education setting.*
- 2. Further analysis of the current model of instruction both for staffing and for implementation to increase student skill acquisition in the general education setting.*
- 3. The need to strengthen and improve the District Curriculum Accommodation Plan to address instructional support, including assistance to regular education classroom teachers through professional development that will help them analyze and accommodate various students' learning needs. For further clarification, refer to the Department of Education Commissioner's Memorandum "District Curriculum Accommodation Plan" dated February 20, 2001. A standard form and format between grades and schools to ensure that students who are ineligible for either special education or a 504 Plan have the necessary accommodations for their learning profile and that this information follows the students.*
- 4. The need to define procedural steps for informing the special education department that the recommended services have been considered and/or begun including a start date and, that the information is listed in the student's file. Review of the Child Study Team (CST) process at each building and revise as needed to ensure that the process is not an avenue for referral for a special education evaluation, as opposed to a resource for development of teaching strategies and accommodations within the general education classroom.*
- 5. The development of sequential IEP goals that are both skill based and measurable.*

Suggestions for Improved Results:

Discussions regarding possible corrective actions to address these issues between the Department and the Local Work Group took place during the meeting on June 3, 2004 at 2:45 pm. The LWG needs to address appropriate training to all staff in the curriculum as well as proven techniques and guidance for the delivery of differentiated instruction to meet the needs of all students in the district. Finally, the district should utilize the expertise of the Curriculum Specialist to review how the current curriculum is delivered to all children and to provide suggestions and strategies to assist teachers in making necessary accommodations and or modifications.

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

Department of Education Findings:

According to the documentation provided, the district is providing services under the old TBE law, not the ELE regulations currently in effect. The district screens all students using a Home Language Survey; however, the example surveys provided were in English so it is not clear that they are being offered in the family’s native language. The district also indicates that it has hired an ESL consultant, but there was no documentation provided that showed that students whose home language is not English were assessed for English proficiency. The district indicated that limited English proficient (LEP) students receive services in a sheltered English instruction classroom (SEI), but it was unclear, what makes this an SEI classroom or whether the teacher has an ESL/TBE license, advanced coursework or professional development. The district provided a schedule for ESL services that further contributes to the confusion on the part of the onsite team as to whether it is ESL or sheltered English immersion. It is unclear who provides the instruction as well as the content of the instruction. The district documentation indicated that there were no LEP students, however, staff interviews indicated that the district has students who have limited English proficiency.

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.

CRITERION NUMBER	
	Legal Standard
	Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a),(b); EEOA: 20 U.S.C. 1703(f); M.G.L. c. 71, s. 38Q1/2; 603 CMR 28.03(3)(a); M.G.L. c. 71A, ss. 2(e), 4; 603 CMR 14.04; M.G.L. c. 76, s. 5; 603 CMR 26.03
	Rating: Partially Implemented DISTRICT RESPONSE REQUIRED: Yes

Department of Education Findings:
See MOA 1

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>
	Rating: Implemented DISTRICT RESPONSE REQUIRED: No

Department of Education Findings:
The district did provide documentation ensuring that it meets the requirements regarding access to a full range of educational programs.

**CIVIL RIGHT 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, non-homeless 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:

The onsite team reviewed the Student Information Management System (SIMS) data and the LWG’s Self-Assessment. The superintendent was also interviewed, as is standard practice in the CPR process, in order to review the data that indicated possible issues regarding disproportionality.

Compliance Status:

Although the numbers in the SIMS data did not exceed the 20% threshold for disproportionality, the review of the data and the interview with the Superintendent of Schools validated the review team’s concerns regarding disproportionality in disability determinations in the category of Specific Learning and placement of males versus females in certain programs and services.

Suggestions for Improved Results:

Although the numbers did not meet the threshold for disproportionality, no formal corrective action will be required. The district, however, has indicated that they are planning to analyze student placement data and to develop a corrective action plan that addresses those patterns of imbalance. The concerns regarding disproportionality may be rectified when the district implements the suggested improvements made under the Focus Areas for Placement in the Least Restrictive Environment and IEP Development.

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</p>

CRITERION NUMBER				
	Legal Standard			
	<p>for the duration of homelessness and, if the student becomes permanently housed during an academic year, for the remainder of that academic year; or</p> <p>2. enrolls the student in any public school that non-homeless students who live in the attendance area where the student is actually living are eligible to attend.</p> <p>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>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 25%; text-align: center;">DISTRICT RESPONSE REQUIRED:</td> <td style="width: 25%; text-align: right;">No</td> </tr> </table>	Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No
Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

Department of Education Findings:

At the time of the Coordinated Program Review, the district did not have any students who were homeless. The district provided documentation on ensuring that they meet the requirements regarding placement of homeless students.

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>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 25%; text-align: center;">DISTRICT RESPONSE REQUIRED:</td> <td style="width: 25%; text-align: right;">No</td> </tr> </table>	Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No
Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

Department of Education Findings:

At the time of the Coordinated Program Review, the district did not have any students who were homeless. The district provided documentation ensuring that they meet the requirements regarding the immediate enrollment of students.

CRITERION NUMBER	
	Legal Standard
MOA 5C	<p>Transportation of homeless students to and from the school of origin 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 from the school of origin. If they cannot agree on a method, the responsibility and costs are shared equally.</p> <p>NCLB: Title X, Part C, Sec. 722(g)(1)(J)(iii)</p>
	Rating: Implemented DISTRICT RESPONSE REQUIRED: No

Department of Education Findings:

At the time of the Coordinated Program Review, the district did not have any students who were homeless. The district provided documentation ensuring that they meet the requirements regarding transportation of homeless students if the student continues to attend his/her school of origin.

CRITERION NUMBER	
	Legal Standard
MOA 6	<p>Availability of in-school programs for pregnant students Pregnant students are permitted to remain in regular education classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave.</p> <p>Title IX: 20 U.S.C. 1681; 34 CFR 106.40(b)</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	TITLE 1
	Legal Standard
TI 19	<p>(For Targeted Assistance Schools) A description is available of the multiple, objective, educationally-related criteria used to identify eligible students in grade 3 and higher who are failing or most at-risk of failing to meet the high student</p>

CRITERION NUMBER	TITLE 1
	Legal Standard
	academic performance and assessment standards required of all students. 1115 (b)(1)(B) NCLB
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Interviews and review of documentation indicate that multiple assessments are used to identify eligible students for services, but no teacher referral form with a point system to indicate specific skill areas is available.

