



Peabody Public School District

**COORDINATED PROGRAM REVIEW
REPORT OF FINDINGS**

Dates of Onsite Visit: November 17-21, 2003

Date of Draft Report: February 26, 2004

Due Date for Comments: March 12, 2004

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Action Plan Due: June 18, 2004

Department of Education Onsite Team Members:

David Buchanan

Diane Chadwell

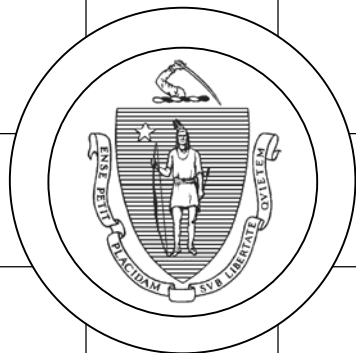
Robyn Dowling

Doreen Iovanni

Ann Silver

Thomas Taylor

Robert Bozarjian, Chairperson



David P. Driscoll, Commissioner of Education

**MASSACHUSETTS DEPARTMENT OF EDUCATION
COORDINATED PROGRAM REVIEW**

Peabody Public School District

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MASSACHUSETTS DEPARTMENT OF EDUCATION

COORDINATED PROGRAM REVIEW REPORT

Peabody Public School District

OVERVIEW OF REVIEW PROCEDURES

As one part of its Accountability System, the Department of Education oversees local compliance with education requirements through the Coordinated Program Review System (CPR). 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 Commissioner of Education notified the selected school districts for 2003-2004 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 elements selected for the 2003-2004 reviews contain, at a minimum, those required by the federal Office for Special Education Programs (OSEP) and revised requirements included under IDEA-97 as described in the Department's Special Education Advisories. Additionally, the 2003-2004 reviews incorporate updated state special education requirements as adopted by the Board of Education and effective on December 20, 2000. The Program Review compliance criteria selected in all of the regulated program areas are those that are most closely aligned with the goals of the Massachusetts Education Reform Act of 1993, and intended to promote high standards and achievement for all students.

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

- Interviews of administrative, instructional and support staff across all grade levels.
- Interviews of parent advisory council (PAC) representatives and other interviews as requested by persons from the general public.
- Student record reviews in the program areas of special education, English learner education (c. 71A), Career and Technical Education programs, and Section 504 (student accommodation plans). A representative sample of student records is selected by the Department. Student records are examined by the Onsite Team using standard Department student record review procedures to make determinations regarding the implementation of procedural and programmatic requirements. Parents of students with disabilities whose files are selected for the record review are sent a survey that solicits information regarding their experiences with the district's implementation of special education programs, related services and procedural requirements.
- Classroom and facilities observation. A sample of instructional classrooms and other school facilities used in the delivery of programs and services are visited to determine general levels of compliance with program requirements.
- Collaborative Programs and Services. Where the district is a member of a collaborative approved by the Department of Education and is a site for programs or services operated

by the collaborative, a sample of interviews, student record reviews and classroom and facility observations are conducted.

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

Response: The findings included in the Final Report note those criteria the implementation of which the Team found to be commendable or substantially implemented. Where compliance criteria are found to be not fully implemented, the local district, charter school, or educational collaborative must propose corrective actions to bring those areas into compliance with the respective statutes or regulations.

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

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

REPORT INTRODUCTION

A six-member Massachusetts Department of Education team visited the Peabody Public School District during the week of November 17-21, 2003, to evaluate the implementation of selected criteria in the program areas of Special Education, Methods of Administration, English Language Learner, Nutrition, and Title 1. The team appreciated the opportunity to interview staff and parents, to observe classroom facilities and to review the programs underway in the district. The onsite team would like to commend the following areas that were brought to its attention and that it believes have a significant and positive impact on the delivery of educational services for students enrolled in the Peabody Public School District. These areas are as follows:

- ❖ *The inclusion of guided reading in the district's literacy implementation plan*
- ❖ *The development and implementation of differentiated instruction at the high school*
- ❖ *The implementation of a formalized writing program across all levels (John Collins Writing Initiative)*
- ❖ *The Teacher Mentoring Program*
- ❖ *The Title I parent outreach efforts at the pre-kindergarten level*
- ❖ *The inclusion of an assistive technology coordinator*
- ❖ *The Young Families Initiative Program at the high school*
- ❖ *The Peabody Special Education Parent Advisory Council*
- ❖ *The Community High School and the Alternative High School*

Some of the commendations noted above are repeated within the body of the Department's report under the appropriate compliance criteria.

The Department is submitting the following Coordinated Program Review Report containing findings made pursuant to this onsite visit. In preparing this report, the team reviewed extensive written documentation regarding the operation of the district's programs, together with information gathered by means of following Department program review methods:

- Interviews of 22 administrative staff.
- Interviews of 90 teaching and support services staff across all levels.
- Interviews of two parent advisory council (PAC) representatives.
- Interviews as requested by persons from the general public.
- Student record reviews: the Department selected a sample of 50 student records. 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: 50 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. Nineteen 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 30 instructional classrooms and other school facilities used in the delivery of programs and services was visited to determine general levels of compliance with program requirements.

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

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

COORDINATED PROGRAM REVIEW REPORT

EXECUTIVE SUMMARY

Peabody Public School District

The following summary synthesizes the findings for criteria included in the Coordinated Program Review as they respond to essential questions that the Department has formulated for each of the components of the report. Note that a more detailed discussion of the onsite team's findings, together with the specific legal standards for each program area included in this review, follows this summary.

Component I: Assessment of Students

Has the district implemented an assessment system that uses appropriate instruments, is conducted according to the specified timelines, and covers the appropriate content areas to determine instructional needs of students?

The district has an assessment system in place that uses well-qualified professional staff to implement the required and optional assessments for students who have been referred for a special education evaluation or subsequent reevaluation(s). However, a written summary of the educational assessment is not always completed and available to parents prior to the Team meeting. At the high school level, there is inconsistency in meeting the required timelines for completion of the evaluation process and the provision of a proposed Individual Education Program(IEP). Record reviews indicate that in some cases written progress reports are not provided as frequently as required, do not always include measurable goals and objectives, and may not include the student's progress toward meeting the annual goals in the IEP.

The district has a system in place to assess and measure the progress of limited English proficient students. However, the process for the identification and assessment of limited English proficient students who may benefit from special education services is not clearly defined. Building based support teams often do not include team members who have been trained in issues related to second language acquisition and special education. The lack of training has in some cases resulted in the Instructional Support Teams not being able to determine if an English language learner who is struggling in the classroom requires special education services or language support.

Component II: Student Identification and Program Placement

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

The district does outreach to identify, assess, and provide appropriate placement and services to special needs students, including conducting the required screening for three and four year olds. Early Intervention transition procedures are implemented; however, there is concern that at the early childhood level there is not always a person with the authority to commit district resources present at all Team meetings. The district has identified a staff member who serves as a liaison to the homeless population and, in coordination with special education,

does an excellent job of identifying and providing services to the city's homeless population. The high school is to be commended for offering daycare to encourage pregnant students to remain in school.

The identification and program placement of limited-English-proficient students is an area of concern. Program modifications and student support services appear to be limited at all levels. Most of the regular and special education teachers have not been trained in second language acquisition and teaching methodology. Many of the building based child/student support teams do not include members with the appropriate expertise to distinguish between language acquisition and special education needs. English-as-a-Second Language (ESL) course requirements and the lack of support services in the vocational education programs limit English Language Learners' (ELL) access to the occupational/vocational programs.

The district follows the appropriate procedures for the identification and placement of students in the Title I program.

Component III: Parental Involvement

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

Parents are provided with the appropriate notices regarding identification, evaluation and placement decisions for their child. The district conducts initial and reevaluations as required and does not limit a parent's right to refer his/her child for an evaluation. Parents are given the opportunity to consult with the special education director and are encouraged and expected to participate in the Team process. Meetings are coordinated and scheduled with the parent in mind and the district documents its efforts to contact parents to ensure their attendance at Team meetings. The IEP process is generally completed in a timely manner and an IEP is presented to the parent at the conclusion of the Team meeting, although at the secondary level there is some concern with regard to the meeting the required timelines. The district's efforts to translate notices and ensure that communications are in the primary language of the home are inconsistent. The district has an active special education parent advisory council that holds regular meetings, works well with the district, and provides useful information to the parents of special needs children.

Overall, the Peabody Title I program provides excellent outreach to parents. This is particularly evident in the pre-Kindergarten program. Each parent has the opportunity to visit the program several times a year to observe literacy and mathematics classes as well as to observe and learn about their children during center time. This "Parent of the Day" program allows parents to observe the exemplary instructional practices of the teacher and enhances parents' capacity to help their children at home while also encouraging parents to become more involved in the school. Outreach to parents is further enhanced as the pre-kindergarten teacher writes a daily letter to the parents to describe the lessons and activities the children experienced. This regular communication allows parents to discuss these activities with their children and review what they have learned. However, there is no parent policy specific to Title I developed with the involvement of parents and, as of the date of the program review, the district had not provided parents with the required "right to know" information.

Component IV: Curriculum and Instruction

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

The Peabody school district is in full compliance in all areas of curriculum and instruction within the program areas of Special Education and Title I. Team members are familiar with the general curriculum, especially as it relates to their specialty or content area, and are able to discuss student access to the general curriculum and include this in the student's IEP as appropriate. The district offers a continuum of services for students with disabilities, including vocational and alternative high school programs. The district's designation of an assistive technology coordinator is a complement to the special education program and ensures that assistive technology needs are considered for all students on IEPs. However, there is concern with regard to providing the assistive technology as indicated in the IEP in a timely manner. The district adheres to the age and classroom size requirements regarding instructional groupings and seeks approved waivers as may be appropriate. School curriculum at all levels is aligned with the Massachusetts Curriculum Frameworks and all students are held to high standards, including students on IEPs.

Limited English proficient students whose parents have declined to enroll their children in an ELE program do not receive language support. Classroom groupings of ELE students do not allow for effective content instruction. In some cases ELE student records contain references to outdated transitional bilingual education program placements.

Component V: Student Support Services

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

The district ensures that all students with disabilities have access to student support services as required by this criterion and as appropriate to their learning needs. Procedures are in place to record and track the suspension of students, including students with disabilities. Students and parents receive prior written notice regarding the school's Code of Conduct and behavioral interventions, including the possible need for a functional behavior assessment, are implemented for students whose behavior has been shown to impede their learning. Students with disabilities are provided with equal opportunities to participate in educational, extracurricular, and other subsidiary programs that are offered by the school district. The district arranges for the provision of related service such as physical therapy, counseling, transportation, and other related services that have been identified as necessary for a student to benefit from special education and achieve the goals and objectives as specified in the IEP.

The district has a designated professional staff person to serve as the liaison for homeless students and ensures that homeless students are provided with equal access to all programs and services. School handbooks are distributed annually and contain grievance and discipline procedures. Harassment and discrimination are not tolerated and the district has written procedures regarding the investigation and the resolution of matters alleging discrimination and/or harassment. The district is in compliance with the requirements of Title IX. At the school building level, it is not clear who has the responsibility for implementing the

policies and procedures consistent with the requirements of Section 504. However, it is noted that the director of guidance is currently in the process of developing district-wide procedures that should clarify who would be responsible at each school building for the development, implementation and oversight of student 504 plans. There is no indication that the district provides written notice to students 16 or over who are at risk of leaving school without a high school diploma.

The district does a good job ensuring that ELE students have access to nonacademic and extracurricular activities. ELE classrooms at the middle school are situated in space that does not promote the integration of these students into the life of the school. Academic support services are not always available to ELE students, and in some instances the curriculum differed from that offered to the general student population. Follow up support for students who have exited the ELE program is inconsistent.

Eligible students enrolled in the Peabody Public Schools are identified and provided with Title I services. However, not all area private schools have been notified and consulted regarding the availability of Title I services.

Component VI: Faculty, Staff and Administration

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

The district employs appropriately certified, licensed, or otherwise qualified and approved individuals to provide academic and other related services as required to students with disabilities. Professionals who provide educational and other related services but who may not yet be certified and/or appropriately credentialed are required by the district to have current and approved annual waivers from the Department's Office of Certification. The district provides an array of professional development opportunities in special education to administrators, teachers, paraprofessionals and other service providers. However, concern has been expressed and documentation indicates that there are specific program areas that should be addressed through professional development and training. Teachers at the high school are not familiar with the pre-referral process. The district has developed a District Curriculum Accommodation Plan (DCAP) to address the needs of students who have not been designated as special education students, but who appear to be having difficulty achieving in the general curriculum. However, most of the teachers interviewed professed little knowledge of the DCAP that has been developed and professional development should be targeted to assist these at risk students.

The district's ELE model places limited English proficient students in general education classrooms with teachers who have not had training in English learner education. .

