



HATFIELD PUBLIC SCHOOLS

COORDINATED PROGRAM REVIEW REPORT OF FINDINGS

Dates of Onsite Visit: February 27, March 4, May 18, 24, June 7, 8, 2004

Date of Draft Report: December 2, 2004

Due Date for Comments: December 21, 2004

Date of Final Report: January 12, 2005

Action Plan Due: February 28, 2005

Department of Education Onsite Team Members:

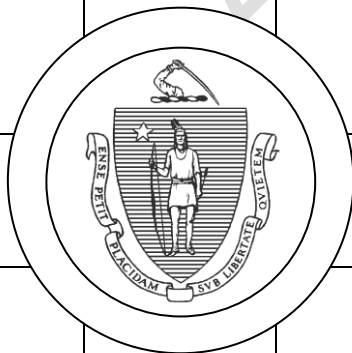
Linda J. Estes, Chairperson

Joseph H. Dow

Alvin Morton

Daniel Mosco

Zita M. Samuels



David P. Driscoll, Commissioner of Education

ARCHIVE

MASSACHUSETTS DEPARTMENT OF EDUCATION
COORDINATED PROGRAM REVIEW

HATFIELD PUBLIC SCHOOLS

Table of Contents

INTRODUCTION.....	3
COORDINATED PROGRAM REVIEW ELEMENTS	4
COORDINATED PROGRAM REVIEW REPORT EXECUTIVE SUMMARY.....	9
DEFINITION OF TERMS FOR FINDINGS.....	12
COMPONENT I: ASSESSMENT OF STUDENT PROGRESS	13
SPECIAL EDUCATION: PARTICIPATION OF STUDENTS WITH DISABILITIES IN STATE ASSESSMENT PROGRAMS	14
PERFORMANCE OF STUDENTS WITH DISABILITIES IN STATE ASSESSMENT PROGRAMS	15
SECONDARY AND EARLY INTERVENTION TRANSITION	16
COMPONENT II: STUDENT IDENTIFICATION AND PLACEMENT.....	18
SPECIAL EDUCATION: PLACEMENT AND LEAST RESTRICTIVE ENVIRONMENT	19
CHILD FIND.....	22
IEP DEVELOPMENT	24
DISPROPORTIONALITY	28
CIVIL RIGHTS METHODS OF ADMINISTRATION	29
TITLE 1	32
COMPONENT III: PARENTAL INVOLVEMENT.....	33
SPECIAL EDUCATION: PARENT PARTICIPATION AT TEAM MEETINGS	34
CIVIL RIGHTS METHODS OF ADMINISTRATION	38
TITLE 1	38
COMPONENT IV: CURRICULUM AND INSTRUCTION	41
CIVIL RIGHTS METHODS OF ADMINISTRATION	42
TITLE 1	42
COMPONENT V: STUDENT SUPPORT SERVICES.....	45
SPECIAL EDUCATION: GRADUATION RATES OF STUDENTS WITH DISABILITIES (SWD) VERSES NON-DISABLED PEERS	46
DISCIPLINE.....	47
CIVIL RIGHTS METHODS OF ADMINISTRATION	50
TITLE 1	55
COMPONENT VI: FACULTY, STAFF AND ADMINISTRATION.....	56
SPECIAL EDUCATION: PRE-REFERRAL	57
CIVIL RIGHTS METHODS OF ADMINISTRATION	59
TITLE 1	60
COMPONENT VII: SCHOOL FACILITIES.....	63

CIVIL RIGHTS METHODS OF ADMINISTRATION	64
COMPONENT VIII: PROGRAM PLAN AND EVALUATION.....	65
CIVIL RIGHTS METHODS OF ADMINISTRATION	66
TITLE 1	66
COMPONENT IX: RECORD KEEPING.....	70
TITLE 1	71
APPENDIX.....	81
SCHOOL DISTRICT PROFILE INFORMATION.....	82

ARCHIVE

MASSACHUSETTS DEPARTMENT OF EDUCATION

COORDINATED PROGRAM REVIEW REPORT

HATFIELD PUBLIC SCHOOLS

OVERVIEW OF REVIEW PROCEDURES

As one part of its Accountability System, the Department of Education oversees local compliance with education requirements through the Coordinated Program Review System (CPR). All reviews include the following selected requirements:

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

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

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

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

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

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

Coordinated Program Review Elements

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

Scope: Fifty-four school districts and charter schools are scheduled to receive visits in school year 2003-2004. All school districts and charter schools in the Commonwealth are monitored through the Department's Coordinated Program Review system on a six-year cycle with an additional mid-cycle special education follow-up visit.

Content: The Program Review criteria encompass the required elements for the specific program areas. In the case of special education, the focus elements selected for the 2003-2004 reviews contain, at a minimum, those required by the federal Office for Special Education Programs (OSEP) and revised requirements included under IDEA-97 as described in the Department's Special Education Advisories. Additionally, the 2003-2004 reviews incorporate updated state special education requirements as adopted by the Board of Education and effective on December 20, 2000. The Program Review compliance criteria selected in all of the regulated program areas are those that are most closely aligned with the goals of the Massachusetts Education Reform Act of 1993, and intended to promote high standards and achievement for all students.