CRITERION NUMBER	
	Legal Standard
TI 20	There is evidence that limited English proficient students are identified as eligible and selected for Title I services on the same basis as other students selected to receive services. 1115(b)(2)(A) NCLB
	Rating: Implemented District Response Required: No

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)
 - Title I (Report Issues # TI 21-23)
- Safe and Drug Free Schools (Report Issues # SDF 1-3)

**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 care giving 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
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	<p>be home. Efforts may include seeking assistance from a community service agency to secure parental participation.</p> <p>7. If, subsequent to initial evaluation and initial placement and after following the procedures required by the regulations, the school district is unable to obtain parental consent to a reevaluation or to placement in a special education program subsequent to the initial placement, or the parent revokes consent to such reevaluation or placement, the school district considers with the parent whether such action will result in the denial of a free appropriate public education to the child. If, after consideration, the school district determines that the parent's failure or refusal to consent will result in a denial of a free appropriate public education to the student, it seeks resolution of the dispute through Special Education Appeals</p> <p>State Regulations 28.07(1)</p> <p>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:

The Department reviewed the district's Self-Assessment, a sampling of special education records, district documentation, the CIP data, and conducted staff interviews regarding parent participation, consent and notices.

Strengths of District's Practices for this Focus Area:

The high level of parent participation at Team meetings is the result of the district's flexibility in accommodating parent(s)/guardian(s) schedules. In addition, a review of records indicated that the district provides appropriate notice, obtains consent and Team meetings have all required staff present.

Compliance Status:

Review of records, staff interviews and parent surveys indicated compliance with this focus area.

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

Department of Education Findings:

At the time of the Coordinated Program Review, the district had only two limited English proficient students. The district provided documentation on how it meets the requirements of this criterion event including using residents of the community and contracting with outside agencies; however no translated notices were provided.

CRITERION NUMBER	TITLE 1 III. PARENTAL AND COMMUNITY INVOLVEMENT
	Legal Standard
TI 21	<p><u>School District Requirements:</u></p> <ol style="list-style-type: none"> 1. Title I programs, activities, and procedures are planned and implemented providing meaningful consultation with parents of participating children. 1118(a)(1) 2. The district's written parental involvement policy is developed and annually reevaluated with, agreed upon, and distributed to parents of participating children. 1118(a)(2) 3. The district provides coordination, technical assistance, and other resources to assist schools in planning and implementing effective parental involvement activities to improve student achievement and school performance. 1118(e)(2) NCLB 4. The district builds schools' and parents' capacity for strong parental involvement. 5. Title I parental involvement services are integrated with other programs'

CRITERION NUMBER	<p style="text-align: center;">TITLE 1 III. PARENTAL AND COMMUNITY INVOLVEMENT</p>	
	<p style="text-align: center;">Legal Standard</p>	
	<p>parental involvement strategies at the school and district level.</p> <p>6. The district conducts, with involvement of parents, annual evaluation of the content and effectiveness of the parental involvement policy in improving student achievement and parental involvement and uses the evaluation results. 1118(a)(2)(A) – (G)</p> <p>7. The district has a system for schools to provide parents with “right to know” information:</p> <ul style="list-style-type: none"> a. Status of school identified for school improvement b. Notice of teacher qualifications and right of parent to inquire c. Notice, if applicable, that students are taught by non- highly qualified teachers for more than four weeks. <p>1118(d)(3)(B)</p>	
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings:

Interviews with staff and parents and review of documentation indicate that some of the district requirements under this criterion are implemented. There is, however, no parent policy specific to Title I; parents are not involved in the planning, implementation and review of the program and they are not involved in the development and review of the parent policy on an annual basis. In addition, the district has done little to build the capacity of parents for strong involvement in the Title I program and has not provided parents with the required “right to know” information (numbers 1,2,4, 6 and 7 under this criterion).

CRITERION NUMBER	<p style="text-align: center;">Legal Standard</p>	
TI 22	<p>The district and schools provide materials and training to Title I parents to enable them to improve their children’s achievement (e.g., literacy training, using technology to foster parental involvement, frequent meetings with teachers, etc.).</p> <p>1118(e)(2) NCLB</p>	
	Rating: Partially Implemented	DISTRICT RESPONSE REQUIRED: Yes

Department of Education Findings:

Interviews with staff and parents and review of documentation indicate that the district and school provide few materials and no training for parents to enable them to improve their child’s achievement.

CRITERION NUMBER			
	Legal Standard		
<p>TI 23</p>	<p><u>School Requirements:</u></p> <ol style="list-style-type: none"> 1. The school has a written parent involvement policy that is developed jointly with, agreed upon, and distributed to parents of participating children. 1118(b)(1) NCLB 2. Parents are notified of the school’s Title I parent involvement policy in an understandable format. To the extent practicable, this information is provided in the language of the home. 1118(b)(1) NCLB 3. The school implements the following parent requirements: <ol style="list-style-type: none"> a. Convenes an annual informational meeting at a time convenient for parents; b. Provides parents with opportunities for regular meetings regarding the education of their children; and offers a flexible number of meetings (e.g., in the early morning or in the evening, etc.); c. Involves parents in an organized, ongoing, timely way in the planning, review, and improvement of school parental involvement policy and school-wide programs; d. Provides parents with timely information about Title I programs, descriptions, and an explanation of the Title I curriculum and assessment procedures; and e. Provides parents with materials and training to improve their children’s achievement. 1118 (c)(1)-(4); 1118 (e)(2) NCLB 4. Each school develops jointly with parents a School-Parent Compact that outlines shared responsibilities for improving student achievement and achieving the state’s high standards. 1118(d) NCLB 		
	<p>Rating: Partially Implemented</p>	<p>DISTRICT RESPONSE REQUIRED:</p>	<p>Yes</p>

Department of Education Findings:

Interviews with staff and parents and review of documentation indicate that there is no parental involvement policy specific to Title I; parents have not been involved in the planning, review and improvement of the parent policy. In addition, there is no training provided for parents to improve the achievement of their children (numbers 1, 2, 3c and 3e under this criterion).

CRITERION NUMBER	SAFE AND DRUG FREE SCHOOLS III. PARENTAL INVOLVEMENT		
	Legal Standard		
SDF 1	The Safe and Drug Free Schools program develops its application through timely and meaningful consultation with community agencies, parents, students and representatives from the schools and prevention community. [Title IV Sec. 4115 (b) (2) (E)]		
	Rating: Not Implemented	District Response Required:	Yes

Department of Education Findings:

Interviews and documentation indicate that development of the application was through the administrative team and that the school committee, parents and community agencies were unaware of the safe and drug free school and community plan articulated in the application. Although information related to behavior was provided by a community agency and regional high school, planning and development of the FY'04 grant application was done in isolation without consultation with the key stakeholders identified above.