Component VII: School Facilities

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

The district provides a continuum of educational programs and services at all levels to ensure that students with disabilities can be educated in and provided with related support services to enable their progress in the school curriculum. The alternative programs at the high school level do a very good job in providing educational and related IEP services to students enrolled in those programs. However, the off-site locations do not facilitate integration within the general population and do not provide those students with equal access to the mainstream high school programs and services. Also, the alternative program currently located on Margin Street is not wheelchair accessible and does not meet the requirements of the Americans with Disabilities Act (ADA). The district has recently opened two new elementary schools and is in the process of renovations that will improve and increase the capacity at the high school. Those plans should consider moving the off-site alternative programs into the high school building.

The school administration building on Endicott Street is not handicapped accessible and is in a state of major disrepair. The roof is in such bad shape that pigeons are roosting on the second floor of the building causing a health hazard and possibly causing damage to the records and data that are being stored in that wing of the building.

Component VIII: Program Plan and Evaluation

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

The district has completed an evaluation of its special education programs and services. All aspects of the curriculum in the Peabody Public Schools are reviewed on a regular basis. The district has aligned its curriculum with the Massachusetts Curriculum Frameworks.

The district has no mechanism in place to evaluate the effectiveness of its ELE programs.

The Title I program conducts a needs assessment and uses the data collected to make programmatic decisions. However, the formal written evaluation does not provide information about the program effectiveness and recommendations for change.

Component IX: Record keeping

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

The district maintains the required records and documentation for each program area. The special education child count is appropriately maintained and is filed annually as required. The Federal Special Education Entitlement Grant is designed and administered in the appropriate manner and adheres to the procedures and timelines as required by the Department. The district maintains ELE records and files required reports with the Department as requested. The confidentiality of student records is maintained. Not all ELE student records contain the required assessment data.

The Title I program is in full compliance with the general and fiscal record keeping requirements.

DEFINITION OF TERMS
FOR THE RATING OF EACH COMPLIANCE CRITERION

Commendable	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.
Implemented	The requirement is substantially met.
Implementation in Progress	The criterion includes one or more new state English Learner Education requirements (G.L. c 71A), the substantive provisions of which went into effect at the beginning of the 2003-2004 school year. The district is currently engaged in staff training and/or is beginning implementation practices for these new requirements which the Department's onsite team anticipates will result in substantial compliance by the end of the current school year.
Partially Implemented	The requirement, in one or several important aspects, is not entirely met.
Not Implemented	The requirement is totally or substantially not met.
Not Applicable	The requirement does not apply to the school district or charter school.

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

COMPONENT I: ASSESSMENT OF STUDENTS

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

- Special Education (Report Issues # SE 1- SE 14)
- English Learner Education (Report Issues # ELE 1-2)

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

CRITERION NUMBER			
	Legal Standard		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">State Regulations 28.04 (1) and (2)</td> <td style="width: 50%; border: none;">Federal Requirements 300.532; 300.346.(a)(2)(v)</td> </tr> </table>	State Regulations 28.04 (1) and (2)	Federal Requirements 300.532; 300.346.(a)(2)(v)
State Regulations 28.04 (1) and (2)	Federal Requirements 300.532; 300.346.(a)(2)(v)		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Rating: Implemented</td> <td style="width: 50%; border: none;">DISTRICT RESPONSE REQUIRED: No</td> </tr> </table>	Rating: Implemented	DISTRICT RESPONSE REQUIRED: No
Rating: Implemented	DISTRICT RESPONSE REQUIRED: No		

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

CRITERION NUMBER	
	Legal Standard
	<p>6. The district ensures that students age 14, or younger if appropriate, are invited to and attend Team meetings at which transition services are discussed or proposed</p> <p>State Regulations M.G.L. Ch.71B, Sections 12A-C 603 CMR 28.05(4)(c)</p> <p>Federal Requirements 300.344(b), 300.347</p>
	<p>Rating: Partially Implemented</p> <p>DISTRICT RESPONSE REQUIRED: Yes</p>

Department of Education Findings:

Staff interviews indicate that the Team discusses transition services for eligible middle and high school students; however, record reviews indicate that student goals, preferences, and interests are not well documented in the IEP and are not always considered in the selection of a student’s course of study (#1 above).

CRITERION NUMBER	
	Legal Standard
SE 7	<p>Transfer of parental rights at age of majority and student participation and consent at the age of majority</p> <ol style="list-style-type: none"> 1. One year prior to the student reaching age eighteen, the district informs the student of his or her right at age 18 to make all decisions in relation to special education programs and services. 2. Upon reaching the age of eighteen, the school district implements procedures to obtain consent from the student to continue the student’s special education program. 3. The district continues to send the parent written notices and information but will no longer have decision-making authority, except as provided below. <ol style="list-style-type: none"> (a) If the parent has sought and received guardianship from a court of competent jurisdiction, then the parent retains full decision-making authority. The parent does not have authority to override any decision or lack of decision made by the student who has reached the age of majority unless the parent has sought or received guardianship or other legal authority from a court of competent jurisdiction (b) The student, upon reaching the age of majority and in the absence of

CRITERION NUMBER	
	Legal Standard
	<p>any court actions to the contrary, may choose to share decision-making with his or her parent (or other willing adult), including allowing the parent to co-sign the IEP. Such choice is made in the presence of the Team and is documented in written form. The student's choice prevails at any time that a disagreement occurs between the adult student and the parent or other adult with whom the student has shared decision-making</p> <p>(c) The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to delegate continued decision-making to his or her parent, or other willing adult. Such choice is made in the presence of at least one representative of the school district and one other witness and is documented in written form and maintained in the student record.</p> <p>State Regulations 603 CMR 28.08(5)</p> <p>Federal Requirements 300.347(c), 300.517</p>
	<p>Rating: Implemented</p> <p style="text-align: center;">DISTRICT RESPONSE REQUIRED:</p> <p style="text-align: right;">No</p>

CRITERION NUMBER	
	Legal Standard
SE 8	<p><u>Evaluation Team composition</u> 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

CRITERION NUMBER				
	Legal Standard			
	<p>8. Individuals who are qualified to interpret the instructional implications of evaluation results</p> <p>9. Other individuals who may be necessary to write an IEP for the child, as determined by the Administrator of Special Education</p> <p>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.</p> <p>11. When one purpose of the Team meeting is to discuss transition services, a representative of any public agency who may be responsible for providing or paying for transition services is invited to the Team meeting. If the representative(s) does not attend the meeting, the school district takes other steps to obtain the participation of these agencies.</p>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 28.02(22)</td> <td style="width: 50%;">Federal Requirements 300.344; 300.552</td> </tr> </table>	State Regulations 28.02(22)	Federal Requirements 300.344; 300.552	
State Regulations 28.02(22)	Federal Requirements 300.344; 300.552			
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Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

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

CRITERION NUMBER	
	Legal Standard
	<p>h. provides the parent with the proposed IEP, or a written explanation of the finding of no eligibility</p> <p>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</p> <p>j. determines at the time of re-evaluation if the student would continue to make progress in school without the provision of special education services.</p> <p>2. If a Team determines that a student is not eligible for special education but may be eligible for accommodation(s) for disability(ies) under Section 504, the student is referred for consideration by the district for eligibility under that regular education program.</p> <p>3. When the development of a student’s IEP does not indicate a need for direct services, the Team makes a finding of no eligibility and appropriate services are provided through the district’s general education program.</p> <p>State Regulations 28.05(1) and (2)</p> <p style="text-align: right;">Federal Requirements 300.534</p>
	<p>Rating: Partially Implemented</p> <p style="text-align: center;">DISTRICT RESPONSE REQUIRED:</p> <p style="text-align: right;">Yes</p>

Department of Education Findings:

At the high school level, the process for the conducting of evaluations, holding the Team meeting, and the development and presentation of an Individual Education Program (IEP) is not always completed within the required forty-five (45) day timeline as set forth in special education regulation (603 CMR 28.05(1)).

CRITERION NUMBER	
	Legal Standard
SE 10	<p>End of school year evaluations</p> <p>If consent is received within thirty (30) to forty-five (45) school working days before the end of the school year, the school district ensures that a Team meeting is scheduled so as to allow for the provision of a proposed IEP or written notice of the finding that the student is not eligible no later than fourteen (14) days after the end of</p>

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

CRITERION NUMBER	
	Legal Standard

CRITERION NUMBER	
	Legal Standard
SE 11	<p>School district response to parental request for independent educational evaluation</p> <p>If a parent disagrees with an initial evaluation or re-evaluation completed by the school district, and the parent requests an independent educational evaluation, the district implements the following requirements:</p> <ol style="list-style-type: none"> 1. All independent educational evaluations funded by the district are conducted by qualified persons who are registered, certified, licensed or otherwise approved and who abide by the rates set by the state agency responsible for setting such rates. Unique circumstances of the child are justified when an individual assessment rate is higher than that normally allowed. 2. The school district has procedures to offer parents the option of participating in an income eligibility program for free or reduced cost independent educational evaluations that are equivalent to the types of assessments done by the school district. 3. The district extends the right to a publicly funded independent educational evaluation (only if cost shared or funded for state wards or for students receiving free or reduced cost lunch) for sixteen (16) months from the date of the evaluation with which the parent disagrees. 4. If the parent is requesting an evaluation in an area not assessed by the school district, or if the student does not meet or the parent does not choose to share the financial documentation regarding the income eligibility standards for free or reduced cost independent educational evaluation, then the school district responds in accordance with the requirements of federal law by paying for the independent educational evaluation or, within five school days, proceeding to Special Education Appeals to show that its evaluation was comprehensive and appropriate. Where the Department’s Special Education Appeals finds that the school district’s evaluation was comprehensive and appropriate, the school district does not pay for the independent educational evaluation requested by the parent. 5. Whenever possible, the independent educational evaluation is completed and a written report sent no later than thirty (30) days after the date the parent requests the independent educational evaluation. If publicly funded, the report is sent to the parents and to the school district. The independent evaluator’s report summarizes, in writing, procedures, assessments, results, and diagnostic impressions as well as educationally relevant recommendations for meeting identified needs of the student. The independent evaluator recommends appropriate types of placements but does not recommend specific classrooms or schools. 6. Within ten (10) school days from the time the school district receives the report of the independent educational evaluation, the Team reconvenes and considers the independent educational evaluation (which may be publicly or privately funded) and whether a new or amended IEP is appropriate. <p>State Regulations Federal Requirements</p>

CRITERION NUMBER	
	Legal Standard
	28.04(5) 300.502(a)(3)(i)
	Rating: Implemented DISTRICT RESPONSE REQUIRED: No

CRITERION NUMBER	
	Legal Standard
SE 12	<p>Frequency of re-evaluation</p> <ol style="list-style-type: none"> 1. Every three years, or sooner if necessary, the school district, with parental consent, conducts a full three-year re-evaluation consistent with the requirements of federal law. 2. The district implements re-evaluation procedures in all cases where it is suspected that a student is no longer eligible for special education. <p>State Regulations 28.04(3) Federal Requirements 300.536</p>
	Rating: Implemented DISTRICT RESPONSE REQUIRED: No

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

CRITERION NUMBER	
	Legal Standard
	300.347
	Rating: Partially Implemented DISTRICT RESPONSE REQUIRED: Yes

Department of Education Findings:

Staff interviews, record reviews, and parent surveys indicate that progress reports are not always provided to parents of special need students as often as to parents of non-disabled students. The progress reports provided do not always address a student’s progress toward achieving the annual goals as set forth in his/her Individual Education Program (IEP).

CRITERION NUMBER			
	Legal Standard		
SE 14	Annual review Team meeting At least annually, on or before the anniversary date of the implementation of the IEP, a Team meeting (including the major service providers and the parent) is held to consider the student’s progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">State Regulations 28.04(3)</td> <td style="width: 50%; border: none;">Federal Requirements 300.343(c)</td> </tr> </table>	State Regulations 28.04(3)	Federal Requirements 300.343(c)
State Regulations 28.04(3)	Federal Requirements 300.343(c)		
	Rating: Implemented DISTRICT RESPONSE REQUIRED: No		

CRITERION NUMBER	ENGLISH LEARNER EDUCATION I. ASSESSMENT OF STUDENT PROGRESS
	Legal Standard
ELE 1	Annual Assessment 1. The district annually assesses the English proficiency of all limited English proficient (LEP) students.