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

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

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

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

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

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

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

COORDINATED PROGRAM REPORT INTRODUCTION

A five-member Massachusetts Department of Education team visited Hatfield Public Schools on six days between February 27 through June 8, 2004 to evaluate the implementation of selected criteria in the program areas of Special Education, Civil Rights Methods of Administration and Title I.

The district includes one elementary school (PK - Gr.6), and one secondary school (Gr. 7 - 12). The district serves approximately 500 students including 68 students receiving special education services. The ethnic make-up of the district includes five Asians, two African Americans, 492 white, and one Hispanic. More detailed information in this regard is provided in the Appendix of this report.

In preparing this report, the team reviewed extensive written documentation regarding the operation of the district's programs, together with information gathered by means of following Department program review methods:

- Interviews of four administrative staff.
- Interviews of six teaching and support services staff across all levels.
- Interviews of six parents representing General and Special Education.
- Interviews as requested by persons from the general public.
- Student record reviews: A sample of 12 student records was selected by the Department. Student records were first examined by local staff, whose findings were then verified by the onsite team using standard Department of Education student record review procedures to make determinations regarding the implementation of procedural and programmatic requirements. An examination of an additional 10 records was also conducted to further validate team findings.
- Observation of classrooms and other facilities. A sample of six 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.

This report includes the results of the Department's pilot 2003-2004 "Focused Monitoring" procedures addressing selected special education requirements. These procedures are described in detail starting on page 9 of this report. The report also includes findings resulting from the Department's standard review procedures applied to the other regulated programs addressed during the district's Coordinated Program Review. The Coordinated Program Review report of findings in the area of special education is presented as a narrative report that addresses each of the 11 focus topics. The findings for other program areas included in this report are presented using the Department's standard Coordinated Program Review format and organized under nine components. These components are listed in the Executive Summary on the following pages. The findings in each program area explain the "ratings," determinations by the team about the implementation status of the criteria reviewed. The ratings indicate those criteria that were found by the team to be substantially "Implemented" or implemented in a "Commendable" manner. (Refer to the "Definition of Terms" section of the report.) Where criteria were found to be either "Partially Implemented" or "Not Implemented," the district or charter school must propose to the Department corrective actions to bring those areas into compliance with the controlling statute or regulation. In some instances the team may have rated a requirement as "Implemented" but made a specific comment on the district's implementation methods that also may require response from the district or charter school.

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

SPECIAL EDUCATION FOCUSED MONITORING

An Overview of Pilot Procedures

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

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

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

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

Phase 1: The Desk Review of Data

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

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

Phase 2: Onsite Document and Student Record Reviews

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

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

Phase 3: Onsite interview and Program Observation Activities

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

Phase 4: Focused Monitoring Report Preparation

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

Phase 5: Continuous Improvement Planning

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

Phase 6: Local Monitoring of Continuous Improvement Plan

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

COORDINATED PROGRAM REVIEW REPORT

EXECUTIVE SUMMARY

HATFIELD PUBLIC SCHOOLS

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

Component I: Assessment of Students

The district uses assessment instruments that are current, valid and free of bias. The selection of assessments addresses the student's areas of educational and therapeutic needs and targets the student's area of suspected disability. The evaluations are conducted by appropriately credentialed and certified staff. Required timelines for completion of assessments, annual and three-year re-evaluation meetings are substantially met.

All students with disabilities in the district participate in the MCAS, and IEPs document accommodations necessary for participation. Alternate MCAS assessments to measure student progress are provided when necessary. Remedial interventions are provided to assist students who receive "in need of improvement" and/or "failing" status on the MCAS. Students with disabilities from Hatfield Schools have scored better than the state average for students with disabilities at all grade levels for at least the last three years..

Component II: Student Identification and Program Placement

The district is committed to furthering its ability to effectively educate students with disabilities in the least restrictive environment and to support inclusion placements with assistance and training to staff. Not all IEPs sufficiently document the justification for removal from the general education classroom or the benefits to be derived from such removal.

The district maintains strong community partnerships and collaborations to ensure successful child find activities and results. Documentation was provided which ensures the district is meeting the requirements regarding the enrollment, placement and transportation of homeless students. The district maintains effective identification and program practices for students who are limited English proficient.

The district uses the approved IEP forms and bases its eligibility determinations and development of its IEPs on sound assessment practices and regulatory procedural standards. IEPs are completed within the required timelines and services are implemented immediately upon written consent from the parent. The absence of a regular education teacher in attendance at all IEP meetings at the secondary level is a noted concern in the report. Parents and students are active participants in all aspects of the IEP process, with parent participation at 100 percent.

In the area of civil rights, after extensive review of district data on disproportionality, there

were no substantiated concerns regarding the placement of disabled, linguistic and racial minority, homeless and female/male populations in the schools' programs and services.

The district is in full compliance for Title I. Students most in need of services are identified according to the criteria specified in the Title I regulations. All special populations have full and equal access to the academic and extracurricular programs and activities available within the district, including Title I services.