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

Department of Education Findings:

Interviews and documentation indicate that there is consultation with the local Tri-Town Council On Youth and Family Services and local police, it primarily focused on the needs of older students in the community who attend the regional school district, not the elementary schools. Based on collaboration and support from Middleton, the Tri-Town Council also provides counseling for Middleton families. There has been ongoing consultation specific to a community and school plan for violence and substance abuse and prevention at the elementary level for the past two (2) years. Interviews indicate that the recently re-established advisory council for Masconomet Regional School District will include discussion and planning for Middleton as well as the other two sending communities.

CRITERION NUMBER	
	Legal Standard
SDF 2A	The local education agency coordinates such agency's programs and projects with other federal, state and local programs for drug-abuse and violence prevention. [Title IV Sec. 4114 (c) (1) (B)]
	Rating: Partially Implemented DISTRICT RESPONSE REQUIRED: Yes

Department of Education Findings:

Interviews and documentation indicate that the district does not have a formalized prevention plan implemented through this grant. Although most programs focused more on the older youth (middle and high school students who are at Masconomet Regional School District), the district coordinated some efforts with the police of the Tri-Town area and the Tri-Town Council. This includes the provision of a counselor through the Tri-Town communities and the Council for Families (paid for with local monies), the Project Safety Net hotline and a workshop on internet safety. DARE was provided last year through community funds. The Safety Committee at Howe Manning's school council has begun to seriously address disaster recovery and security issues.

CRITERION NUMBER	
	Legal Standard
SDF 3	There are program activities implemented to promote the involvement of parents. [Title IV Sec. 4116 (a)(1)]
	Rating: Not Implemented DISTRICT RESPONSE REQUIRED: Yes

Department of Education Findings:

Interviews and documentation indicate varying involvement by parents. Parents had not participated in focus groups or meetings regarding the prevalence of drugs and violence problems among youth in the community. Interviews indicate that parents were not familiar with specific goals and objectives for the local SDFSCA program. Although unaware of an implementation plan for Second Step, they expressed an interest in participating in any parental component. Furthermore, they have not received any progress reports regarding program SDFSCA outcomes and accomplishments. The Howe Manning School Council attempted to address gaps related to prevention education and has voted to put money into a locally developed curriculum to begin before the end of the current school year. Parents are aware of this effort. The Fuller Meadow PTO is also actively trying to address school climate and become more involved in prevention issues.

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)
 - Title I (Report Issues # TI 24-28)
 - Safe and Drug Free Schools (Report Issue # SDF 4)

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>

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

Department of Education Findings:
The district is a Pre-K through sixth grade school system.

CRITERION NUMBER	TITLE 1 IV. CURRICULUM AND INSTRUCTION		
	Legal Standard		
TI 24 - TAS	<p>The district implements effective instructional strategies that are based on scientifically-based research that:</p> <ul style="list-style-type: none"> a. give primary consideration to extended learning time; b. help provide an accelerated, high quality curriculum; and c. minimize the removal of students from the classroom during regular hours. <p>1115(c)(1)(C) NCLB</p>		
	Rating: Partially Implemented	District Response Required:	Yes

Department of Education Findings:

Interviews with staff and review of documentation indicate that while some of the requirements under this criterion are implemented, Title I services are provided by pulling students out of academic classes.

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

CRITERION NUMBER	
	Legal Standard
TI 26 - SWP	<p>A comprehensive School-wide Program (SWP) plan has been developed with the involvement of the community, those served by the program, and the individuals who will implement the plan, including:</p> <ul style="list-style-type: none"> a. teachers, principals, and other staff, and where appropriate, b. pupil services personnel, c. parents, and d. secondary school students, if applicable. <p>1114(b)(2)(B)(ii) NCLB</p>
	DISTRICT RESPONSE REQUIRED: No
	Rating: Not Applicable

Department of Education Findings:
The district only has a targeted assistance program.

CRITERION NUMBER	
	Legal Standard
TI 27 - SWP	<p>The SWP plan includes a comprehensive needs assessment of the entire school that is based upon information on the performance of students in relation to the state academic content standards.</p> <p>1114(b)(1)(A) NCLB</p>
	DISTRICT RESPONSE REQUIRED: No
	Rating: Not Applicable

Department of Education Findings:
The district only has a targeted assistance program.

CRITERION NUMBER	
	Legal Standard
TI 28- SWP	<p>In providing technical assistance and support to school-wide programs, the district ensures that the programs and plans contain all ten required school-wide</p>

CRITERION NUMBER	
	Legal Standard
	components, and are designed to ensure that each school will make Adequate Yearly Progress (AYP). 1112(c)(1)(C); 1114(b)(1) and (2) NCLB
	Rating: Not Applicable DISTRICT RESPONSE REQUIRED: No

Department of Education Findings:
The district only has a targeted assistance program.

CRITERION NUMBER	SAFE AND DRUG FREE SCHOOLS IV. CURRICULUM AND INSTRUCTION	
	Legal Standard	
SDF 4	Local SDFSCA activities (where applicable) are integrated with the following federal programs under No Child Left Behind (NCLB): <ul style="list-style-type: none"> • Title I (helping disadvantaged children meet high standards); • Title II (professional development); • Title IV B 21st Century Learning Center programs • Title V (innovative education program strategies); [Title IV Sec. 4114 (d) (2) (A)]	
	Rating: Not Implemented	District Response Required: Yes

Department of Education Findings:
Interviews and documentation indicate that SDFSCA activities are not integrated with any other Title programs. However, the administrative team discussed interest in exploring the possibility of curriculum and program integration with other Title programs in order to build a stronger infrastructure for a formalized violence and substance prevention plan and to increase positive school climate. There are some separate school initiatives and strategies that are occurring which are aimed towards developing and maintaining a positive school climate. The district might also consider how to augment more collaboration between the schools as it relates to the substance use and violence prevention plan.

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)
 - Title I (Report Issues # TI 29)

**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: #00FF00;">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 <p>State Regulations 28.06(5)</p> <p style="text-align: right;">Federal Requirements 34 CFR 300.121; 300.300-313</p>
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Middleton is a pre-kindergarten through sixth grade district. The focus area regarding graduation does not apply.