CRITERION NUMBER	ENGLISH LEARNER EDUCATION I. ASSESSMENT OF STUDENT PROGRESS		
	Legal Standard		
	<p>2. The following tests selected by the Massachusetts Board of Education are administered annually by trained staff to students who are English learners:</p> <ul style="list-style-type: none"> i. the Massachusetts Comprehensive Assessment System (MCAS) in grades 3-12; and ii. the Language Assessment Scales for Reading and Writing (LAS-R and W) in grades 3-12, and the Massachusetts English Language Assessment – Oral (MELA-O) in grades K-12. <p style="text-align: center;">Authority: G.L. c. 71A, § 7; 603 CMR 14.02</p>		
	Rating: Implemented	District Response Required:	No

CRITERION NUMBER			
	Legal Standard		
ELE 2	<p>MCAS All limited English proficient students participate in the annual administration of the MCAS (Massachusetts Comprehensive Assessment System) exam in accordance with Department guidelines.</p> <p style="text-align: center;">Authority: GL. C. 71A, § 7; G.L. c. 69, § 1I; N.C.L.B., Title I, Title VI</p>		
	Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No

COMPONENT II: STUDENT IDENTIFICATION AND PLACEMENT

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

- Special Education (Report Issues # SE 15-23)
- Civil Rights Methods of Administration (MOA)
(Report Issues # MOA 1-6)
 - Title I (Report Issues # TI 19-20)
- English Learner Education (Report Issues # ELE 3-6)

CRITERION NUMBER				
	Legal Standard			
	Chapter 71, section 57			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 30%; text-align: center;">DISTRICT RESPONSE REQUIRED:</td> <td style="width: 20%; text-align: right;">No</td> </tr> </table>	Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No
Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

CRITERION NUMBER				
	Legal Standard			
SE 17	<p>Initiation of services at age three and Early Intervention transition procedures</p> <ol style="list-style-type: none"> 1. The school district encourages referrals from the Department of Public Health, other agencies, and individuals for young children when or before the child turns two-and-one-half years old in order to ensure continuity of services and to ensure the development and implementation of an IEP for eligible children by the date of the child's third birthday in accordance with federal requirements. 2. The district implements procedures to ensure the effective transition of young children with disabilities from Early Intervention Programs through participation in transition planning conferences arranged by such programs. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 28.06(7)(b)</td> <td style="width: 30%; text-align: center;">Federal Requirements 300.24(b)(3); 300.121(c); 300.132; 300.342(c)</td> <td style="width: 20%;"></td> </tr> </table>	State Regulations 28.06(7)(b)	Federal Requirements 300.24(b)(3); 300.121(c); 300.132; 300.342(c)	
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Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

CRITERION NUMBER	
	Legal Standard
SE 18A	<p>IEP development and content</p> <ol style="list-style-type: none"> 1. Upon determining that the student is eligible for special education, the Team, including the parent(s), develops an IEP at the Team meeting using the evaluation data to guide development of measurable, annual goals and objectives/benchmarks for the student. If the district chooses to draft any element(s) of the IEP for discussion, the Team Chairperson ensures that those elements are genuinely considered prior to adoption at the Team meeting.

CRITERION NUMBER					
	Legal Standard				
	<p>All ideas and needs of the child as expressed by all Team members, especially the parents, are genuinely considered by the district prior to proposing the IEP.</p> <p>2. The IEP includes specially designed instruction to meet the needs of the individual student and related services that are necessary to allow the student to benefit from the specially designed instruction, or consists solely of related services that are necessary to allow the student to access the general curriculum, consistent with federal and state requirements.</p> <p>3. In developing the IEP, the Team proposes specially designed instruction and related services according to the needs of the child <u>and not</u> according to the availability of such instruction or related services.</p> <p>4. The IEP is completed addressing all elements of the most current IEP format provided by the Department of Education. Where applicable, the district includes in the IEP, or other notice to the parent, information regarding the implementation of any necessary restraint procedures for students as required under 603 CMR 46.00.</p> <p>5. If the Team members are unable to agree on the IEP, the Team chairperson states the elements of the IEP proposed by the school district.</p> <p>6. The school district ensures that each IEP Team has at least one person with authority to commit the resources of the district and that whatever services are set out in the IEP will actually be provided and that the IEP will not be changed at a higher administrative level within the district.</p> <p>7. The IEP is written in generally understandable language.</p> <p>8.</p> <table border="0" data-bbox="391 1182 1419 1350"> <tr> <td data-bbox="391 1182 914 1350"> State Regulations 28.05(3), (4), (6) and (7) 28.06(2) </td> <td data-bbox="914 1182 1419 1350"> Federal Requirements 300.340-300.350; 300.343(a) 34 CFR Part 300, Appendix A, Question #22. </td> </tr> </table>			State Regulations 28.05(3), (4), (6) and (7) 28.06(2)	Federal Requirements 300.340-300.350; 300.343(a) 34 CFR Part 300, Appendix A, Question #22.
State Regulations 28.05(3), (4), (6) and (7) 28.06(2)	Federal Requirements 300.340-300.350; 300.343(a) 34 CFR Part 300, Appendix A, Question #22.				
	Rating: Partially Implemented	DISTRICT RESPONSE REQUIRED:	Yes		

Department of Education Findings:

The student's Individual Education Program (IEP) does not always include goals that are annual and measurable (#1 above).

CRITERION NUMBER	
	Legal Standard
SE 18B	<p>Determination of placement; provision of IEP to parent</p> <ol style="list-style-type: none"> 1. At the Team meeting, after the IEP has been fully developed, the Team determines the appropriate placement to deliver the services on the student’s IEP. 2. Unless the student’s IEP requires some other arrangement, the student is educated in the school that he or she would attend if the student did not require special education. 3. The decision regarding placement is based on the IEP, including the types of related services that are to be provided to the child, the type of settings in which those services are to be provided, the types of service providers, and the location at which the services are to be provided. 4. The placement selected by the Team is the least restrictive environment consistent with the needs of the student. 5. Immediately following the development of the IEP, and within 45 school working days after receipt of the parent’s written consent to an initial evaluation or reevaluation, the district provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice, except that the proposal of placement may be delayed according to the provisions of 603 CMR 28.06(2)(e) in a limited number of cases. <p>State Regulations 28.05(6) and (7)</p> <p>Federal Requirements 300.346</p>

Department of Education Findings

At the high school level, the process for conducting the evaluation, holding the Team meeting, and the development and presentation of an Individual Education Program (IEP) is not always completed within the required forty-five (45) day timeline (#5 above).

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

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

CRITERION NUMBER	
	Legal Standard
SE 20	<p>Least restrictive program selected</p> <ol style="list-style-type: none"> 1. The program selected is the least restrictive environment for students, with consideration given to any potential harmful effect on the student or on the quality of services that he or she needs. 2. If the student is removed from the general education classroom at any time, the Team states why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. 3. The district does not remove an eligible child from the general education classroom solely because of needed modification in the curriculum. 4. If a student's IEP necessitates special education services in a day or residential facility or an out-of-district educational collaborative program, the IEP Team considers whether the student requires special education services and support to promote the student's transition to placement in a less restrictive program.

CRITERION NUMBER			
	Legal Standard		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 28.06(2)(a); Chapter 71B, section 3</td> <td style="width: 50%;">Federal Requirements 34 CFR 300.130; 300.550-300.556</td> </tr> </table>	State Regulations 28.06(2)(a); Chapter 71B, section 3	Federal Requirements 34 CFR 300.130; 300.550-300.556
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Rating: Implemented	DISTRICT RESPONSE REQUIRED: No		

CRITERION NUMBER			
	Legal Standard		
SE 21	<p>School day and school year requirements</p> <ol style="list-style-type: none"> 1. The school district ensures that every eligible elementary level student is scheduled to receive a minimum of 900 hours per school year of structured learning time and every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time unless otherwise provided for below. 2. The Team routinely considers the need for an educational program that is less than or more than the regular school day or school year, including extended day, or year, and/or residential services and indicates on the IEP why the shorter or longer program is necessary. 3. The daily duration of the child’s program is equal to that of the regular school day unless the Team states that a different duration is necessary to provide a free appropriate public education to the child. 4. Specialized transportation schedules do not impede a student’s access to a full school day and program of instruction. 5. An extended day or year program is identified if the student has demonstrated or is likely to demonstrate substantial regression in his or her learning skills and/or substantial difficulty in relearning such skills if an extended program is not provided. 6. If residential services are required, the IEP clearly specifies the reasons for such determination and how such services will be coordinated with the day education services provided to the student. Additionally, the annual goals and services on the student’s IEP reflects the comprehensive nature of the educational program required. 7. Camping or recreation programs provided solely for recreational purposes and with no corresponding IEP goals or specially designed instruction are not to be considered for extended year programs. <table style="width: 100%; border: none; margin-top: 10px;"> <tr> <td style="width: 50%;">State Regulations 28.05(4) Chapter 69, section 1G</td> <td style="width: 50%;">Federal Requirements 300.309(b)</td> </tr> </table>	State Regulations 28.05(4) Chapter 69, section 1G	Federal Requirements 300.309(b)
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Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

CRITERION NUMBER				
	Legal Standard			
SE 22	<p>IEP implementation and availability</p> <ol style="list-style-type: none"> 1. Where the IEP of the student in need of special education has been accepted in whole or in part by that student's parent, the school district provides the mutually agreed upon services without delay. 2. At the beginning of each school year, the district has an IEP in effect for each eligible student within its jurisdiction. 3. Each teacher and provider described in the IEP is informed of his or her specific responsibilities related to the implementation of the student's IEP. 4. The school district does not delay implementation of the IEP due to lack of classroom space or personnel, provides as many of the services on the accepted IEP as possible and immediately informs parents in writing of any delayed services, reasons for delay, actions that the school district is taking to address the lack of space or personnel and offers alternative methods to meet the goals on the accepted IEP. Upon agreement of the parents, the school district implements alternative methods immediately until the lack of space or personnel issues are resolved. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 28.05(7)(b); 28.06(2)(b)(2)</td> <td style="width: 50%; text-align: center;">Federal Requirements 300.342</td> </tr> </table>	State Regulations 28.05(7)(b); 28.06(2)(b)(2)	Federal Requirements 300.342	
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Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

CRITERION NUMBER	
	Legal Standard
SE 23	<p>Confidentiality of personally identifiable information</p> <p>The district protects the confidentiality of any personally identifiable information that is collected, used or maintained in accordance with federal and state law.</p>

CRITERION NUMBER			
	Legal Standard		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">State Regulations 603 CMR 23.00 (Student Records Regulations)</td> <td style="width: 50%; border: none;">Federal Requirements 300.560-576; Family Educational Rights and Privacy Act (FERPA)</td> </tr> </table>	State Regulations 603 CMR 23.00 (Student Records Regulations)	Federal Requirements 300.560-576; Family Educational Rights and Privacy Act (FERPA)
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Rating: Implemented	DISTRICT RESPONSE REQUIRED: No		

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION II. STUDENT IDENTIFICATION AND PLACEMENT		
	Legal Standard		
MOA 1	<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>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Rating: Implemented</td> <td style="width: 50%; border: none;">District Response Required: No</td> </tr> </table>	Rating: Implemented	District Response Required: No
Rating: Implemented	District Response Required: No		

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			
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Rating: Partially Implemented	DISTRICT RESPONSE REQUIRED:	Yes		

Department of Education Findings:

All English Language Learner (ELL) students did not benefit from program modifications and support services to access the full range of educational opportunity. Where ELE students were placed in general education classrooms with pull-out English as a Second Language (ESL) instruction, there were few modifications made to the curriculum. At the middle school level, the inclusion of all ELE students in the same class regardless of grade or level of English fluency did not allow for effective instruction or for the provision of appropriate content.

There is no indication that support services are available in the vocational program(s) for limited English proficient students. Guidance and vocational counseling were unavailable to many students in their native language.

The building based Instructional Support Collaborative (ISC) teams have not been trained in English Language Acquisition issues and in most cases ELE students do not have access to this support service.

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>

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

Department of Education Findings:

At the high school level, the three-year model used in the ELE program may not allow for ELE students to participate in the vocational education program. In addition, the lack of support services for ELE students in vocational education limit their access to the program.

CRITERION NUMBER				
	Legal Standard			
MOA 4	<p>Placement of disabled, linguistic and racial minority, homeless, and female/male students Patterns of placement in district programs and services for disabled students, linguistic and racial minority students, homeless students, and females are consistent with patterns of placement for non-disabled students, linguistic and racial majority students, nonhomeless students, and males. If these patterns of placement are not consistent, the district is able to demonstrate that placements have been made for valid educational reasons.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.34, 106.35, 106.36; Section 504: 29 U.S.C. 794; 34 CFR 104.4; Title II: 42 U.S.C. 12132; 28 CFR 35.130; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Secs. 721, 722(g)(4); Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 71B, s. 6; c. 76, s. 5; 603 CMR 26.03</p>			
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Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

Department of Education Findings:

A review of the enrollment data from the district indicates that African American and Hispanic students are enrolled in special education at a proportionally higher rate than the general population. The student record reviews did not indicate any inappropriate referrals or placements. However, the district should take a critical look to determine if there are any identifiable causal factors contributing to these proportionally higher enrollment data.