Component III: Parental Involvement

Parents are highly involved in their children's education throughout the IEP process. The district personnel make every effort to ensure parental participation at Team meetings by accommodating parents' schedules. Required notices are sent to parents, and translations of those notices are provided whenever necessary.

The district is in partial compliance for Title I. Although the district has not yet developed a district/school parent involvement policy, it does have a school-parent compact. The district does notify parents in the appropriate language and parents are involved in decisions regarding their children's programs and services. Parent/community representatives are part of the School Council, which is the decision-making body regarding development of school programs.

Component IV: Curriculum and Instruction

The district ensures that all students have full and equal access to participate in extra-curricular activities. The hiring and employment practices of prospective employers of students were found to be implemented in accordance with regulatory standards.

The district is in full compliance for Title I. Title I programming requires that participating students meet the same high expectations and curricula as all other students, is aligned with the Massachusetts Curriculum Frameworks, and is coordinated across program areas.

Component V: Student Support Services

The district has policies and procedures in place to appropriately manage the discipline of students with disabilities in accordance with state and federal regulations. Functional behavioral assessments are conducted when needed, and individualized behavioral management/intervention plans are part of IEPs. The district's student handbooks are published and contain a code of conduct, which includes the required elements regarding due process for disciplinary proceedings. The district has a physical restraint policy that has been appropriately disseminated, and training has been provided to staff in accordance with the regulation.

The district's graduation rate for the past two years has been 100 percent, and its dropout rate has been zero percent for many years. Approximately 90 percent of the district's graduates attend college each year.

With respect to students who attend the public school, the district is in full compliance for Title I and provides support to students who need it. However, the district has not notified all private schools attended by Hatfield students about the availability of Title I services.

Component VI: Faculty, Staff and Administration

The district provides its staff with ongoing professional development in special education procedures and requirements. There is close collaboration and constant networking among and between administrators and staff to ensure the diverse needs of all students are met. The district is encouraged to amend the District Curriculum Accommodation Plan to include the resources for support within each building, and to further develop the Student Assistance Teams in place.

The district's employment practices are free from discrimination, and staff training is provided on an annual basis in the area of civil rights responsibilities.

The district is in full compliance with Title I criteria relative to licensure and professional development.

Component VII: School Facilities

Both of the district's school buildings are fully accessible, ensuring access to programs, activities and services from preschool through high school graduation.

Component VIII: Program Plan and Evaluation

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

Although there is not a formal evaluation document, the District is in compliance for Title I. The Title I teacher reviews student performance results and reports the results to classroom teachers at staff meetings where programmatic decisions are made. Title I parents have had opportunities for program input through participation on the school council.

Component IX: Record keeping

The district is in substantial compliance with Title I requirements under this component. The Title I criteria regarding Federal Title I grants, maintenance of effort, aggregate expenditures, comparability reports and supplement not supplant provisions were all implemented in accordance with Title I 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.
Partially Implemented	The requirement, in one or several important aspects, is not entirely met.
Not Implemented	The requirement is totally or substantially not met.
Not Applicable	The requirement does not apply to the school district or charter school.

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

COMPONENT I: ASSESSMENT OF STUDENTS

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

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

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

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

SE 5	<p>Participation in general State and district-wide assessment programs</p> <ol style="list-style-type: none"> 1. All students with disabilities whose placements are funded by the district are included in the Massachusetts Comprehensive Assessment System (MCAS) and other district-wide assessment programs. 2. The district’s IEP Teams designate how each student will participate and, if necessary, provide an alternate assessment. <p>State Regulations</p>	<p>Federal Requirements 34 CFR 300.138; 300.139</p>
------	---	--

Data Collection, Planning and Validation:

The Department’s onsite Review Team validated the participation of students with disabilities in the MCAS through a review of data and documentation provided by the district, data collected annually by the Department through SIMS (Student Information Management System), a review of student records, and staff and administrative interviews.

Strengths of District’s Practices for this Focus Area:

Based on the results of the validation process, the Review Team concluded that the district consistently documents in the IEP how students will participate in MCAS, including accommodations as needed to ensure full access. The district has effective processes in place to ensure that all students with disabilities are included in MCAS, and provides an appropriate alternate assessment if necessary.

Compliance Status:

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

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

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

SE 5	<p>Participation in general State and district-wide assessment programs</p> <p>3. All students with disabilities whose placements are funded by the district are included in the Massachusetts Comprehensive Assessment System (MCAS) and other district-wide assessment programs.</p> <p>4. The district’s IEP Teams designate how each student will participate and, if necessary, provide an alternate assessment.</p>				
	<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>34 CFR 300.138; 300.139</td> </tr> </table>	State Regulations	Federal Requirements		34 CFR 300.138; 300.139
State Regulations	Federal Requirements				
	34 CFR 300.138; 300.139				

Data Collection, Planning and Validation:

The onsite Team reviewed a sampling of student records and data collected by the Department relating to MCAS, as well as conducted interviews with district personnel to validate the Local Work Group’s self-assessment.