**SPECIAL EDUCATION FOCUS AREA:
Discipline**

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

SE 43	<p>Behavioral interventions</p> <p>For a student whose behavior impedes their learning or the learning of others, the Team considers the student’s behavior including positive behavioral interventions, ability to follow school discipline codes, any needed code modifications and the possible need for a functional behavioral assessment.</p> <p>State Regulations</p> <p style="text-align: right;">Federal Requirements 34 CFR 300.346</p>
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SE 44	<p>Procedure for recording suspensions The district has a procedure to record the number and duration of suspensions, including any suspensions from any part of the student’s IEP program (including transportation).</p> <p>State Regulations</p> <p>Federal Requirements 34 CFR 300.121(d)(2)</p>
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SE 45	<p>Procedures for suspension up to 10 days and after 10 days: General requirements</p> <ol style="list-style-type: none"> 1. All students, including eligible students with disabilities, receive prior written notice regarding the school’s Code of Conduct. 2. The school’s Code of Conduct includes required procedural safeguards such as opportunity for a hearing (per Goss v. Lopez). 3. Any eligible student may be suspended up to 10 days in any school year without implementation of procedures described in criterion SE 46 below. 4. After a student with special needs has been suspended for 10 days in any school year, during any subsequent removal the public school provides sufficient services for the student to continue to receive a free and appropriate public education. 5. The school provides additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year. <p><i>(See related requirements under the Civil Rights portion of the Coordinated Program Review Procedures — Criterion MOA 17.)</i></p> <p>State Requirements M.G.L. Ch. 76, Sections 16-18 and Ch. 71, Section 37 H</p> <p>Federal Requirements 34 CFR 300.519-300.529</p>
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SE 46	<p>Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district</p> <ol style="list-style-type: none"> 1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement. 2. Prior to a suspension that constitutes a change in placement of a student with disabilities, the Team convenes <ol style="list-style-type: none"> a. to develop or review a functional behavioral assessment of the student’s behavior to modify a behavior intervention plan or develop an assessment plan; b. to identify appropriate alternative educational setting(s); and c. to determine the relationship between the disability and the behavior - “a manifestation decision” (Is IEP appropriate? Is placement appropriate? If
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	<p>there was a behavior plan, was it implemented? Does student understand impact and consequences of his/her behavior? Can student control behavior?).</p> <ol style="list-style-type: none"> 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
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	expedite evaluations.	
	State Regulations	Federal Requirements 20 U.S.C. Chapter 33, Section 1415(k)

Data Collection, Planning and Validation:

The onsite team reviewed general and special education records, suspension logs, and documentation related to the district’s discipline practices for students with disabilities and interviewed the Special Education Administrator, building principals, and school psychologists.

Strengths of District’s Practices for this Focus Area:

The district does provide counseling support, through the school psychologists, to students whose behavior interferes with learning, as well as working with classroom teachers in strategy development and implementation. Students are only placed out-of-district when all in-district avenues have been explored and appropriately implemented.

Compliance Status:

After completing the desk review portion of Phase 1, the Department had expressed concerns regarding the district’s practices regarding the suspension of disabled students. These issues were further investigated through a review of student records and staff interviews that led to the finding of compliance in this focus area.

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

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION V. STUDENT SUPPORT SERVICES		
	Legal Standard		
	c) the disciplinary measures that the school may impose if it determines that harassment or discrimination has occurred. Section 504; M.G.L. c. 71, s. 37H; 603 CMR 26.08		
	Rating: Partially Implemented	District Response Required:	Yes

Department of Education Findings:

- *Only the Code of Conduct for Fuller Meadow was included in the documentation. The Code of Conduct only addresses Sexual Harassment and did not include the disciplinary measures that the school may impose if it determines that harassment or discrimination has occurred.*

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

Department of Education Findings:

The Superintendent is the designated liaison for homeless students and the coordinator for compliance with responsibilities under Title IX and Section 504. The district did not provide a copy of its grievance procedures for students and employees providing for prompt and equitable resolution of complaints alleging discrimination based on sex or disability.

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>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Not Implemented</td> <td style="width: 25%; text-align: center;">DISTRICT RESPONSE REQUIRED:</td> <td style="width: 25%; text-align: right;">Yes</td> </tr> </table>	Rating: Not Implemented	DISTRICT RESPONSE REQUIRED:	Yes
Rating: Not Implemented	DISTRICT RESPONSE REQUIRED:	Yes		

Department of Education Findings:

No documentation for this criterion was provided.

CRITERION NUMBER	
	Legal Standard
MOA 13	<p>Availability of information and counseling on general curricular and occupational/vocational opportunities</p> <p>Students from linguistic, racial, and ethnic minorities; males; females; homeless students; and students with disabilities all receive, in grades 7-12, the same information and counseling as other students on the full range of general curricular and any occupational/vocational opportunities available to them.</p>

CRITERION NUMBER	
	Legal Standard
	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
	Rating: Not Applicable DISTRICT RESPONSE REQUIRED: No

Department of Education Findings:

The district is a Pre-K through sixth grade system.

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 IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.36; Section 504: 29 U.S.C. 794; 34 CFR 104.4, 104.37; Title II: 42 U.S.C. 12132; 28 CFR 35.130, 35.160; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 721; Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.04, 26.07(8)</p>
	Rating: Not Implemented DISTRICT RESPONSE REQUIRED: Yes

Department of Education Findings:

The district documentation erroneously stated this criterion is not applicable. This criterion applies to all school districts.

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. 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. 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: Not Implemented</td> <td style="width: 25%; text-align: center;">DISTRICT RESPONSE REQUIRED:</td> <td style="width: 25%; text-align: right;">Yes</td> </tr> </table>	Rating: Not Implemented	DISTRICT RESPONSE REQUIRED:	Yes
Rating: Not Implemented	DISTRICT RESPONSE REQUIRED:	Yes		

Department of Education Findings:

The documentation provided did not address how the district administers scholarships, awards or prizes.

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> <ol style="list-style-type: none"> 1. Within ten days from a student’s fifteenth consecutive unexcused absence, the school provides written notice to students age 16 or over and their parents or guardians. The notice is in English and the family’s native language and states that the student and the parent or guardian may meet with a representative of the district within ten days from the date the notice was sent. At the request of the parent or guardian, the district may consent to an extension of the time for the meeting of not longer than fourteen days. 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

CRITERION NUMBER	
	Legal Standard
	also informed of the student's right to return to school. M.G.L. c. 76, ss. 5, 18; St. 1965, c. 741
	Rating: Not Applicable DISTRICT RESPONSE REQUIRED: No

Department of Education Findings:

The district is a Pre-K through sixth grade system.