CRITERION NUMBER	
	Legal Standard
MOA 5A	<p>Placement of homeless students According to the best interest of the homeless student, the district either</p> <ol style="list-style-type: none"> 1. continues the student’s education in the student’s school of origin for the duration of homelessness and, if the student becomes permanently housed during an academic year, for the remainder of that academic year; or 2. enrolls the student in any public school that nonhomeless students who live in the attendance area where the student is actually living are eligible to attend. <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>
	<p>Rating: Implemented DISTRICT RESPONSE REQUIRED: No</p>

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

CRITERION NUMBER	
	Legal Standard
MOA 5C	Transportation of homeless students to and from the school of origin

CRITERION NUMBER	TITLE 1 II. STUDENT IDENTIFICATION AND PLACEMENT		
	Legal Standard		
	1115 (b)(1)(B) NCLB		
	Rating: Implemented	District Response Required:	No

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

CRITERION NUMBER	ENGLISH LEARNER EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT		
	Legal Standard		
ELE 3	Initial Identification The district has procedures that actively seek to identify limited English proficient students. Authority: G.L. c. 71A, § 4, 5		
	Rating: Implemented	District Response Required:	No

CRITERION NUMBER	
	Legal Standard
ELE 4	<p>Waiver Procedures</p> <ol style="list-style-type: none"> 1. Waivers may be granted based on parent request, providing the parent annually visits the school and provides written informed consent. Parents must be provided with program descriptions <i>in a language they can understand</i>. 2. Students who are under age 10, may only be granted waivers if, (a) the student has been placed in an English language classroom for at least 30 calendar days, (b) the school certifies in no less than 250 words that the student “has special and individual physical or psychological needs, separate from lack of English proficiency” that requires an alternative program, and (c) the waiver is authorized by both the school superintendent and principal. All approved and unapproved waivers must be placed in the student’s permanent school record. For students under age 10, both the superintendent and the principal must authorize the waiver, and it must be made under guidelines established by, and subject to the review of the local school committee. These guidelines may, but are not required to, contain an appeals process. Students who are over age 10 may be granted waivers when it is the informed belief of the school principal and educational staff that an alternative program would be better for the student’s overall educational progress. Students receiving waivers may be transferred to other bilingual programs. See 603 CMR 14.04 on the Department’s website. <p>Authority: G.L. c. 71A, § 5</p>
	<p>Rating: Partially Implemented</p> <p style="text-align: right;">DISTRICT RESPONSE REQUIRED: YES</p>

Department of Education Findings:

Documents reviewed during the Program Review indicate that the district is aware of the Department’s waiver regulations. The district has printed out the Department’s Waiver template (without modification), and the Department’s waiver guidelines. However, none of the staff interviewed (including principals who would be charged with evaluating waiver applications) could explain the District’s waiver policy, criteria for evaluating the waiver applications, or how students would be educated in the event that a waiver was approved. Additionally, as none of the 160 ELE students have applied for a waiver, the possibility exists that the policy is not widely disseminated to ELE parents.

CRITERION NUMBER	
	Legal Standard
ELE 5	<p>Program Placement and Structure</p> <ol style="list-style-type: none"> 1. The district places LEP students in <ol style="list-style-type: none"> i. “sheltered English immersion” classrooms, in which nearly all books and instructional materials are in English, but with the curriculum and presentation designed for students who are learning the language. All reading, writing and subject matter are taught in English. Teachers may use an English learner’s native language, when necessary, for clarification purposes. Districts may also modify general education classrooms, so that the activities and instruction in those classrooms provide sheltered English instruction to LEP students, or ii. “two-way bilingual” classrooms, in which students develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of an equal number of proficient English speakers and proficient speakers of the other language. ii. (for kindergarten students) either a sheltered English immersion, two-way bilingual, or an English language mainstream classroom with assistance in English language acquisition, including, but not limited to, English as a second language. <p>Authority G.L. c. 71A, § 2, 4, 7; Title VI</p>
	<p>Rating: Partially Implemented</p> <p style="text-align: right;">DISTRICT RESPONSE REQUIRED: YES</p>

Department of Education Findings:

All students are educated in classrooms where nearly all of the instruction and instructional materials are in English. However, at the elementary level, some students are placed in mainstream classes, in which the general education teacher has had no training in Sheltered English Immersion (SEI) or second language acquisition techniques. ESL is provided using a pull-out model, which the Department has deemed inadequate since the student still cannot access the material which is not being “sheltered,” and thus made accessible to ELE students.

Department guidelines state, “Districts modifying general classrooms to provide sheltered English instruction should provide: sustained professional development for the general classroom teacher; the presence of ESL/ELL/TBE teachers working with the classroom teacher for all or part of the day; and tutors or paraprofessionals fluent in the English learners’ native languages working in the classroom

all or part of the day.” The lack of professional development and native language tutors diminishes the effectiveness of the instruction being received in these classrooms.

CRITERION NUMBER			
	Legal Standard		
ELE 6	<p>Program Exit and Readiness</p> <ol style="list-style-type: none"> 1. The district does not re-designate a student from Limited English Proficient (LEP) to Formerly Limited English Proficient (FLEP), until: <ol style="list-style-type: none"> a) s/he is deemed English proficient, and b) can participate meaningfully in all aspects of the district’s mainstream education program without the use of adapted or simplified English materials. 2. The time in which LEP students receive sheltered English immersion instruction is not normally intended to exceed one school year. 3. Districts may not limit or cap the amount of time in which an LEP student is placed in a language support program and may only exit the student from such a program after determining that the student is proficient in English. <p>Authority: Title VI; G.L. c. 71A, § 4</p>		
	Rating: Partially Implemented	DISTRICT RESPONSE REQUIRED:	Yes

Department of Education Findings:

Interviews with staff indicated that some students were “exited” from ELE programs when they received a 65% on the LAS-R & W. This requirement did not seem to be implemented uniformly at each site, and interviews with district staff revealed that students who were “borderline” were mainstreamed because the ELE teachers were “overwhelmed.” Records of former LEP students did not indicate that multiple measures of fluency were used when considering a student’s language proficiency, and district documents did not reveal uniform, district-wide “exit” criteria.

COMPONENT III: PARENTAL INVOLVEMENT

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

- Special Education (Report Issues # SE 24-32)
- Civil Rights Methods of Administration (MOA) (Report Issue # MOA 7)
 - Title I (Report Issues # TI 21-23)
- English Learner Education (Report Issue # ELE 7)

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

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

CRITERION NUMBER	
	Legal Standard
	<p>initial placement in special education.</p> <ol style="list-style-type: none"> 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. 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. 6. When the participation or consent of the parent is required and the parent fails or refuses to participate, the attempts to secure the consent of the parent are implemented through multiple attempts using a variety of methods which are documented by the district. Such efforts may include letters, written notices sent by certified mail, electronic mail (e-mail), telephone calls, or, if appropriate, TTY communications to the home, and home visits at such time as the parent is likely to be home. Efforts may include seeking assistance from a community service agency to secure parental participation. 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>State Regulations 28.07(1)</p> <p style="text-align: right;">Federal Requirements 300.500(b)(1)</p>
	<p>Rating: Implemented</p> <p style="text-align: right;">DISTRICT RESPONSE REQUIRED: No</p>

CRITERION NUMBER	
	Legal Standard
SE 26	<p>Parent participation in meetings</p> <p>1. The district ensures that one or both parents of a child are members of any group</p>

CRITERION NUMBER	
	Legal Standard
	<p>that makes decisions on the educational placement of their child.</p> <p>2. The Administrator of Special Education notifies parent(s) in writing of any Team meeting early enough to ensure that they have an opportunity to attend.</p> <p>3. The district schedules the meeting at a mutually agreed upon time and place; and documents such efforts.</p> <p>4. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls, or video conferencing.</p> <p>5. In cases where the district, after reasonable efforts, is unable to obtain the parents' participation in Team meeting discussions and decisions, the district conducts the Team meeting and documents its attempts to facilitate the parents' participation.</p> <p>State Regulations 28.02(22)</p> <p>Federal Requirements 300.345(d), 300.501</p>
	<p>Rating: Implemented</p> <p>DISTRICT RESPONSE REQUIRED: No</p>

CRITERION NUMBER	
	Legal Standard
SE 27	<p>Content of Team meeting notice to parents</p> <p>1. The parent notice of an evaluation required by 603 CMR 28.04(1)(a) meets all of the content requirements set forth in MGL c.71 B, §3, and in federal law and seeks the consent of the parent for any evaluation to occur, and provides the parent with the opportunity to express any concerns or provide information on the student's skills or abilities and to consult regarding the evaluators to be used.</p> <p>2. The parent notice of any Team meeting states the purpose, time and location of the meeting as well as who will be in attendance.</p> <p>State Regulations 28.04(b)</p> <p>Federal Requirements 300.503-504</p>
	<p>Rating: Implemented</p> <p>DISTRICT RESPONSE REQUIRED: No</p>

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

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

Department of Education Findings: *Communication is not always in the primary language of the home when the primary language is other than English.*

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

CRITERION NUMBER	
	Legal Standard
SE 31	<p>State and district responsibility for educational surrogate parents</p> <ol style="list-style-type: none"> 1. When a student is without parental representation and requires an educational surrogate parent to be appointed in accordance with federal law and regulations, upon request of the Department, the district responsible for services to the student assists in identifying a person willing to serve as an educational surrogate parent. 2. Upon assignment by the Department, such educational surrogate parent has all the rights and responsibilities of a parent in making decisions regarding eligibility and services for special education for the assigned student. The Department provides notice of appointment to the school district and any state agency with custody of the student. 3. A person identified by the district and willing to serve as an educational surrogate parent has no conflict of interest and is not in the employ of the school district or any state or local agencies involved with the care of the student . 4. A person identified by the district, appointed by the Department, and serving as an educational surrogate parent does not receive financial remuneration from the district except that the school district reimburses the person for reasonable expenses related to the exercise of his or her responsibilities as an educational surrogate parent for a student enrolled in the district. <p>State Regulations 28.07(7)</p> <p>Federal Requirements 300.515</p>
	<p>Rating: Implemented</p> <p style="text-align: center;">DISTRICT RESPONSE REQUIRED:</p> <p style="text-align: right;">No</p>

CRITERION NUMBER	
	Legal Standard
SE 32	<p>Parent advisory council for special education</p> <ol style="list-style-type: none"> 1. The school committee has established a parent advisory council on special education. 2. Membership on the council is offered to all parents of children with disabilities and other interested parties. 3. The parent advisory council duties include but are not limited to: advising the school committee on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school committee's special education programs. 4. The parent advisory council has established by-laws regarding officers and operational procedures. 5. The parent advisory council receives assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources. 6. The school district conducts, in cooperation with the parent advisory council, at least one workshop annually within the district on the rights of students and their parents and guardians under the state and federal special education laws and makes written materials explaining such rights available upon request. <p>STATE REGULATIONS FEDERAL REQUIREMENTS</p> <p>Chapter 71B, sec. 3; 28.07(4)</p>
	<p>Rating: Implemented DISTRICT RESPONSE REQUIRED: No</p>

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</p>

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION III. PARENTAL INVOLVEMENT
	Legal Standard
	recruitment and promotional materials are disseminated to them in their primary language(s). Title VI; EEOA: 20 U.S.C. 1703(f); M.G.L. c. 76, s. 5; 603 CMR 26.02(2)
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

School announcements and notices of extra curricular activities and other opportunities are not distributed in the primary language of the home when that language is other than English.

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’ parental involvement strategies at the school and district level. 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) 7. The district has a system for schools to provide parents with “right to know” information: <ol style="list-style-type: none"> a. Status of school identified for school improvement

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

Department of Education Findings:

Interviews with staff and review of documentation indicate that some of the district requirements under this criterion are implemented. However, there is no parent policy specific to Title I developed with the involvement of parents and, as of the date of the program review, the district had not provided parents with the required “right to know” information (numbers 2 and 7 under this criterion)

CRITERION NUMBER			
	Legal Standard		
TI 22	The district and schools provide materials and training to Title I parents to enable them to improve their children’s achievement (e.g., literacy training, using technology to foster parental involvement, frequent meetings with teachers, etc.). 1118(e)(2) NCLB		
	Rating: Commendable	DISTRICT RESPONSE REQUIRED:	No

Department of Education Findings:

Interviews and review of documentation indicate that the school provides materials and information for parents on a regular basis, and provides training to parents that increases interaction between parents and their children. This training enables parents to support the achievement of their children and builds the capacity of parents to take a meaningful role in the program.

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 schoolwide 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 review of documentation indicate that some of the school requirements under this criterion are implemented. However, there is no parent policy specific to Title I, developed with the involvement of parents and distributed in the languages spoken by a significant number of parents of participating children. (# 1 and # 2 under this criterion).