Strengths of District’s Practices for this Focus Area:

The district’s current goals of strengthening its inclusion models and differentiated instruction, mentor teaching program and Student Assistance Teams at all levels have directly benefited and contributed to the success of all students on MCAS. A variety of remedial and tutorial services are offered to assist students receiving “in need of improvement” and/or “failing” on the MCAS.

Compliance Status:

All students in the Class of 2003 and the Class of 2004 received diplomas, having met MCAS competency and graduation requirements.

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

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

SE 6	<p>Determination of transition services</p> <ol style="list-style-type: none"> 1. For a student who is 14 years of age, the Team considers the student’s course of study in relation to the student’s future goals and document this in the IEP. 2. For a student who is 16 years of age, or younger if appropriate, the Team includes in the IEP services that promote movement of the student from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. 3. The transition services are based upon the student's needs, taking into account the student's preferences and interests and includes specially designed instruction, community experiences, the development of employment or other post-school adult living objectives, and, if appropriate, the acquisition of daily living skills and functional vocational evaluation. 4. For any student approaching graduation or the age of twenty-two, the Team determines whether the student is likely to require continuing services from adult human service agencies. In such circumstances, the Administrator of Special Education makes a referral to the Bureau of Transitional Planning in the Executive Office of Health and Human Services in accordance with the requirements of M.G.L. c.71B, §12A-§12C (known as Chapter 688). 5. <i>In cases where the IEP included needed transition services and a participating agency other than the school district fails to provide these services, the Team reconvenes to identify alternative strategies to meet the transition objectives.</i> 6. The district ensures that students age 14, or younger if appropriate, are invited to and encouraged to attend part or all of Team meetings at which transition services are discussed or proposed <p style="margin-top: 20px;">State Requirements M.G.L. Ch.71B, Sections 12A-C 603 CMR 28.05(4)(c)</p> <p style="text-align: right; margin-top: 20px;">Federal Requirements 34 CFR 300.344(b), 300.347</p>
SE 17	<p>Initiation of services at age three and Early Intervention transition procedures</p> <ol style="list-style-type: none"> 1. The school district encourages referrals from the Department of Public Health, other agencies, and individuals for young children when or before the child turns two-and-one-half years old in order to ensure continuity of services and to ensure the development and implementation of an IEP for eligible children by the date of the child’s third birthday in accordance with federal requirements. 2. The district implements procedures to ensure the effective transition of young children with disabilities from Early Intervention Programs through participation in transition planning conferences arranged by such programs. <p style="margin-top: 20px;">State Regulations 28.06(7)(b)</p> <p style="text-align: right; margin-top: 20px;">Federal Requirements 34 CFR 300.24(b)(3); 300.121(c);</p>

Data Collection, Planning and Validation:

In order to determine compliance in this focus area, the onsite Team reviewed the district's self-assessment, conducted record reviews of preschool and secondary school students and interviewed personnel responsible for the implementation and oversight of transition activities, practices and procedures.

Strengths of District's Practices for this Focus Area:

The Review Team determined that a thorough process and clear procedures exist to ensure smooth and timely transition from Early Intervention services to the district's preschool program. The district maintains relationships with EI and daycare providers, resulting in timely referrals, continuity of services and implementation of IEPs by a child's third birthday. A review of student records also showed that the transition planning process is in place for students entering the high school and continues through to graduation. Students age 14 and older are invited to their Team meetings and are encouraged to provide input into the development of their IEPs.

Compliance Status:

The review of student records, district data, documentation and staff interviews validated the Local Work Group's assertion of compliance with this focus area.

COMPONENT II: STUDENT IDENTIFICATION AND PLACEMENT

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

- Special Education (Focus Areas: Placement in Least Restrictive Environment, Child Find, IEP Development, and Disproportionality)
 - Civil Rights Methods of Administration (MOA)
(Report Issues # MOA 1-6)
 - Title I (Report Issues # TI 19-20)

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

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

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

SE 33	<p>Involvement in the general curriculum</p> <ol style="list-style-type: none"> 1. District personnel reflect a full understanding of the connection between the Massachusetts Curriculum Frameworks and the expectations of the state for student performance as well as the rights of students with disabilities to be full participants in the general curriculum. 2. The district has either aligned its district curriculum with the Frameworks or has taken steps to provide students (including all students with disabilities) with essential learning opportunities that prepare the students to reach the state graduation standards. 3. At least one member of all IEP Teams is familiar with the general curriculum and is able to discuss an eligible student's appropriate access to the general curriculum. 4. In the IEP the district documents the student's participation in the general curriculum. <p>State Regulations 28.05(4)(a) and (b)</p> <p>Federal Requirements 34 CFR 300.347(a)(1)(i); 300.137</p>
-------	---