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>
	Rating: Implemented DISTRICT RESPONSE REQUIRED: No

CRITERION NUMBER	TITLE 1 V. STUDENT SUPPORT SERVICES	
	Legal Standard	
TI 29	<ol style="list-style-type: none"> 1. Appropriate officials from private schools are informed and consulted about the availability of Title I services. 2. Written affirmation is obtained and signed by officials of each participating private school, confirming that required consultation has occurred. 3. Appropriate officials from Neglected or Delinquent (N or D) facilities are informed and consulted about the availability of Title I services. A contract exists between the district and the N or D facility, if applicable. <p>1120 NCLB</p>	
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings:

Interviews with staff indicate that the private schools have been informed about the availability of services; however, no documentation of this contact is available.

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)
 - Title I (Report Issues # TI 30-31)

**SPECIAL EDUCATION FOCUS AREA:
Pre-referral**

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 <u>developed by the district's general education program</u> 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> <p>State Regulations 28.03(3) Chapter 71, Section 38Q and 38Q ½</p> <p>Federal Requirements</p>
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Data Collection, Planning and Validation:

The onsite team reviewed the district’s comprehensive and insightful Local Work Group’s Self-assessment, general and special education student records, the district’s District Curriculum Accommodation Plan (DCAP), each school’s practices regarding Student Assistance Teams (SAT) and conducted interviews with staff involved in the implementation of the SAT and DCAP. Follow-up discussions were conducted with the LWG after Phase I to probe the root causes and possible corrective action.

Compliance Status:

The findings presented in the Local Work Group’s self-assessment noted in the documented entitled “IEP Development: Ineligible Students”, listed below, were validated by the Department’s review of general/special education records as well as through interviews of general/special education staff:

1. *Curriculum Accommodation Plan: The need for a standard form and format between schools to ensure that students who are ineligible for either special education or a 504 Plan have the necessary accommodations for their learning profile and that this information follows the students.*
2. *The need to define procedural steps for informing the special education department that the recommended services have been considered and/or begun, including a start date and that the information is listed in the student’s file.*
3. *Review the CST (Child Study Team) process at each building and revise as needed to ensure that the process is not an avenue for referral for a special education evaluation as opposed to a resource for development of teaching strategies and accommodations within the general education classroom.*
4. *The Department’s Review Team had concerns regarding the absence of a comprehensive District Curriculum Accommodation Plan (DCAP) which addresses accommodations and differentiated instruction which may have lead to an over reliance on a pullout strategy to deliver services, whether they are special education or Title I.*

Suggestions for Improved Results:

The Department recommends that the LWG review and expand the district’s DCAP to ensure that all efforts have been made to meet the needs of diverse learners in the general education program. The DCAP should assists the regular classroom teacher, through the child study team process, 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 should include 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. The LWG should review the Student Assistance Team process at each school in order to ensure that the process is a resource for development of teaching strategies and accommodations within the general education classroom.

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	

CRITERION NUMBER	
	Legal Standard
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: 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	TITLE 1 VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
TI 30	<ol style="list-style-type: none"> 1. All professional staff providing Title I services are appropriately licensed (or hold current licensure waivers) and are highly qualified for their job title and function. 2. Where applicable, the district’s Title IIA grant application describes how it will use these funds to meet the requirements of section 1119. <p><u>Implementation Guidance:</u></p> <ol style="list-style-type: none"> 1. Title I teachers* who teach the core academic subjects are highly qualified by possessing a valid Massachusetts license (preliminary, initial, or professional) and demonstrating subject matter competency in each of the areas that they teach: <ol style="list-style-type: none"> a. Elementary teachers have demonstrated competence in reading, writing, mathematics, and other areas of the basic elementary school curriculum by either passing the Massachusetts Test for Educator Licensure (MTEL)

CRITERION NUMBER	<p style="text-align: center;">TITLE 1 VI. FACULTY, STAFF AND ADMINISTRATION</p>
	<p style="text-align: center;">Legal Standard</p>
	<p>Elementary Subject Matter Test, or completing an approved Individual Professional Development Plan (IPDP) as outlined in the Massachusetts high objective uniform standard of evaluation.</p> <p>b. Middle and secondary teachers have demonstrated subject matter competence in each of the areas they are teaching through one of the following: passing the Massachusetts Test for Educator Licensure (MTEL) appropriate Subject Matter Test; completion of an appropriate academic major; completion of an appropriate graduate degree; completion of comparable coursework equivalent to an undergraduate academic major; advanced certification or credentialing; or completing an approved Individual Professional Development Plan as outlined in the Massachusetts high objective uniform standard of evaluation.</p> <p>c. The above requirements apply to Title I teachers in targeted assistance programs. In school-wide programs, the above requirements apply to all teachers in the school.</p> <p>2. All paraprofessional staff providing Title I services must meet the following:</p> <p>a. New Hires (hired on or after January 8, 2002): must have completed at least 2 years at an institution of higher education; or obtained an Associate's degree or higher, or met rigorous standard of quality (passed the state-endorsed assessment or local assessment, once available, as outlined in the DOE's policy document);</p> <p>b. Existing paraprofessional staff (hired prior to January 8, 2002): working to satisfy requirements by 2006; and</p> <p>c. All paraprofessional staff: must have earned a secondary high school diploma.</p> <p>d. The above requirements apply to any instructional paraprofessional who is paid for with Title I funds in a targeted assistance program. The above requirements apply to all instructional paraprofessionals in a school-wide program.</p> <p>e. Exempt from the above requirements are paraprofessionals who serve primarily as translators or work solely on parental involvement activities.</p> <p>*Non-Title I teachers have until the end of the 2005-2006 school year to meet the highly qualified teacher requirements.</p> <p>MGL Chapter 71, 38G 1119(a), (c), (d), and (f) NCLB 2122(b) 10 NCLB</p>

CRITERION NUMBER	TITLE 1 VI. FACULTY, STAFF AND ADMINISTRATION		
	Legal Standard		
	Rating: Implemented	District Response Required:	No

CRITERION NUMBER			
	Legal Standard		
TI 31	Professional Development 1. The school district uses between 5% and 10% of its Title I funds for professional development activities to ensure that teachers who are not highly qualified, become highly qualified. 2. Title I teachers are involved in the Title IIA professional development needs assessment. 1119(k)(1) NCLB 2122(c)(1)(2) NCLB		
	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: Implemented	DISTRICT RESPONSE REQUIRED:	No

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)
 - Title I (Report Issues # TI 32-38)
 - Safe and Drug Free Schools (Report Issue # SDF 5-8)

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>		
	Rating: Implemented	District Response Required:	No

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>		
	Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No