CRITERION NUMBER	ENGLISH LEARNER EDUCATION III. PARENTAL INVOLVEMENT	
	Legal Standard	
ELE 7	<p data-bbox="391 415 657 445">Parent Involvement</p> <p data-bbox="391 485 1308 548">The district develops a mechanism for including parents or guardians of LEP students in matters pertaining to their children’s education.</p> <p data-bbox="391 583 646 613">Authority: Title VI</p>	
	Rating: Implemented	District Response Required: No

COMPONENT IV: CURRICULUM AND INSTRUCTION

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

- Special Education (Report Issues # SE 33-42)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 8-9)
 - Title I (Report Issues # TI 24-28)
- English Learner Education (Report Issues #8-10)

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

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

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

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

CRITERION NUMBER				
	Legal Standard			
	received approval from the host state.			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 28.02(13), 28.06(3)</td> <td style="width: 50%;">Federal Requirements 300.2(c)</td> </tr> </table>	State Regulations 28.02(13), 28.06(3)	Federal Requirements 300.2(c)	
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Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

CRITERION NUMBER				
	Legal Standard			
SE 38	<p>Educational services in institutional settings (ESIS) <u>Department of Education responsibility:</u> In cases where the Department provides certain special education services to eligible students in certain facilities operated by or under contract with the Department of Mental Health, the Department of Youth Services, County Houses of Corrections, or the Department of Public Health, the Department retains the discretion to determine, based upon resources, the type and amount of special education and related services that it provides in such facilities. <u>School district responsibility:</u></p> <ol style="list-style-type: none"> 1. The district implements its responsibilities to students in institutional settings by acting on requests for evaluation, issuing proposed IEPs in a timely manner, and providing special education and/or related services in accordance with state and federal law. 2. Where a student's IEP requires a type or amount of service that the facility does not provide, it remains the responsibility of the parent's school district to implement the student's IEP by arranging and paying for the provision of such service(s). 3. The parent's school district coordinates with the state agency to ensure that the student receives an evaluation, an annual review, and special education services as identified at a Team meeting convened by the parent's school district. <table style="width: 100%; border: none; margin-top: 10px;"> <tr> <td style="width: 50%;">State Regulations 28.06(9)</td> <td style="width: 50%;">Federal Requirements</td> </tr> </table>	State Regulations 28.06(9)	Federal Requirements	
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CRITERION NUMBER	
	Legal Standard
SE 39	<p>Procedures used to provide services to eligible students enrolled in private schools at private expense</p> <ol style="list-style-type: none"> 1. On or before December 1, the district determines the number of eligible private school students in consultation with private school representatives. 2. To the extent that the school district provides and pays for special education services for eligible students enrolled in private schools at private expense, the following requirements and procedures are implemented: <ol style="list-style-type: none"> a. The district provides special education and/or related services designed to meet the needs of eligible children who are attending private schools at private expense and whose parents reside in the jurisdiction of the school district. The school district provides to such children genuine opportunities to participate in the public school special education program consistent with state constitutional limitations. b. The district provides or arranges for the provision of evaluation services and an IEP for any eligible private school child whose parent resides in the jurisdiction of the school district. The evaluation may take place in the public school, the private school, or an appropriate contracted facility, and the school district ensures that a representative of the child's private school is invited to participate as a member of the Team pursuant to §28.05. c. The district provides or arranges for the provision of the special education and/or related services described by the child's IEP and the district ensures that special education services funded with state or local funds are provided in a public school facility or other public or neutral site. When services are provided using only federal funds, services are provided on public or private school grounds. d. The district does not withdraw or withhold services from a child solely because the school district has met the spending requirements of federal law. 3. Special education services and/or related services provided by the district to a private school child are comparable in quality, scope, and opportunity for participation to that provided to public school children with needs of equal importance. 4. The district ensures that programs in which both public and private school children participate do not include classes that are separated on the basis of school enrollment or the religious affiliation of the children. 5. An expedited special education evaluation, which is limited to a child's physician statement unless there is a clear indication of the need or unless the parents request additional evaluation, is conducted and service provided to eligible students by the district within 15 calendar days of the school district's receipt of the child's physician statement. <p style="text-align: center;">State Regulations Federal Requirements</p>

CRITERION NUMBER				
	Legal Standard			
	28.06(6)			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 30%; text-align: center;">DISTRICT RESPONSE REQUIRED:</td> <td style="width: 20%; text-align: right;">No</td> </tr> </table>	Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No
Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

CRITERION NUMBER				
	Legal Standard			
SE 41	<p>Age span requirements The ages of the youngest and oldest child in any instructional grouping do not differ by more than forty-eight months. A written request for approval of a wider age range is submitted to the Commissioner of Education in cases where the district believes it is justified. Such requests are implemented only after approval of the Department of Education.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 28.06(6)(f)</td> <td style="width: 50%; text-align: center;">Federal Requirements</td> </tr> </table>	State Regulations 28.06(6)(f)	Federal Requirements	
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Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

CRITERION NUMBER	
	Legal Standard
SE 42	<p>Programs for young children three and four years of age <u>General requirements:</u></p> <ol style="list-style-type: none"> 1. The school district ensures programs are available for eligible children three and four years of age. Such programs shall be developmentally appropriate and specially designed for children ages three and four years. 2. Where at all possible the school district accepts referrals from the Department of Public Health, other agencies, and individuals for young children when or before the child turns two-and-one-half years old in order to ensure continuity of services and to ensure the development and implementation of an IEP for eligible children by the date of the child's third birthday in accordance with federal requirements. 3. Where appropriate, the school district elects, consistent with federal

CRITERION NUMBER	
	Legal Standard
	<p>requirements to use the format and services of the Individualized Family Service Plan (IFSP), if appropriate, for an additional year as a means of transitioning eligible children to public school services.</p> <p>4. Where appropriate the Team allows a child to remain in a program designed for three and four year old children for the duration of the school year in which the child turns five years old (including the summer following the date of the child's fifth birthday).</p> <p><u>Types of Settings:</u></p> <p>6. <u>Inclusionary programs</u> for young children are located in a setting that includes children with and without disabilities and meet the following standards:</p> <ul style="list-style-type: none"> a. Services in such programs are provided in the home, the public school, Head Start, or a licensed childcare setting. b. For public school programs that integrate children with and without disabilities, the class size does not exceed twenty (20) with one teacher and one aide and no more than five (5) students with disabilities. If the number of students with disabilities is six (6) or seven (7) then the class size does not exceed fifteen (15) students with one teacher and one aide. <p>7. <u>Substantially separate programs</u> for young children are located in a public school classroom or facility that serves primarily or solely children with disabilities. Substantially separate programs adhere to the following standards:</p> <ul style="list-style-type: none"> a. Substantially separate programs are programs in which more than 50% of the children have disabilities. b. Substantially separate programs operated by the district limit class sizes to nine (9) students with one teacher and one aide. <p>State Regulations 28.06(7)</p> <p>Federal Requirements 300.342(c)</p>
	<p>Rating: Implemented</p> <p style="text-align: right;">DISTRICT RESPONSE REQUIRED: No</p>

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION IV. CURRICULUM AND INSTRUCTION
	Legal Standard
MOA 8	<p>Accessibility of 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;

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION IV. CURRICULUM AND INSTRUCTION		
	Legal Standard		
	<p>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> <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>		
	Rating: Implemented	District Response Required:	No

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>		
	Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No

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> <ol style="list-style-type: none"> a. give primary consideration to extended learning time; 		

CRITERION NUMBER	TITLE 1 IV. CURRICULUM AND INSTRUCTION		
	Legal Standard		
	b. help provide an accelerated, high quality curriculum; and c. minimize the removal of students from the classroom during regular hours. 1115(c)(1)(C) NCLB		
	Rating: Implemented	District Response Required:	No

CRITERION NUMBER			
	Legal Standard		
TI 25 – TAS/SWP	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. 1114(b)(1)(B)(ii)(II); 1115(c)(1)(C)(i) NCLB		
	Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No

CRITERION NUMBER			
	Legal Standard		
TI 26 - SWP	A comprehensive Schoolwide Program (SWP) plan has been developed with the involvement of the community, those served by the program, and the individuals who will implement the plan, including: <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. 1114(b)(2)(B)(ii) NCLB		
	Rating: Not Applicable	DISTRICT RESPONSE REQUIRED:	No

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

Department of Education Findings:

The district only provides services as a targeted assistance program.

CRITERION NUMBER	
	Legal Standard
TI 28- SWP	In providing technical assistance and support to schoolwide programs, the district ensures that the programs and plans contain all ten required schoolwide components, and are designed to ensure that each school will make Adequate Yearly Progress (AYP). 1112(c)(1)(C); 1114(b)(1) and (2) NCLB
	Rating: Not Applicable DISTRICT RESPONSE REQUIRED: No

Department of Education Findings:

The district only provides services as a targeted assistance program.

CRITERION NUMBER	ENGLISH LEARNER EDUCATION IV. CURRICULUM AND INSTRUCTION
	Legal Standard
ELE 8	Declining Entry to a Program

CRITERION NUMBER	ENGLISH LEARNER EDUCATION IV. CURRICULUM AND INSTRUCTION		
	Legal Standard		
	The district provides English language support to students whose parents have declined entry to a sheltered English immersion, two-way bilingual, or other ELE program. (See Implementation Guidance below.) Authority: Title VI		
	Rating: Partially Implemented	District Response Required:	Yes

Department of Education Findings:

The district has not provided the Department with any documentation that it provides language support to students whose parents chose to decline entry into an ELE program. Some student records included TBE withdrawal forms, but little notation is made in the student records regarding program placement or language supports afforded the student.

CRITERION NUMBER			
	Legal Standard		
ELE 9	Instructional Grouping <ol style="list-style-type: none"> 1. The district only groups students of different ages together in instructional settings if their levels of English proficiency are similar. 2. The district's grouping of students ensures that LEP students receive effective content instruction at appropriate academic levels. Authority: G.L. c. 71A, § 4; Title VI		
	Rating: Partially Implemented	DISTRICT RESPONSE REQUIRED:	Yes

Department of Education Findings:

At the middle school, students in grades 6, 7, and 8 are grouped together in a classroom of 32 students including newcomers, intermediate speakers, and students approaching fluency. The students in this setting are not receiving effective content instruction, and much of the social studies and science content is drawn from their ESL Book, and is not aligned with the Massachusetts Curriculum Frameworks.

CRITERION NUMBER			
	Legal Standard		
ELE 10	<p>Parental Notification</p> <ol style="list-style-type: none"> 1. Upon placement in the ELE program, a notice is mailed to the parents or guardians written in the primary/home language, as well as in English, that informs parents of: <ol style="list-style-type: none"> a. the reasons for identification of the student as Limited English Proficient (LEP); b. the child’s level of English proficiency; c. program placement and/or the method of instruction used in the program; d. how the program will meet the educational strengths and needs of the student; e. how the program will specifically help the child learn English; f. the specific exit requirements; and g. the parents’ right to apply for a waiver (see ELE 4), or to decline to enroll their child in the program (see ELE 9). <p>(All districts need to comply with a-c and g. Title III districts must comply with a-g. Title III districts must send parental notification no later than 30 days after the beginning of the school year.)</p> 2. The district will provide to parents and guardians of LEP students, report cards, and progress reports in the same manner and with the same frequency as general education reporting. The reports shall, to the maximum extent possible, be written in a language understandable to the parent/guardian. <p style="text-align: center;">Authority: NCLB, Title III; c.71A, §7; 603 CMR 14.02</p>		
	Rating: Partially Implemented	DISTRICT RESPONSE REQUIRED:	Yes

Department of Education Findings:

Some student records contained placement letters that indicated the students were placed in transitional bilingual education. Placement letters containing all of the required elements (see ELE 10 criteria for Title III districts) are required to go out to parents of LEP students at the beginning of each school year.