SE 48	<p>FAPE (Free, appropriate, public education): Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education</p> <p>All students receiving special education, regardless of placement, shall have an equal opportunity to participate in and, if appropriate, receive credit for the vocational, supportive, or remedial services that may be available as part of the general education program as well as the non-academic and extracurricular programs of the school. Programs, services and activities include, but are not limited to:</p> <ol style="list-style-type: none"> 1. art and music 2. vocational education, industrial arts, and consumer and homemaking education 3. work study and employment opportunities 4. counseling services available at all levels in the district 5. health services 6. transportation 7. recess and physical education, including adapted physical education 8. athletics and recreational activities 9. school-sponsored groups or clubs 10. meals <p>State Regulations 28.06(5)</p> <p>Federal Requirements 34 CFR 300.121; 300.300-313</p>
-------	---

Data Collection, Planning and Validation:

The onsite Team reviewed the Local Work Group's self-assessment documentation, student records and DOE SIMS data, as well as conducted interviews of district personnel to determine the level of compliance with this focus area. Trends in placement data were used to select student records, and IEPs were reviewed to determine justification for placements outside of the regular classroom and validate placements in the least restrictive environment, accommodations provided to students, specially designed instruction and IEP goals and objectives.

Strengths of District's Practices for this Focus Area:

The district's strong leadership and convincing educational philosophy over the past three years has created a pervasive educational culture of commitment to excellence, apparent from preschool through grade twelve. The district's dropout rate is 0%, with all students receiving high school diplomas in the past two years. The staff is committed to high expectations and standards for all students, as demonstrated by full alignment with the Massachusetts Curriculum Frameworks.

Compliance Status:

While placement in the least restrictive environment is a goal of the district, a pullout model was the favored design in the past. The Local Work Group has become more aware of inclusive models since its self-assessment, and the development and implementation of more inclusive models is a major goal of the Local Work Group. The district is currently working toward the development and strengthening of team teaching models, differentiated instruction, mentor teacher programs, Student Assistance Teams at all grade levels, and DCAP (District Curriculum Accommodation Plan) training for staff.

Suggestions For Improved Results:

The Review Team recognizes the district's diligence in promoting its strong commitment to excellence, and educating students in the least restrictive environment affords all students full and equal access to the benefits of that commitment. The Review Team recommends the continuation of the Local Work Group to further the discussion of and movement toward differentiated instruction to meet the needs of all students in the district, and to further explore team teaching, mentor teaching and other inclusion models. Further development of the DCAP needs to be addressed to ensure that accommodations, modifications, student assistance teams, and other strategies are in place to enable staff to effectively meet the diverse needs of students with disabilities in the least restrictive environment.

Strengths of District's Practices for this Focus Area:

The district maintains strong community connections for all students. Early Intervention relationships ensure screenings for three and four year olds and students about to enter Kindergarten, and delivery of special needs services by a child's third birthday. The district has a policy for students who are homeless which provides for immediate enrollment.

Compliance Status:

The district conducts annual and continuous child find procedures, and is in compliance with standards for this focus area.

Suggestions For Improved Results:

The Review Team and the Local Work Group agreed that while the district implements child find activities in accordance with the above requirements, more effective and comprehensive efforts could be pursued, such as further networking with community professionals and agencies, and publication of more extensive newspaper notices.

**FOCUS AREA:
IEP Development**

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

SE 9	<p>Eligibility determination: Timelines for evaluation, provision of IEP and/or identification of other needed instructional programs</p> <ol style="list-style-type: none"> 1. Within forty-five school working days after receipt of the parent's written consent to an initial evaluation, unscheduled evaluation, or re-evaluation, the school district: <ol style="list-style-type: none"> a. provides an evaluation b. convenes a Team meeting c. determines whether the student has one or more disabilities d. determines if the student is making effective progress in school e. determines if any lack of progress is a result of the student's disability f. determines if the student requires special education and/or related services and/or accommodations in order to make effective progress or that the student requires related services in order to access the general curriculum g. develops an IEP and proposed placement where the student is found to need special education h. provides the parent with the proposed IEP and placement, or a written explanation of the finding of no eligibility i. determines that a student is ineligible to receive special education and/or the student's lack of progress is due to a lack of instruction in reading or math or limited English proficiency or social maladjustment, the student is referred to a more appropriate instructional program or support service j. determines at the time of re-evaluation if the student would continue to make progress in school without the provision of special education services and/or related services. 2. If a Team determines that a student is not eligible for special education but may be eligible for accommodation(s) for disability(ies) under Section 504, the student is referred for consideration by the district for eligibility under that regular education program. 5. When the development of a student's IEP does not indicate a need for direct services, the Team makes a finding of no eligibility and appropriate services are provided through the district's general education program. <p>State Regulations 28.05(1) and (2)</p> <p style="text-align: right;">Federal Requirements 34 CFR 300.534</p>
------	---