CRITERION NUMBER	TITLE 1 VIII. PROGRAM PLAN AND EVALUATION		
	Legal Standard		
TI 32	A needs assessment and a data analysis are conducted annually in each Title I school		

CRITERION NUMBER	TITLE 1 VIII. PROGRAM PLAN AND EVALUATION	
	Legal Standard	
	to determine the types of programs and services to be provided to Title I students. The implemented program is evaluated for effectiveness annually and the resulting program changes are described. Meeting notes, analysis of assessment, and all relevant documents are available. 1114(b)(1)(A); 1115 (c)(2)(B) NCLB	
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings:

Interviews with staff and review of documentation indicate that the school has not conducted a systematic written needs assessment on an annual basis. It is apparent that analysis of assessment results plays a central role in decision-making, but there is no formalized process to include the analysis of data and input from teachers and administrators and no statement of how this information is used to determine the types of services for Title I students. Also, there is no formal written summary of the results of the needs assessment and no written evaluation of the effectiveness of the program conducted on an annual basis.

CRITERION NUMBER		
	Legal Standard	
TI 33	The adequate yearly progress (AYP) of each Title I school is evaluated in the aggregate and by subgroup, as available, on an annual basis. Title I program changes are implemented that reflect the results of this evaluation. 1114 (b)(2)(B)(iii); 1115 (c)(2)(B); 1116(A)(1)(A) and (B) NCLB	
	Rating: Implemented	DISTRICT RESPONSE REQUIRED: No

CRITERION NUMBER		
	Legal Standard	
TI 34	Each Title I school identified as “in need of improvement” revises (not later than 3 months after being identified) a two-year school improvement plan in consultation with parents, staff, other district personnel, and outside experts that meets NCLB requirements.	

CRITERION NUMBER	
	Legal Standard
	1116(b)(3)(A) NCLB
	Rating: Not Applicable DISTRICT RESPONSE REQUIRED: No

Department of Education Findings:

The district does not have any schools that have been identified as “in need of improvement.”

CRITERION NUMBER	
	Legal Standard
TI 35	For schools that have been identified as “in need of improvement,” school improvement plans must be implemented not later than the beginning of next full school year following this identification. 1116(b)(3)(D)
	Rating: Not Applicable DISTRICT RESPONSE REQUIRED: No

Department of Education Findings:

The district does not have any schools that have been identified as “in need of improvement.”

CRITERION NUMBER	
	Legal Standard
TI 36	For any of the district’s Title I schools that have been identified as “in need of improvement,” the school spends at least 10% of its allocation of Title I funds to provide teachers and the school principal with high-quality professional development that directly addresses the problems associated with academic achievement in the school. 1116(b)(3)(A)(iii)(I) NCLB
	Rating: Not Applicable DISTRICT RESPONSE REQUIRED: No

Department of Education Findings:

The district does not have any schools that have been identified as “in need of improvement.”

CRITERION NUMBER	
	Legal Standard
TI 37	<p>For schools that have been identified as “in need of improvement,” the district provides students enrolled in those schools the choice to transfer to another of the district’s schools not identified as in need of improvement and informs parents of this opportunity. Priority is given to the lowest achieving students from low-income families.</p> <p>1116(b)(1)(E)(i) and (ii) NCLB 2763A-32 of P.L. 106-554 (Education Appropriations Act, 2001)</p>
	<p>Rating: Not Applicable DISTRICT RESPONSE REQUIRED: No</p>

Department of Education Findings:

The district does not have any schools that have been identified as “in need of improvement.”

CRITERION NUMBER	
	Legal Standard
TI 38	<p>For schools that continue to fail to make AYP after being identified as “in need of improvement,” the district:</p> <ul style="list-style-type: none"> a. Continues to make the choice to transfer option available to students; b. Begins to make supplemental educational services available; For supplemental services, the district/school notifies parents of eligible students at least annually about the availability of supplemental educational services, objectively determines which students should receive services if all students can not be served, arranges for service to be provided, ensures that students with disabilities and students with limited English proficiency are served appropriately and when requested, assists the Department with monitoring the services provided, and; c. To provide technical assistance to such schools. <p>1116(b)(5) and 1116 (e) NCLB; 200.46 (4) and (5)</p>
	<p>Rating: Not Applicable DISTRICT RESPONSE REQUIRED: No</p>

Department of Education Findings:

The district does not have any schools that have been identified as “in need of improvement.”

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

Department of Education Findings:

The district used the SDFSCA end of the year report to gather data regarding infractions and maintains ongoing discipline records. The district also used the police crime report. The district did not access any information related to violence or substance use by older students (such as YRBS information, discipline reports or other reported information which could be available to them through the Masconomet Regional School District) to inform them about planning for prevention efforts at the lower grades. The district will need to consider and formalize how to incorporate a comprehensive assessment plan for K-6 violence and substance use prevention education.

CRITERION NUMBER	SAFE AND DRUG FREE SCHOOLS VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
SDF 6	Each recipient establishes a set of performance measures and designs its programs to meet those measures. [Title IV Sections 4114, (d) (B) (i) (I) (II) (ii) (C)]
	Rating: Not Implemented DISTRICT RESPONSE REQUIRED: Yes

Department of Education Findings:

Documentation and interviews indicate that the district did not formally design performance measures and had not established performance indicators for drug and violence prevention education within this year's plan.

CRITERION NUMBER	SAFE AND DRUG FREE SCHOOLS VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
	Each recipient designs and implements its programs for youth based on research or

CRITERION NUMBER	
	Legal Standard
SDF 7	evaluation that provides evidence that programs used are based on scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use. [NCLB, Title IV Section 4115, (a) (C)]
	Rating: Not Implemented DISTRICT RESPONSE REQUIRED: Yes

Department of Education Findings:

Interviews and documentation indicate that the district selected Second Step to address violence prevention issues, but has not yet developed an implementation plan. The district’s plan for FY ’04 was to build the foundation for the implementation of Second Step, an approved violence prevention curriculum by training staff to provide the program. In previous years, Great Body Shop and Responsive Classroom has been implemented in some classrooms, but not consistently throughout the schools. A Bullying Program will be provided in the spring semester, but this is not a research-based curriculum. The district will need to formalize a consistent K-6 violence and substance use prevention plan to include the delivery of approved curricula and to include families and community agencies. Although the district has clearly identified policies, interviews indicate that there is apperception among students and parents that enforcement and consequences are not administered equitably.