COMPONENT V: STUDENT SUPPORT SERVICES

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

- Special Education (Report Issues # SE 43-49A)
- Civil Rights Methods of Administration (MOA)
(Report Issues MOA 10 –17A)
 - Title I (Report Issues # TI 29)
- English Learner Education (Report Issues # ELE 11-13)

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

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

CRITERION NUMBER			
	Legal Standard		
SE 45	<p>Procedures for suspension up to 10 days and after 10 days: General requirements</p> <ol style="list-style-type: none"> 1. All students, including eligible students with disabilities, receive prior written notice regarding the school’s Code of Conduct. 2. The school’s Code of Conduct includes required procedural safeguards such as opportunity for a hearing (per Goss v. Lopez). 3. Any eligible student may be suspended up to 10 days in any school year without 		

CRITERION NUMBER	
	Legal Standard
	<p>implementation of procedures described in criterion SE 46 below.</p> <p>4. After a student with special needs has been suspended for 10 days in any school year, during any subsequent removal the public school provides sufficient services for the student to continue to receive a free and appropriate public education.</p> <p>5. The school provides additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year.</p> <p>State Regulation MGL c. 76, sec. 16-18 Chapter 71, section 37 H</p> <p>Federal Requirements 300.519-300.529</p>
	<p>Rating: Implemented</p> <p style="text-align: right;">DISTRICT RESPONSE REQUIRED: No</p>

CRITERION NUMBER	
	Legal Standard
SE 46	<p>Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district</p> <p>1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.</p> <p>2. Prior to a suspension that constitutes a change in placement of a student with disabilities, the Team convenes</p> <ul style="list-style-type: none"> a. to develop or review a functional behavioral assessment of the student’s behavior to modify a behavior intervention plan or develop an assessment plan; b. to identify appropriate alternative educational setting(s); and c. to determine the relationship between the disability and the behavior - “a manifestation decision” (Is IEP appropriate? Is placement appropriate? If there was a behavior plan, was it implemented? Does student understand impact and consequences of his/her behavior? Can student control behavior?). <p>3. If the Team determines that the behavior is <u>NOT</u> a manifestation of the disability, then the district may suspend or expel the student consistent with policies applied to any student without disabilities, except that the district must still offer an appropriate education program to the student with disabilities, which may be in some other setting.</p>

CRITERION NUMBER					
	Legal Standard				
	<p>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.</p> <p>3. The school district has developed procedures consistent with federal requirements to expedite evaluations.</p>				
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations</td> <td style="width: 50%;">Federal Requirements</td> </tr> <tr> <td></td> <td>20 U.S.C. Chapter 33, Section 1415(k)</td> </tr> </table>	State Regulations	Federal Requirements		20 U.S.C. Chapter 33, Section 1415(k)
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Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No			

CRITERION NUMBER					
	Legal Standard				
SE 48	<p>FAPE (Free, appropriate, public education): Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education</p> <p>All students receiving special education, regardless of placement, shall have an equal opportunity to participate in and, if appropriate, receive credit for the vocational, supportive, or remedial services that may be available as part of the general education program as well as the non-academic and extracurricular programs of the school.</p> <p>Programs, services and activities include, but are not limited to:</p> <ol style="list-style-type: none"> 1. art and music 2. vocational education, industrial arts, and consumer and homemaking education 3. work study and employment opportunities 4. counseling services 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 				
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State Regulations	Federal Requirements				
28.06(5)	300.121; 300.300-313				
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 25%;">DISTRICT RESPONSE REQUIRED:</td> <td style="width: 25%; text-align: right;">No</td> </tr> </table>	Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No	
Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No			

CRITERION NUMBER	
	Legal Standard
SE 49	<p>Related services For each student with special education needs found to require related services, the school district provides or arranges for the provision of transportation and such developmental, corrective, and other supportive services as are required to assist a student to benefit from special education or to access the general curriculum, and includes:</p> <ol style="list-style-type: none"> 1. speech-language pathology and audiology services 2. psychological services 3. physical therapy 4. occupational therapy 5. recreation, including therapeutic recreation 6. early identification and assessment of disabilities in children 7. counseling services, including rehabilitation counseling 8. orientation and mobility services (peripatology) 9. medical services for diagnostic or evaluation purposes 10. school health services 11. social work services in schools, and 12. parent counseling and training. <p>State Regulations 28.02(19)</p> <p style="text-align: right;">Federal Requirements 300.24</p>
	<p>Rating: Implemented</p> <p style="text-align: center;">DISTRICT RESPONSE REQUIRED:</p> <p style="text-align: right;">No</p>

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

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION V. STUDENT SUPPORT SERVICES		
	Legal Standard		
	a) a nondiscrimination policy that is consistent with M.G.L. c. 76, s. 5, and affirms the school's non-tolerance for harassment or discrimination, including that based on race, color, national origin, sex, religion, or sexual orientation; b) the school's procedure for accepting, investigating and resolving complaints alleging discrimination or harassment; and c) the disciplinary measures that the school may impose if it determines that harassment or discrimination has occurred.		
	Section 504; M.G.L. c. 71, s. 37H; 603 CMR 26.08		
	Rating: Implemented	District Response Required:	No

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: Implemented	DISTRICT RESPONSE REQUIRED:	No

CRITERION NUMBER			
	Legal Standard		
MOA 12A	Annual and continuous notification concerning nondiscrimination and coordinators 1. If the district offers vocational education programs, it advises students, parents,		

CRITERION NUMBER	
	Legal Standard
	REQUIRED:

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>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Partially Implemented</td> <td style="width: 30%;">DISTRICT RESPONSE REQUIRED:</td> <td style="width: 20%; text-align: right;">Yes</td> </tr> </table>	Rating: Partially Implemented	DISTRICT RESPONSE REQUIRED:	Yes
Rating: Partially Implemented	DISTRICT RESPONSE REQUIRED:	Yes		

Department of Education Findings:

The district does not facilitate the access to vocational programs for limited-English-proficient and disabled students. Limited English proficient students do not receive vocational and academic counseling services in their native language.

Department of Education Findings:

There is no indication that the district provides any written notification in English or a family’s native language to students 16 or older that are leaving school without a high school diploma or a certificate of attainment or achievement.

CRITERION NUMBER				
	Legal Standard			
<p>MOA 17A</p>	<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>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Partially Implemented</td> <td style="width: 30%; text-align: center;">DISTRICT RESPONSE REQUIRED:</td> <td style="width: 20%; text-align: right;">Yes</td> </tr> </table>	Rating: Partially Implemented	DISTRICT RESPONSE REQUIRED:	Yes
Rating: Partially Implemented	DISTRICT RESPONSE REQUIRED:	Yes		

Department of Education Findings:

The district has not developed and disseminated written procedures to parents and staff at all schools regarding the appropriate response to student behavior that may require immediate intervention.

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 and review of documentation indicate that the district has not contacted private schools outside of the district that may be eligible for services and there is little documentation available for those that have been contacted.

CRITERION NUMBER	ENGLISH LEARNER EDUCATION V. STUDENT SUPPORT SERVICES
	Legal Standard
ELE 11	<p>Equal Access to Academic Programs and Services</p> <ol style="list-style-type: none"> 1. Districts shall not segregate LEP students from their English-speaking peers, except when necessary, to implement a language support program. 2. The district ensures that LEP students participate fully with their English-speaking peers and are provided support in non-core regular public school courses. 3. The district ensures that LEP students have the opportunity to receive academic support services, such as guidance and counseling, in the student’s primary language. 4. The district ensures that LEP students are taught to the same academic standards and curriculum frameworks as all students, and provides the same opportunities to master such standards and frameworks as other students. 5. The district uses content objectives that are based on the Massachusetts curriculum frameworks in English language arts, history and social science, mathematics, and science and technology/engineering. Language objectives are based on the Massachusetts English language arts standards, and those standards contained in the Massachusetts English Language Proficiency Benchmarks and Outcomes.

CRITERION NUMBER	ENGLISH LEARNER EDUCATION V. STUDENT SUPPORT SERVICES		
	Legal Standard		
	Authority: Title VI; c71A, §7; 603 CMR 26.07 (8)		
	Rating: Partially Implemented	District Response Required:	Yes

Department of Education Findings:

Students at the middle school were segregated into an ELE suite of rooms, located by the alternative “Eagles” program and the vocational high school. District staff reported that no assistance is provided to support LEP students in non-core classes. Academic support services are not available to most of the LEP students, at all levels. LEP students are not taught to the same academic standards and curriculum frameworks as other students, with the exception of the ELE program, in which the Department’s English Learner Benchmarks and Outcomes are being used.

CRITERION NUMBER			
	Legal Standard		
ELE 12	Equal Access to Nonacademic and Extracurricular Programs The district provides appropriate support, where necessary, to limited English proficient students to ensure that they have equal access to the nonacademic programs and extracurricular activities available to their English-speaking peers. Authority: Title VI; 603 CMR 26.06 (2)		
	Rating: Implemented	District Response Required:	No

CRITERION NUMBER			
	Legal Standard		
ELE 13	Follow-up Support <ol style="list-style-type: none"> 1. The district monitors students who have exited an English learner education program and provides language support services to those students, if needed. 2. To the extent possible, the district provides access to adult basic education in English language and literacy skill instruction for LEP students who were previously enrolled in a public secondary school in the Commonwealth directly from a country other than the United States and who were unable to achieve English language proficiency as determined by assessments. 		

CRITERION NUMBER	
	Legal Standard
	Authority: Title VI; Chapter 218 of the Acts of 2002
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

The district provides an ESL support class to former ELE students at the high school level. Beyond that, most staff reported that there is little or no follow up for these students, a finding consistent with the lack of support documentation in the student files. Throughout the district, we were told that the ELE Coordinator, a .8 ELE teacher was responsible for follow up of these students. The ELE Coordinator told interviewers that the guidance counselors were responsible. There appears to be no single office or person charged with follow up after these students exit the program, and no district-wide policy to ensure that all newly-fluent students are supported.

COMPONENT VI: FACULTY, STAFF AND ADMINISTRATION

The criteria in this component examine whether the district has licensed staff, provides supervision of aides and tutors, and provides ongoing professional development in the program areas listed below. Additionally, the component examines whether the district implements an effective system of program leadership and oversight which fosters high standards and performance expectations for all students and staff consistent with the goals of applicable federal and state requirements and Education Reform Act of 1993. Finally, this component examines whether the district's personnel procedures are non-discriminatory and aimed at recruiting employees from all groups.

:

- Special Education (Report Issues # SE 50-54)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 18A-21)
 - Title I (Report Issues # TI 30-31)
- English Learner Education (Report Issues 14-15)

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

CRITERION NUMBER	SPECIAL EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
	<p>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 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 MGL 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, sec. 38Q and 38Q ½</p> <p style="text-align: right;">Federal Requirements</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

A majority of the classroom teachers in the district indicated a lack of knowledge regarding the implementation of a district curriculum accommodation plan (DCAP) as noted in #2 above. There was no indication that an active pre-referral team (referred to by the district as an Instructional Support Committee (ISC)) exists at the high school level. The district has provided regular education teacher training regarding inclusion and accommodating students with diverse learning styles; however, there is an apparent lack of training related to second language acquisition and the inclusion and instructional support for linguistic minority students. Not all principals understand their role in the delivery of home and hospital services to eligible students.

CRITERION NUMBER	Legal Standard
SE 51	<p>Appropriate special education teacher certification Individuals who design and/or provide direct special education services described in IEPs, or who supervise the provision of special education services by other teachers or paraprofessionals, are appropriately certified.</p> <p>State Regulations 28.02(3) 603 CMR 7.00</p> <p style="text-align: right;">Federal Requirements 300.23; 300.136</p>

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

CRITERION NUMBER				
	Legal Standard			
SE 52	<p>Appropriate certifications or other credentials -- <u>related service providers</u> Any person, including non-educational personnel, who provides related services described under federal special education law, who supervises paraprofessionals in the provision of related services, or who provides support services directly to the regular or special classroom teacher is appropriately certified, licensed, board-registered or otherwise approved to provide such services by the relevant professional standards board or agency for the profession.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations 28.02(3)</td> <td style="width: 50%;">Federal Requirements 300.23; 300.24; 300.136</td> </tr> </table>	State Regulations 28.02(3)	Federal Requirements 300.23; 300.24; 300.136	
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Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

CRITERION NUMBER			
	Legal Standard		
SE 53	<p>Use of paraprofessionals</p> <ol style="list-style-type: none"> 1. Paraprofessionals and assistants (e.g., teacher aides, tutors and student teachers) are appropriately trained to assist in providing special education or related services. 2. Persons employed as paraprofessionals and assistants do not design instruction for students with disabilities but are expected to implement instruction under the supervision of an appropriately certified or licensed professional who is proximate and readily available to provide such supervision. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Regulations</td> <td style="width: 50%;">Federal Requirements</td> </tr> </table>	State Regulations	Federal Requirements
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CRITERION NUMBER				
	Legal Standard			
	300.136(f)			
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Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No		

CRITERION NUMBER				
	Legal Standard			
SE 54	<p>Professional development regarding special education</p> <ol style="list-style-type: none"> 1) The district considers the needs of all staff in developing training opportunities for professional and paraprofessional staff and provides a variety of offerings which at a minimum include the following training topics offered on an annual basis: 2) state and federal special education requirements and related local special education policies and procedures; 3) confidentiality of student records; 4) training in analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the regular classroom of students with diverse learning styles; 5) methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning needs of all students in the regular classroom; 6) training in the provision of pre-referral services within regular education, teacher mentoring and collaboration and parental involvement; 7) training for all locally hired <u>and</u> contracted transportation providers on the unique needs of all students being transported in regular and special transportation vehicles; and 8) in cooperation with the special education parent advisory council, at least one workshop annually within the district on the rights of students and their parents and guardians under the state and federal special education laws and makes written materials explaining such rights available upon request. <table border="0" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%;">State Regulations Chapter 71, sec. 38g 28.03(1)(a) Chapter 71, sec. 38Q and 38Q ½</td> <td style="width: 50%;">Federal Requirements 300.382</td> </tr> </table>	State Regulations Chapter 71, sec. 38g 28.03(1)(a) Chapter 71, sec. 38Q and 38Q ½	Federal Requirements 300.382	
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Rating: Partially Implemented	DISTRICT RESPONSE REQUIRED:	Yes		

Department of Education Findings: *Staff and parent interviews and record reviews indicate that*

professional development regarding pre-referral services in regular education (#6 above) needs to take place. Parent interviews indicate that the school district, in cooperation with the special education parent advisory council, needs to improve outreach efforts to keep parents informed of local, state, and federal special education laws and/or policy.