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

	<p>considered by the district prior to proposing the IEP.</p> <ol style="list-style-type: none"> 2. The IEP includes specially designed instruction to meet the needs of the individual student and related services that are necessary to allow the student to benefit from the specially designed instruction, or consists solely of related services that are necessary to allow the student to access the general curriculum, consistent with federal and state requirements. 3. In developing the IEP, the Team proposes specially designed instruction and related services according to the needs of the child <u>and not</u> according to the availability of such instruction or related services. 4. The IEP is completed addressing all elements of the most current IEP format provided by the Department of Education. Where applicable, the district includes in the IEP, or other notice to the parent, information regarding the implementation of any necessary restraint procedures for students as required under 603 CMR 46.00. 5. If the Team members are unable to agree on the IEP, the Team chairperson states the elements of the IEP proposed by the school district. 6. The school district ensures that each IEP Team has at least one person with authority to commit the resources of the district and that whatever services are set out in the IEP will actually be provided and that the IEP will not be changed at a higher administrative level within the district. 7. The IEP is written in generally understandable language. <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">State Regulations</td> <td style="width: 50%;">Federal Requirements</td> </tr> <tr> <td>28.05(3), (4), (6) and (7)</td> <td>34 CFR 300.340-300.350; 300.343(a)</td> </tr> <tr> <td>28.06(2)</td> <td>34 CFR Part 300, Appendix A, Question #22.</td> </tr> </table>	State Regulations	Federal Requirements	28.05(3), (4), (6) and (7)	34 CFR 300.340-300.350; 300.343(a)	28.06(2)	34 CFR Part 300, Appendix A, Question #22.
State Regulations	Federal Requirements						
28.05(3), (4), (6) and (7)	34 CFR 300.340-300.350; 300.343(a)						
28.06(2)	34 CFR Part 300, Appendix A, Question #22.						

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

SE 36	<p>IEP implementation, accountability and financial responsibility</p> <ol style="list-style-type: none"> 1. The district ensures that IEPs are implemented without delay upon parent consent. 2. The district oversees in an ongoing manner the full implementation of each in-district and each out-of-district IEP it proposes which has been consented to by a
-------	---

	<p>child's parents.</p> <ol style="list-style-type: none"> 3. The district makes a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP. 4. The district provides all programs and services without expense to the child's parents. 5. Each time the school district proposes to access the parent's private insurance to support the costs of IEP implementation, the school district obtains the parent's consent and informs the parents that their refusal to permit the school district to access their private insurance does not relieve the district of its responsibility to ensure that all required services are provided at no cost to the parents. <p>State Regulations 28.06(3)</p> <p>Federal Requirements 34 CFR 300.142; 300.350</p>
--	---

Data Collection, Planning and Validation:

The onsite Team reviewed the Local Work Group's self-assessment, documentation submitted by the district, student records and information from interviews to validate compliance regarding implementation of the mandated IEP process and procedures in accordance with the above state and federal regulatory standards.

Strengths of District's Practices for this Focus Area:

All district personnel are committed to and involved in the implementation of instructional strategies to ensure success for students with disabilities. In-district communication, cooperation and collaboration among staff and administrators are ongoing, with all parties demonstrating a sense of responsibility toward the development of student IEPs. IEP meetings are student and parent centered, and students' educational plans are individualized, well developed and crafted to meet students' educational needs. IEPs are completed within required timelines, and upon acceptance by the parent, are implemented without delay.

Compliance Status:

While the district bases its eligibility determination on sound assessment practices, classroom assessment forms are not always completed, nor is the Specific Learning Disability eligibility checklist always completed. The IEPs' non-participation justification statements are not well defined and do not clearly explain the rationale for students' removal from general education or the benefits to be derived from such removal. The PL 1 (placement form) is not always signed by parents. At the high school, Team meetings do not always have a regular education teacher in attendance.

Suggestions For Improved Results:

The district should establish a plan to train IEP Teams to ensure awareness of all requirements regarding the process and procedures for determining a specific learning disability. Training for IEP Teams should also address non-participation justification, particularly with respect to possible instructional interventions and accommodations staff could implement in order to keep students in the general education setting. Further development of the DCAP and training in this regard should provide strategies and suggestions to assist teachers in making effective instructional accommodations and modifications necessary to allow students with disabilities to meet with success in the general education setting.

The district should establish an oversight and monitoring plan which ensures that all required assessments are completed, and that all required Team members are in attendance at Team meetings.

The PL 1 forms to parents should have a clear marker/arrow directing their attention to the need for their signature at the appropriate location.

ARCHIVE

**FOCUS AREA:
Disproportionality**

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

CRITERION NUMBER	Legal Standard
MOA 4	<p>Placement of disabled, linguistic and racial minority, homeless, and female/male students Patterns of placement in district programs and services for disabled students, linguistic and racial minority students, homeless students, and females are consistent with patterns of placement for non-disabled students, linguistic and racial majority students, nonhomeless students, and males. If these patterns of placement are not consistent, the district is able to demonstrate that placements have been made for valid educational reasons.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a),(b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.34, 106.35, 106.36; Section 504: 29 U.S.C. 794; 34 CFR 104.4; Title II: 42 U.S.C. 12132; 28 CFR 35.130; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Secs. 721, 722(g)(4); Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 71B, s. 6; c. 76, s. 5; 603 CMR 26.03</p>

Data Collection, Planning and Validation:

The onsite Team reviewed the DOE’s SIMS data, the Local Work Group’s self-assessment and student records, as well as conducted interviews in examining the district’s patterns of placement of protected student populations.

Strengths of District’s Practices for this Focus Area:

Review of the data, student records and staff interviews indicated that students from protected groups are not treated differently with regard to academic placement or access to extra-curricular activities.