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

Department of Education Findings:

Interviews and documentation indicate that the district needs to strengthen the evaluative components of its program. The school nurses from the Tri-Town area convene and discuss pertinent issues. Although their evaluation may be heard informally, it is not part of a formalized evaluation plan for the SDFSCA program. The district refined their goals last year, in that they recognized the need to add the Second Step Program and added this to their consolidated plan for safety. There were, however, no formal measures to evaluate the district’s progress (refer to SDF 6 regarding the lack of performance measures). The district did not make evaluative results available to the public, as there was no formal evaluation. There is a need for a more formalized structure to be in place, which can identify the strengths and gaps in order to better inform the district-wide plan.

COMPONENT IX: RECORD KEEPING

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

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

CRITERION NUMBER	<p style="text-align: center;">TITLE 1 IX. RECORD KEEPING – General Requirements</p>		
	Legal Standard		
TI 39	<ol style="list-style-type: none"> 1. The district has submitted all required reports to the Department including the district Title I Plan/Application and Performance and Achievement Report. 2. The district maintains appropriate Title I records in a central location or at each Title I school and keeps correspondence on file, including documentation for identifying schools eligible for Title I services (Target Area Selection) determining school allocations. 3. Current information is made available to the Department regarding the allocation of Title I funds to schools and the rank order list and student selection criteria determined by the district. <p>1113; 1116 (c)(1)(B) NCLB</p>		
	Rating: Partially Implemented	District Response Required:	Yes

Department of Education Findings:

Review of documentation and interviews indicate that most of the requirements under this criterion are met; however, the student selection criteria does not include a teacher referral form and there is no rank order list of students eligible for services.

CRITERION NUMBER			
	Legal Standard		
TI 40	<p>Federal Title I Grant:</p> <ol style="list-style-type: none"> 1. The district’s Title I grant is developed by appropriate local administrators who are responsible for the implementation of the local Title I programs and services. 2. Where necessary, appropriate local administrators amend the programmatic and budgetary sections of the grant according to procedures and timelines required by the Department, including those for grant amendments, 3. Appropriate local administrators monitor the grant in an ongoing manner to ensure its full implementation as the Department has approved it. 		
	Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No

CRITERION NUMBER	TITLE 1 IX. RECORD KEEPING – FISCAL REQUIREMENTS
	I. Maintenance of Effort
	Legal Standard
TI 1	The maintenance of effort fiscal test is of local and state expenditures, <i>not</i> of Title I or other federal expenditures. 1120A(a); 9521 NCLB
	Rating: Implemented District Response Required: No

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

CRITERION NUMBER	
	II. Comparability
	Legal Standard
TI 3	1. Documentation of the district’s Comparability Report demonstrates annual compliance with the comparability requirement and is documented at least biennially. 1120A(c)(3)(B) NCLB 2. The district’s comparability fiscal test is a comparison of local and state funds in Title I schools and non-Title I schools, <i>not</i> a comparison of federal funds. 1120A(c) NCLB

CRITERION NUMBER	
	II. Comparability
	Legal Standard
	<p>3. The school district uses state and local funds in Title I schools that provide services that, taken as a whole, are at least comparable to services in non-Title I schools.</p> <p>1120A(c)(1)(A) NCLB</p> <p>4. If all of the district's schools are Title I schools, the school district uses state and local funds to provide services that, taken as a whole, are substantially comparable in each school.</p> <p>1120A(c)(1)(B) NCLB</p>
	<p>Rating: Implemented DISTRICT RESPONSE REQUIRED: No</p>

CRITERION NUMBER	
	Legal Standard
TI 4	<p>1. The district has established and implemented the following requirements:</p> <ul style="list-style-type: none"> a. a district-wide salary schedule; b. a policy to ensure equivalence among schools in teachers, administrators, and other staff; and c. a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. <p>1120A(c)(2)(A) NCLB</p> <p>2. If the school district groups schools by grade-span for demonstrating comparability, the school district does so in a way that reflects the actual grade-spans of the school district.</p> <p>1120A(c)(1)(C) NCLB; Title I Policy Guidance IASA</p> <p>3. In applicable situations, the school district divides a grade-span with significant school enrollment differences into a large-group/small-group model.</p> <p>Title I Policy Guidance IASA</p>
	<p>Rating: Implemented DISTRICT RESPONSE REQUIRED: No</p>

CRITERION NUMBER			
	Legal Standard		
<p>TI 5</p>	<p>1. Other measures, such as student/instructional staff ratios or student/instructional staff salary ratios, are used to demonstrate comparability.</p> <p>a. Student/staff ratios: The Title I school average, as determined in Comparability Report forms, does not exceed 110% of average of non-Title I schools.</p> <p>b. Student/staff salary ratios: The Title I school averages are at least 90% of the average of non-Title I schools.</p> <p>c. Staff salary differentials for years of employment are not used in implementing requirements under criterion TI 5 (b) above.</p> <p>1120A(c)(2)(B); 1120A(c)(3)(A) NCLB; Title I Policy Guidance IASA</p> <p>2. Non-instructional staff (e.g., cafeteria workers, custodians, nurses, playground aides, student teachers, volunteers, etc.) are not included in the district's comparability determinations.</p> <p>Title I Policy Guidance IASA</p>		
	Rating: Not Applicable	DISTRICT RESPONSE REQUIRED:	No

Department of Education Findings:

The requirements under this criterion are not relevant to the district since there is only one school in the grade span in which Title I services are being provided.

CRITERION NUMBER			
	Legal Standard		
<p>TI 6</p>	<p>If the district is receiving and excluding supplemental state and local funds from the Title I comparability determinations, the district is able to demonstrate that the supplemental state and/or local funds that are excluded from Title I comparability determinations are used for programs that meet the intent and purposes of Title I.</p> <p>1120A(d) NCLB</p>		
	Rating: Not Applicable	DISTRICT RESPONSE REQUIRED:	No

Department of Education Findings:

The district has not made use of the exclusion provision in making comparability determinations.