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
MOA 18A	<p>School district employment practices District employment practices in general are free from discrimination on the basis of race, color, national origin, sex, or disability. In particular, the district’s faculty salary scales are based on the conditions and responsibilities of employment without regard to race, color, national origin, sex, or disability, and the district’s employee recruitment is aimed at reaching all groups, including members of linguistic, ethnic, and racial minorities, females and males, and persons with disabilities.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(c); EEOA: 20 U.S.C. 1703(d); Title IX: 20 U.S.C. 1681; 34 CFR 106.51-106.61; Section 504: 29 U.S.C. 794; 34 CFR 104.11-104.14; Title II: 42 U.S.C. 12132; 28 CFR 35.140; Mass. Const. amend. art 114</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
MOA 19 Reserved	

CRITERION NUMBER	
	Legal Standard
MOA 20 Reserved	

CRITERION NUMBER	
	Legal Standard
MOA 21	<p>Staff training regarding civil rights responsibilities The district provides in-service training for all school personnel at least annually regarding civil rights responsibilities, including the prevention of discrimination and harassment on the basis of students’ race, color, sex, religion, national origin and sexual orientation and the appropriate methods for responding to it in the school setting.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3; EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31-106.42; M.G.L. c. 76, s. 5; 603 CMR 26.00, esp. 26.07(2), (3)</p>
	<p>Rating: Implemented</p> <p style="text-align: right;">DISTRICT RESPONSE REQUIRED: No</p>

Department of Education Findings:

The district should be sure to include the rights of language minority students in staff training regarding civil rights responsibilities.

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) Elementary Subject Matter Test, or completing an approved Individual Professional Development Plan (IPDP) as outlined in the Massachusetts high objective uniform standard of evaluation.

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

CRITERION NUMBER	
	Legal Standard
TI 31	<p>Professional Development</p> <ol style="list-style-type: none"> 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. <p>1119(k)(1) NCLB 2122(c)(1)(2) NCLB</p>
	<p>Rating: Implemented DISTRICT RESPONSE REQUIRED: No</p>

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
ELE 14	<p>Licensure and Fluency Requirements</p> <ol style="list-style-type: none"> 1. The district assures that all teachers in English language classrooms are literate and fluent in English. A teacher is literate in English if the teacher: <ol style="list-style-type: none"> (a) possesses a teaching license issued pursuant to G.L. c.71, section 38G; or (b) possesses a vocational teacher approval or a vocational technical educator license; or (c) earns a passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure (MTEL), or (d) possesses a Bachelor's degree from a college or university where the language of instruction was English. <p>English fluency may be determined through one or more of the following methods:</p> <ol style="list-style-type: none"> (a) classroom observation and assessment by the teacher's supervisor, principal, and/or superintendent or charter school leader, or (b) an interview and assessment by the teacher's supervisor, principal, and/or superintendent or charter school leader, or (c) the teacher's demonstration of fluency in English, through a test accepted by the Commissioner of Education; or (d) another method determined by the superintendent or charter school leader, and accepted by the Commissioner of Education. 2. Teachers and educational staff who teach in ELE programs hold the appropriate licenses or current waivers issued by the Department of Education.

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION		
	Legal Standard		
	<p>3. If the district has 200 or more LEP students and has a director of programs for LEP students who is employed in that position for one-half time or more, that director is certified in English as a Second Language, or Bilingual Education, or holds a Teacher of English Language Learners (TELL) program license, and an administrator/supervisor license.</p> <p>4. No later than July 2008, the district will have at least one teacher who is certified in English as a Second Language, or Bilingual Education, or Teacher of English Language Learners (TELL).</p> <p>Authority: G.L. c. 71, § 38G; G.L. c. 71A, § 2; Chapter 218 of the Acts of 2002, § 24 and 25; Title VI; 603 CMR 14.05</p>		
	Rating: Implemented	District Response Required:	No

CRITERION NUMBER			
	Legal Standard		
ELE 15	<p>Professional Development Requirements District schools with LEP students implement a professional development plan that provides high quality training in second language acquisition and in working with culturally and linguistically diverse student populations. The school provides opportunities that ensure the progress of LEP students in developing oral comprehension, speaking, reading, and writing of English, and also in meeting academic standards and curriculum frameworks.</p> <p>Authority: M.G.L. c71, § 59C; NCLB, Title III</p>		
	Rating: Partially Implemented	DISTRICT RESPONSE REQUIRED:	Yes

Department of Education Findings:

Peabody currently places ELE students at the elementary level in classes taught by general education teachers who have not undergone professional development in second language acquisition. The district has no plans to provide professional development to these teachers in the current school year.

A few general education teachers are currently enrolled in a 45- hour graduate course taught by the ELE Coordinator focusing on teaching English to limited English proficient students, but participation is limited. All ELE staff is trained in administering the MELA-O.

COMPONENT VII: SCHOOL FACILITIES

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

- Special Education (Report Issues # SE 55)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 22-23)
 - English Learner Education (Report Issue # ELE 16)

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

Department of Education Findings:

The off-site locations of the Community High School and the Alternative High School limits the special needs students enrolled in those programs from accessing the services and other activities available at the main high school. The alternative school program on margin Street is not handicapped accessible.

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</p> <p>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

Department of Education Findings: *The off-site locations of the Community High School and the Alternative High School limits the special needs students enrolled in those programs from accessing*

the services and other activities available at the main high school.

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

Department of Education Findings:

The Community High School and the Alternative High School are located off-site and do not offer facilities that are comparable to those at the regular high school. Students who are enrolled in the off-site programs do not have equal access to the services, programs, and other student activities that are available to other students in the district.

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VII. SCHOOL FACILITIES
	Legal Standard
ELE 16	<p>Equitable Facilities The district ensures that LEP students are provided facilities and services comparable to those provided to the overall student population.</p> <p>Authority: Title VI; 603 CMR 26.07</p>
	<p>Rating: Implemented District Response Required: No</p>

COMPONENT VIII: PROGRAM PLAN AND EVALUATION

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

- Special Education (Report Issue # SE 56)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 24-25)
 - Title I (Report Issues # TI 32-38)
- English Learner Education (Report Issue #17)

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

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
MOA 24	<p>Curriculum review process</p> <p>The district has a process to ensure that teachers in the district regularly review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, religion, national origin and sexual orientation. Appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials.</p> <p>M.G.L. c. 76, s. 5; 603 CMR 26.05(2)</p>
	<p>Rating: Implemented District Response Required: No</p>

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

Department of Education Findings:

The district does not annually evaluate the ESL aspect of its K-12 program to ensure that all students have equal access to all programs.

CRITERION NUMBER	TITLE 1 VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
TI 32	<p>A needs assessment and a data analysis are conducted annually in each Title I school to determine the types of programs and services to be provided to Title I students. The implemented program is evaluated for effectiveness annually and the resulting program changes are described. Meeting notes, analysis of assessment, and all relevant documents are available.</p> <p>1114(b)(1)(A); 1115 (c)(2)(B) NCLB</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

Interviews with staff and review of documentation indicate that analysis of assessment data and input from parents and staff is taken in to account in making programmatic decisions. However, the formal written evaluation of the existing program does not provide any information about the effectiveness of the program and what changes should be made.

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. 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)

CRITERION NUMBER	
	Legal Standard
	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	<p>For any of the district’s Title I schools that have been identified as “in need of improvement,” the school spends at least 10% of its allocation of Title I funds to provide teachers and the school principal with high-quality professional development that directly addresses the problems associated with academic achievement in the school.</p> <p>1116(b)(3)(A)(iii)(I) NCLB</p>
	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>

CRITERION NUMBER	
	Legal Standard
	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 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>
	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	ENGLISH LEARNER EDUCATION VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
ELE 17	<p>DOE Data Submission Requirements and Program Evaluation</p> <ol style="list-style-type: none"> 1. The district reports annually to the Department, the following student information: <ol style="list-style-type: none"> a. the schools in which LEP students are enrolled; b. The grade levels of the students; c. the primary languages of each LEP student; and d. the types of English learner programs in which the district has enrolled LEP students, i.e., whether the programs are sheltered English immersion, two-way bilingual, or another English learner education program. For Title III districts: 2. The district provides information to the Department that describes: <ol style="list-style-type: none"> e. ELE programs and activities; f. a description of the progress made by students in learning English and academic content; g. the number and percentage of students in the programs attaining English proficiency by the end of the school year; and h. The description of academic progress made by the students. 3. The district conducts periodic evaluations of the effectiveness of its ELE program. The students are showing English language development and the ability to participate meaningfully in the educational program. Where the district documents that the program is not effective, it takes steps to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation. <p>Authority: M.G.L. c 71A; NCLB, Title III, Title VI; 603 CMR 14.03</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

The district has no mechanism in place for evaluating the effectiveness of its ELE program and the lack of a central ELE administrator makes this type of evaluation difficult.

COMPONENT IX: RECORD KEEPING

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

- Special Education (Report Issues # SE 57-58)
- Title I (Report Issues # TI 39-40 General Requirements and
TI 1-18 Fiscal Requirements)
- English Learner Education (Report Issue # 18)

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

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

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

CRITERION NUMBER	TITLE 1 IX. RECORD KEEPING – General Requirements		
	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>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 50%;">District Response Required: No</td> </tr> </table>	Rating: Implemented	District Response Required: No
Rating: Implemented	District Response Required: No		

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,

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

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

CRITERION NUMBER	
	Legal Standard
TI 6	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. 1120A(d) NCLB
	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	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

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

Department of Education Findings:

The district currently does not have any school-wide programs.

CRITERION NUMBER	
	Legal Standard
TI 10 (Exclusion)	<i>If the district is excluding supplemental state and local funds from the Title I supplement (not supplant determinations), the district is able to demonstrate that the excluded funds are used for programs that meet the intent and purposes of Title I.</i>

CRITERION NUMBER	
	Legal Standard
	1120A(d)
	Rating: Not Applicable DISTRICT RESPONSE REQUIRED: No

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 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? 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.
	Rating: Partially Implemented DISTRICT RESPONSE REQUIRED: Yes

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, there is no written policy regarding this requirement.

CRITERION NUMBER	
	IV. Other Fiscal Requirements
	Legal Standard
TI 12	For each split-funded staff member, the district maintains an appropriate log (time and effort record) that documents the time actually spent by staff on Title I activities. EDGAR; OMB Circular/Cost Guidelines
	Rating: Not Applicable DISTRICT RESPONSE REQUIRED: No

Department of Education Findings:

There are no members of the staff who are currently split-funded.

CRITERION NUMBER	
	Legal Standard
TI 13	The district has selected eligible schools in accordance with Title I requirements under this criterion. 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	ENGLISH LEARNER EDUCATION IX. RECORD KEEPING		
	Legal Standard		
	<p>confidential fashion, as required by the Massachusetts Student Record Regulations, and are available to parents upon request.</p> <p>2. LEP student records include:</p> <ul style="list-style-type: none"> a. results of tests and evaluations, including, MELA-O, LAS-R and -W, MCAS, or other tests chosen by the Board of Education; b. information about students' previous school experiences; and c. Individual Student Success Plans for students who have failed MCAS, if the district is required to complete plans for non-LEP students. <p>Authority: 603 CMR 23.05, 23.07; c 69, § 1I; Title VI</p>		
	Rating: Partially Implemented	DISTRICT RESPONSE REQUIRED:	Yes

Department of Education Findings:

Not all of the student records contain the required test scores. Where Individual Success Plans for students have been included, those plans did not include any planned interventions to assist the student in passing MCAS. Some of the student records lacked former student education data.

APPENDIX I:
NUTRITION PROGRAMS AND SERVICES

Code of Federal Regulations:
7 CFR Parts: 210 National School Lunch Program
 215 Special Milk Program for Children
 220 School Breakfast Program
 227 Nutrition Education and Training Program
245 Determining Eligibility for Free and Reduced Price Meals and Free Milk in Schools

The criteria in this component of the Coordinated Program Review examine whether the School Food Authority ensures that the requirements for participation in the National School Lunch, School Breakfast, Special Milk and Commodity School Programs are being implemented. These requirements specify program responsibilities of local officials in the areas of program administration, preparation and service of nutritious meals, use of program funds, program monitoring, reporting and record keeping. The findings included in this section of the report have been made through on-site activities completed by the Department's Nutrition Programs and Services team member.