Compliance Status:

The district is implementing all standards for data collection. An initial review of data indicated a possible instance of disproportionate representation regarding the placement of disabled students in grade seven, as well as an over-representation of males in special education district-wide. Further study of data and student records, however, along with extensive discussions with the Local Work Group, resulted in verifying the district’s assertion that placements have been made for valid educational reasons.

Suggestions For Improved Results:

While over-representation of males in special education is reflective of long-standing state and national trends, the district could benefit from an examination of its referral practices with respect to professional development for staff in understanding and recognizing gender bias and differentiated instruction.

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

CRITERION NUMBER	
	Legal Standard
MOA 2	<p>Program modifications and support services for limited-English-proficient students The district implements necessary program modifications and support services to serve effectively limited-English-proficient students who need special language assistance. Such program modifications and support services:</p> <ol style="list-style-type: none"> 1. are based on sound education theory; 2. provide for English-language development; 3. provide for the meaningful participation of limited-English-proficient students in the district's educational program; 4. are evaluated and appropriately revised in an ongoing manner; and 5. are demonstrably useful in assisting students receiving such program modifications and services to gain English language proficiency. <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a),(b); EEOA: 20 U.S.C. 1703(f); M.G.L. c. 71, s. 38Q1/2; 603 CMR 28.03(3)(a); M.G.L. c. 71A, ss. 2(e), 4; 603 CMR 14.04; M.G.L. c. 76, s. 5; 603 CMR 26.03</p>
	<p>Rating: Implemented DISTRICT RESPONSE REQUIRED: No</p>

	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>		
	Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No

CRITERION NUMBER	Legal Standard		
MOA 5C	<p>Transportation of homeless students to and from the school of origin If a homeless student is continuing to attend his or her school of origin but lives in another district than that in which the school of origin is located, the two districts agree on a method to apportion responsibility and costs for transportation to and from the school of origin. If they cannot agree on a method, the responsibility and costs are shared equally.</p> <p>NCLB: Title X, Part C, Sec. 722(g)(1)(J)(iii)</p>		
	Rating: Implemented	DISTRICT RESPONSE REQUIRED:	No

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

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

CRITERION NUMBER	TITLE 1 II. STUDENT IDENTIFICATION AND PLACEMENT
	Legal Standard
TI 19	(For Targeted Assistance Schools) A description is available of the multiple, objective, educationally-related criteria used to identify eligible students in grade 3 and higher who are failing or most at-risk of failing to meet the high student academic performance and assessment standards required of all students. 1115 (b)(1)(B) NCLB
	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

Department of Education Findings: *There are currently no LEP students. However, if they were present, they would be selected to receive services on the same basis as other students.*

COMPONENT III: PARENTAL INVOLVEMENT

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

- Special Education (Focus Area: Parent Participation At Team Meetings)
- Civil Rights Methods of Administration (MOA) (Report Issue # MOA 7)
 - Title I (Report Issues # TI 21-23)

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

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

<p>SE 8</p>	<p>Evaluation Team composition The following persons are members of the evaluation Team:</p> <ol style="list-style-type: none"> 1. The child's parents 2. A representative of the school district who acts as Chairperson and who is (1) qualified to supervise or provide special education; (2) is knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources of the district. 3. A representative of the school district who has the authority to commit the resources of the district (and who may act as the Chairperson) 4. A teacher who has recently had or currently has the student in a classroom or other teaching situation. If the student is involved or may be involved in a regular education program, a regular education teacher must be included as a Team member. 5. The student, age fourteen and older, if he/she chooses 6. Other individuals at the request of the student's parents 7. At least one teacher or specialist trained in the area of the student's suspected special needs 1. Individuals who are qualified to interpret the instructional implications of evaluation results 2. Other individuals who may be necessary to write an IEP for the child, as determined by the Administrator of Special Education 10. When one purpose of the Team meeting is to discuss transition services, the student age sixteen or older (or younger, if appropriate) is a part of Team process. If the student does not attend the Team meeting, the school district ensures that the Team is informed of the student's interests and preferences. 11. When one purpose of the Team meeting is to discuss transition services, a representative of any public agency who may be responsible for providing or paying for transition services is invited to the Team meeting. If the representative(s) does not attend the meeting, the school district takes other steps to obtain the participation of these agencies. 12. When one purpose of the Team meeting is to discuss vocational education needs, a person knowledgeable about vocational education placement options is present at the meeting. <p>State Regulations 28.02(22)</p> <p>Federal Requirements 34 CFR 300.344; 300.552</p>
-------------	--