CRITERION NUMBER	
	III. Supplement, Not Supplant
	Legal Standard
TI 7 [Applicable to Targeted Assistance Schools (TAS)]	The district is able to demonstrate that it uses Title I funds only to supplement and, to the extent practical, increase the level of funds that would in the absence of Title I funds be made available from non-federal sources for the education of students participating in Title I programs. 1120A(b)(1) NCLB
	Rating: Implemented DISTRICT RESPONSE REQUIRED: No

CRITERION NUMBER	
	Legal Standard
TI 8 [Applicable to TAS]	The district/school is able to demonstrate that the Title I funds have been used for the express purpose of serving those students who were identified as being in greatest need of Title I assistance based on the district's and school's Title I student selection criteria. 1115(a) NCLB
	Rating: Implemented DISTRICT RESPONSE REQUIRED: No

CRITERION NUMBER	
	Legal Standard
TI 9 [Applicable to Schoolwide Programs (SWP)]	1. Title I funds may be used in combination with state, local, and other federal funds to serve the entire school population in accordance with the schoolwide plan in effect for the school. 1114(a)(1) NCLB

CRITERION NUMBER	
	Legal Standard
	<p>2. The district is able to demonstrate that the Title I funds in a school-wide program school are in addition to the total amount of funds that would, in the absence of the Title I funds, be made available from non-federal sources for the school, including funds needed to provide services required by law for students with disabilities and students with limited English proficiency.</p> <p>1114(a)(2)(B) NCLB</p>
	<p>Rating: Not Applicable DISTRICT RESPONSE REQUIRED: No</p>

Department of Education Findings:
The district only has a targeted assistance program.

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

Department of Education Findings:
The district has not made use of the exclusion provision in making supplement not supplant determinations.

CRITERION NUMBER	
	Legal Standard
TI 11	<p>In implementing federal Title I supplement, not supplant requirements, the district has developed and implemented a Supplement Not Supplant policy and procedures. Note the following Department procedures in determining compliance under this criterion:</p> <ol style="list-style-type: none"> 1. Review the policies and procedures the district has in place to ensure that federal funds supplement and do not supplant the regular school

CRITERION NUMBER	
	Legal Standard
	<p>budget and services. Who is responsible for supplement not supplant at the district and at the school building level? Are the policies and procedures adequate?</p> <p>2. Select a sample of schools. Compare the listing of personnel for last year to this year for differences in personnel, grades, and subjects taught.</p>
	<p>Rating: Partially Implemented DISTRICT RESPONSE REQUIRED: Yes</p>

Department of Education Findings:

While interviews with staff indicate that they are aware that funding and services must supplement and not supplant those of the district, the current written policy does not address how the necessary procedures are carried out.

CRITERION NUMBER	
	IV. Other Fiscal Requirements
	Legal Standard
TI 12	<p>For each split-funded staff member, the district maintains an appropriate log (time and effort record) that documents the time actually spent by staff on Title I activities.</p> <p>EDGAR; OMB Circular/Cost Guidelines</p>
	<p>Rating: Not Implemented DISTRICT RESPONSE REQUIRED: Yes</p>

Department of Education Findings:

Interviews with staff and review of documents indicate that the district has not maintained the required split-funded log to account for the time spent on activities that are related to the administration of the grant.

CRITERION NUMBER	
	Legal Standard
TI 13	<p>The district has selected eligible schools in accordance with Title I requirements under this criterion.</p>

CRITERION NUMBER	
	Legal Standard
	1113(a); 1113(b); 1113(c); NCLB
	Rating: Implemented DISTRICT RESPONSE REQUIRED: No

CRITERION NUMBER	
	Legal Standard
TI 14	The district includes accurate data in its Title I Application (Form 1) for the number of students residing in each of the district’s school attendance areas. 1113(a) NCLB
	Rating: Implemented DISTRICT RESPONSE REQUIRED: No

CRITERION NUMBER	
	Legal Standard
TI 15	The district has made appropriate reservations (set asides) on Form 2 in accordance with applicable NCLB requirements: a. Professional development – highly qualified staff b. Professional development – schools in need of improvement c. Choice-related transportation and supplementary services d. Parental involvement e. Homeless 1113(c)(2)(A); 1113(c)(3) NCLB
	Rating: Implemented DISTRICT RESPONSE REQUIRED: No

CRITERION NUMBER	
	Legal Standard
TI 16	The final allocations to schools have been calculated in accordance with Title I

CRITERION NUMBER	
	Legal Standard
	requirements, and the final allocation totals appropriately relate to the budget total. 1113(a); 1113(c)(2)(A) NCLB
	Rating: Implemented DISTRICT RESPONSE REQUIRED: No

CRITERION NUMBER	
	Legal Standard
TI 17	The district has made private school allocations in accordance with Title I requirements. 1120(a); 1120(b); 1120(c) NCLB
	Rating: Not Applicable DISTRICT RESPONSE REQUIRED: No

Department of Education Findings:

No private schools currently receive an allocation from Title I.

CRITERION NUMBER	
	Legal Standard
TI 18	Budgeting – The district budget process demonstrates appropriate Title I program planning and implementation consistent with identified student needs at each school. Note the following Department procedures in determining compliance under this criterion: <ul style="list-style-type: none"> Review the latest budget, budget narrative, budget comparison, and list of Title I personnel documents to gain an understanding of the schools and grades participating in Title I programs. Interview school staff to determine which subjects and grades are Title I. <ul style="list-style-type: none"> a. Does the current year budget total agree with the district’s entitlement together with any carryover? If not, obtain explanation.

CRITERION NUMBER	
	Legal Standard
	<p>b. Does the current year budget total agree with the total funds allocated on Form 1? If not, obtain explanation.</p> <p>c. Review the allocation for each school. Do the allocated dollars for each school approximate the cost of personnel assigned to the school as shown on the personnel list? During the school visit, determine whether the personnel are assigned and teaching the grades and subjects noted.</p> <p>d. Sample schools to compare the consistency of the listing of personnel to the personnel listed on Form D of the Comparability Report. If not consistent, obtain explanation.</p> <p>MADOE Title I Grant Application Instructions and Guidance</p>
	<p>Rating: Implemented DISTRICT RESPONSE REQUIRED: No</p>

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

Department of Education Findings:

Interviews and documentation indicate that appropriate accounting and budget procedures are being implemented. It should be noted, however, that to date, no monies have been expended for the current year.

CRITERION NUMBER	
	Legal Standard
SDF 10	Each recipient provides a set of assurances that the activities or programs to be

CRITERION NUMBER	
	Legal Standard
	funded comply with the Principles of Effectiveness and foster a safe and drug-free learning environment that supports academic achievement. [NCLB Title IV Sec. 4114 (d) (1) (6-9)]
	Rating: Implemented DISTRICT RESPONSE REQUIRED: No

Department of Education Findings:

Everyone interviewed was aware of the school discipline policies, security procedure, crisis management plans and the code of conduct. The district continues to work on their security procedures and crisis planning. Based, however, on concerns stated in SDF 7 the district should evaluate the consistency of enforcement policies and the administration of the consequences. The grant application, along with the set of assurances, is kept on file in the school district.

APPENDIX
SCHOOL DISTRICT PROFILE INFORMATION

The information that 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 that 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/> .

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