CRITERION NUMBER	NUTRITION PROGRAMS AND SERVICES		
	Legal Standard		
NS 1	All free and reduced price and paid lunches claimed for reimbursement are served to students eligible for free, reduced price and paid lunches respectively; and are counted, recorded, consolidated and reported through a system which consistently yields correct claims. 7 CFR 210.18 (g) (1).		
	Rating: Partially Implemented	DISTRICT RESPONSE REQUIRED:	Yes

Department of Education Findings:

Edit Checks 210.8 (a)(3)

- *The daily potential income sheets need to be edit checked by the School Food Authority before totaling the lunch counts for the claim month. The full price lunch counts for the district were under claimed by 72 meals because there were errors in transferring the full price meal counts from the daily potential income sheets to the FP-9's.*

CRITERION NUMBER			
	Legal Standard		
NS 2	Records indicate that lunches claimed for reimbursement within the school food authority contain food items/components as required by program regulations. 7 CFR 210.18 (g) (2)		
	Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No

CRITERION NUMBER			
	Legal Standard		
NS 3	School Food Authorities account for all revenues and expenditures of their nonprofit school food service. In order to participate in the NSLP, the School Food Authority		

CRITERION NUMBER				
	Legal Standard			
	maintains records to demonstrate compliance with program requirements. Retention of these documents is for three years after the close of the fiscal year to which they pertain except in cases where audit findings are unresolved. 7CFR210.9 (a) (17); 210.14, 210.15			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Partially Implemented</td> <td style="width: 25%; text-align: center;">DISTRICT RESPONSE REQUIRED:</td> <td style="width: 25%; text-align: right;">Yes</td> </tr> </table>	Rating: Partially Implemented	DISTRICT RESPONSE REQUIRED:	Yes
Rating: Partially Implemented	DISTRICT RESPONSE REQUIRED:	Yes		

Department of Education Findings:

Record keeping 7CFR 210.15

- *Food production sheets need to be completed for the Breakfast Program. Technical assistance was given at the time of the review.*
- *Temperatures need to be taken by all schools during meal service to ensure that the holding temperature remains at 140 degrees.*
- *FP-9 forms need to be completed for the Welch School, St. John's Elementary, and the Consortium School using a class roster with a point of service meal count for each school. It was observed during the review, that the Food Service Director developed the above school FP-9's from meal counts transmitted by phone daily and recorded by the Food Service Director on the school's FP-9.*
- *FP-9 forms need signatures of staff that verify meal counts. The Higgins, Burke, Carroll, Veterans' and St. John's did not have signatures validating the FP-9's.*
- *Non-reimbursable meals need to be counted on the FP-9. All staff and teacher meals need to be counted, tallied, and average daily participation taken to justify the meals per labor hour calculation.*
- *Daily Potential Income Sheets need to have a total paid student (full price) column to tally both the prepaid fed students and the daily paid fed students. It was observed during the review that the daily potential income sheet only totaled full price students from the cash tapes, which were tallied separately.*
- *The Supplemental Financial report needs to reflect the a la carte sales from catering, etc. for the opening balance for the school year. It was noted that the opening balance for the July 2003 month did not include the total from "other sales". This needs to be included in upcoming years to reflect the correct opening fund balance for each year fiscal year.*

CRITERION NUMBER	
	Legal Standard
NS 4	The School Food Authority works to strengthen the following school nutrition program participation and management practices: a. school nutrition participation

CRITERION NUMBER			
	Legal Standard		
	b. nutrition education activities c. productivity evaluation 7CFR 210.19; 7CFR 220.8; 7CFR 210.9		
	Rating: Partially Implemented	DISTRICT RESPONSE REQUIRED:	Yes

Department of Education Findings:

- *Although the Peabody Public Schools have made some nutritional education materials available to students, it is recommended that an increase in nutrition education be integrated in the school's curriculum.*

Meal Components 7CFR 220.8

- *The toaster needs to be fixed for the breakfast program at the Carroll School. It was observed that children who were accustomed to taking toast for breakfast as a bread component were not taking at least three components to qualify for a reimbursable breakfast.*

CRITERION NUMBER			
	Legal Standard		
NS 5	All eligible students have access to the school food services program. 7 CFR 15b; 7 CFR 210.23(c).		
	Rating: Commendable	DISTRICT RESPONSE REQUIRED:	No

Department of Education Findings:

The Peabody Public School's School Food Authority has implemented a prepayment system, which enables the full price student to receive school lunch at a lower price as an incentive. This has enabled an increase in participation district wide. The prepayment system has contributed to an average of 71% participation in the three schools selected for review (Carroll School, Welch School and the Centre School).

CRITERION NUMBER	
	Legal Standard
NS 6	The School Food Authority ensures that established sanitation and health standards are implemented. Facilities are properly safeguarded against theft, spoilage and other loss. 7 CFR 210.13
	Rating: Partially Implemented DISTRICT RESPONSE REQUIRED: Yes

Department of Education Findings:

Sanitation and Safety 7CFR 210.13(a)

- *An extermination policy and procedure needs to be documented for the district. During the review process extermination records were requested. The district replied by stating that an extermination company does not complete monthly checks. The company is called to exterminate when necessary. Please submit a policy and procedure for extermination treatment and maintenance prevention for the Peabody Public Schools.*

Sanitation and Safety for the Carroll School 7CFR 210.13(a)

- *Barrels, mops, and brooms need to be stored in the appropriate area designated for custodial cleaning equipment. It was observed during the review that the above items were stored in the cafeteria near the seating area.*

Sanitation and Safety for the Center School 7CFR 210.13(a)

- *A thermometer is needed for the bread freezer to ensure proper temperature of 0 degrees.*
- *Fire extinguisher needs to be installed on the wall near the kitchen area. The fire extinguisher was located on the shelf in the storage closet.*
- *Storage areas are small for the amount of stock needed. It is difficult to store all the goods during a delivery, however the dry and freezer items need to be stored 6 inches from floor; some were stored on the floor.*

Sanitation and Safety for the Welch School 7CFR 210.13 (a)

- *Small paper plates are needed to serve toast at breakfast. It was noted that napkins were used to avoid the use of disposable trays.*
- *Carbon dioxide tanks for the fire extinguisher system need updating. The tag on the system indicated the last updating occurred in the late 1990's. The fire extinguisher needs to be recharged annually.*

Additional Findings:

Overt Identification 7CFR 245.8(b)

It was observed during the review that the kindergarten classes at the Welch and the Center Schools need to coordinate an accountable point of service for lunch at the register by a coded roster. The kindergarten classes paid for their lunches in the classroom and the money and the list of free/reduced children were sent to the cafeteria. These counts were tallied and counted before the meal was served.

Sanitation and Safety 7CFR 210.13(a)

- *An extermination policy and procedure needs to be documented for the district. During the review process extermination records were requested. The district replied by stating that an extermination company does not complete monthly checks. The company is called to exterminate when necessary. Please submit a policy and procedure for extermination treatment and maintenance prevention for the Peabody Public Schools.*

Sanitation and Safety for the Carroll School 7CFR 210.13(a)

- *Barrels, mops, and brooms need to be stored in the appropriate area designated for custodial cleaning equipment. It was observed during the review that the above items were stored in the cafeteria near the seating area.*

Sanitation and Safety for the Center School 7CFR 210.13(a)

- *A thermometer is needed for the bread freezer to ensure proper temperature of 0 degrees.*
- *Fire extinguisher needs to be installed on the wall near the kitchen area. The fire extinguisher was located on the shelf in the storage closet.*
- *Storage areas are small for the amount of stock needed. It is difficult to store all the goods during a delivery, however the dry and freezer items need to be stored 6 inches from floor; some were stored on the floor.*

Sanitation and Safety for the Welch School 7CFR 210.13 (a)

- *Small paper plates are needed to serve toast at breakfast. It was noted that napkins were used to avoid the use of disposable trays.*
- *Carbon dioxide tanks for the fire extinguisher system need updating. The tag on the system indicated the last updating occurred in the late 1990's. The fire extinguisher needs to be recharged annually.*

Additional Findings:

Overt Identification 7CFR 245.8(b)

- *It was observed during the review that the kindergarten classes at the Welch and the Center Schools need to coordinate an accountable point of service for lunch at the register by a coded roster. The kindergarten classes paid for their lunches in the classroom and the money and the list of free/reduced children were sent to the cafeteria. These counts were tallied and counted before the meal was served. During lunch, the students were served and overtly identified by their eligibility.*

Offer vs. Serve 7CFR 210.10 (e)

- *During the Coordinated Program Review of the Carroll, Welch and Center schools, it was observed that offer versus serve was not properly implemented. The staff at the cash registers during the point of service was not confident of the breakfast components to adequately implement the offer versus serve option for breakfast. Therefore, documented (agenda and sign in sheets) district wide training in the breakfast components need to be offered to the food service staff by the food service director.*

Certification and Benefit Issuance 7CFR 245.2

- *Please refer to S-5 to updated corrections of application and benefit issuance errors for the Carroll School:*

*2 students were approved incorrectly resulting in a decrease in benefits:
 1 reduced to denied
 1 free to reduced*

*2 students were missing social security numbers on their eligibility applications
2 free to denied*

*Please state the dates of corrections on * Date column on S-5 for the Carroll School.
A decrease in benefits needs 10 days from the dated letter to the household before student
eligibility is decreased.*

Fiscal action may occur.

- *1 student was determined free eligibility with \$0 income. A letter with update in income needs to be sent to the household giving the household 45 calendar days to respond.*
- *Please refer to S-5 to updated corrections of application and benefit issuance errors for the Welch School:
1 student was approved incorrectly resulting in a decreased eligibility:
free to reduced*

*1 student was missing an adult signature on the eligibility application:
free to denied*

*Please state the dates of corrections on * Date column on S-5 for the Welch School. A
decrease in benefits need 10 days from dated letter to household before student
eligibility is decreased.*

Fiscal Action may occur.

- *3 students were determined free eligible with \$0 income. A letter with update in income needs to be sent to the household with 45 calendar days from date of letter to respond.*

Meal Counting 7CFR 210.7(c)(1)iii

- *Two serving lines need to be coordinated for breakfast at the Carroll and the Welch School to avoid confusion during the breakfast service. It was observed that the breakfast participation was large in number, but only one point where meal counts were taken. It is recommended that two service lines be available with specific classroom rosters located at each register to ensure the counting of one meal per student.*
- *The kindergarten class at the Center School needs to bring their money for lunch purchase to the cashier to ensure an accurate point of service meal count for daily paid students. It was observed during the review that the cash for lunch was collected and brought to the cashier prior to lunch. Rosters were used at the point of service for free/reduced/prepaid students, however the daily paid student count was retrieved by using the price of lunch divided by the total cash received.*
- *The kindergarten class at the Welch School needs to bring their money for lunch purchase to the cashier to ensure an accurate point of service meal count for daily paid students. It was observed during the review that the cash for lunch was collected and brought to the cashier prior to lunch. The teachers at the cash register overtly identified the students.*

**APPENDIX II:
SCHOOL DISTRICT PROFILE INFORMATION**

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

School District Profile Information

Definitions of Terms

Profiles

Introduction

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

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

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

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

Organization Types

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

appropriation.

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

DOE Code:

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

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

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

Grades/Schools:

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

Services:

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

- **METCO:** indicates whether the district participates in the state METCO program, which promotes voluntary desegregation by enrolling minority students from Boston and Springfield in suburban schools.

Relationships:

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

Enrollment/Indicators

Enrollment by Grade

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

Enrollment by Race/Ethnicity

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

Selected Populations

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

Dropout Rate:

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

Children Attending Public Schools

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

Attendance/Exclusions:

Attendance rate indicates the average percentage of enrolled students, (grades 1-12), present in school for the listed school year. Student Exclusion (count) indicates the number of student exclusions that occurred during the listed school year. An exclusion is defined as the removal of a student for disciplinary purposes permanently, indefinitely or for more than ten consecutive school days. Student Exclusion (rate) indicates the rate of exclusions per 1000 students.


Technology:

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

Plans of High School Graduates:

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

Massachusetts Comprehensive Assessment System (MCAS):

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

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

Finance - District level data only.

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

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

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

This Coordinated Program Review Final Report is also available at:
<http://www.doe.mass.edu/pqa/review/cpr/reports/> .

SE, MOA, TI, ELE, N 2004.doc

File Name: Peabody Draft CPR Report 2004

Last Revised on: April 30, 2004

Prepared by: RB, DWK.