--	--

SE 24	<p>Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE</p> <ol style="list-style-type: none"> 1. A student may be referred for an evaluation by a parent or any person in a caregiving or professional position concerned with the student's development. 2. When a student is referred for an evaluation to determine eligibility for special education, the school district sends written notice to the child's parent(s) within 5 school days of receipt of the referral. 3. Notice is given by the district within a reasonable time for all other actions. 4. <i>The school district provides the student's parent(s) with an opportunity to consult with the Special Education Administrator or his/her designee to discuss the reasons for the referral and the nature of the proposed evaluation</i> 5. <i>The district provides parents with an opportunity to consult with the Administrator of Special Education or his/her designee regarding the evaluators to be used and the proposed content of all required and optional assessments</i> 6. <i>The school district does not limit a parent's right to refer a student for timely special education evaluation because the district has not fully explored and/or attempted some or all of the available instructional support programs or other interventions available in general education that may be described in the district's Curriculum Accommodation Plan, including any pre-referral program.</i> 7. <i>The school district refuses to conduct an initial evaluation only when the circumstances of a student make clear that there is no suspicion of a disability and that there is no concern about the student's development.</i> <p>State Regulations 28.04(1)</p> <p>Federal Requirements 34 CFR 300.503(a)</p>
-------	--

SE 25	<p>Parental consent</p> <p>In accordance with state and federal law, the school district obtains informed parental consent as follows:</p> <ol style="list-style-type: none"> 1. The school district obtains written parental consent before conducting an initial evaluation or making an initial placement of a student in a special education program. Written parental consent is obtained before conducting a reevaluation and before placing a student in a special education placement subsequent to the initial placement in special education. 2. The school district obtains consent before initiating extended evaluation services. 3. The school district obtains consent to the services proposed on a student's IEP before providing such services. 4. The school district obtains consent prior to placing a student in an initial special education placement and for any subsequent placement. 5. <i>A parent is informed that consent may be revoked at any time. Except for initial evaluation and initial placement, consent may not be required as condition of any benefit to the child.</i> 6. When the participation or consent of the parent is required and the parent fails or refuses to participate, the attempts to secure the consent of the parent are implemented through multiple attempts using a variety of methods which are documented by the district. Such efforts may include letters, written notices sent by certified mail, electronic mail (e-mail), telephone calls, or, if appropriate, TTY communications to the home, and home visits at such time as the parent is likely to be home. Efforts may include seeking assistance from a community service agency to secure parental participation.
-------	---

	<p>7. If, subsequent to initial evaluation and initial placement and after following the procedures required by the regulations, the school district is unable to obtain parental consent to a reevaluation or to placement in a special education program subsequent to the initial placement, or the parent revokes consent to such reevaluation or placement, the school district considers with the parent whether such action will result in the denial of a free appropriate public education to the child. If, after consideration, the school district determines that the parent's failure or refusal to consent will result in a denial of a free appropriate public education to the student, it seeks resolution of the dispute through Special Education Appeals</p> <p>State Regulations 28.07(1)</p> <p>Federal Requirements 34 CFR 300.500(b)(1)</p>
--	--

SE 26	<p>Parent participation in meetings</p> <ol style="list-style-type: none"> 1. The district ensures that one or both parents of a child are members of any group that makes decisions on the educational placement of their child. 2. The Administrator of Special Education notifies parent(s) in writing of any Team meeting early enough to ensure that they have an opportunity to attend. 3. The district schedules the meeting at a mutually agreed upon time and place; and documents such efforts. 4. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls, or video conferencing. 5. In cases where the district, after reasonable efforts, is unable to obtain the parents' participation in Team meeting discussions and decisions, the district conducts the Team meeting and documents its attempts to facilitate the parents participation. <p>State Regulations 28.02(22)</p> <p>Federal Requirements 34 CFR 300.345(d), 300.501</p>
-------	--

Data Collection, Planning and Validation:

The onsite Review Team gathered data from the Local Work Group's self-assessment, student records, district documentation and interviews regarding parent participation. Analysis of the data by the Local Work Group and the onsite Review Team validated a 100 percent level of parent participation at Team meetings.

Strengths of District's Practices for this Focus Area:

The district actively encourages parent involvement in the educational process, and is flexible in accommodating parent schedules to enable their full participation at Team meetings. The district actively engages parents in the IEP Team process and other educational and school administered events.

Compliance Status:

There is a very high level of participation of parents and students at Team meetings. The district provides appropriate notices and forms, and obtains consent when required, with the exception of the PL 1

(placement form), which is not consistently signed by parents. Team meetings consistently have all required staff present, with the exception of a regular education teacher at the high school level.

Suggestions For Improved Results:

The district should highlight for parents the location on the PL 1 form that requires their signature to ensure it is not overlooked.

The district should establish an oversight and monitoring plan to ensure that all required staff members are in attendance at all Team meetings.

ARCHIVE

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION III. PARENTAL INVOLVEMENT
	Legal Standard
MOA 7	<p>Information to be translated into languages other than English When students have parents or guardians with limited English language skills, general announcements and notices of extracurricular activities and other opportunities are distributed to them in the primary language of the home. When persons with limited English language skills reside in the community, school recruitment and promotional materials are disseminated to them in their primary language(s).</p> <p>Title VI; EEOA: 20 U.S.C. 1703(f); M.G.L. c. 76, s. 5; 603 CMR 26.02(2)</p>
	<p>Rating: Implemented District Response Required: No</p>

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 b. Notice of teacher qualifications and right of parent to inquire

CRITERION NUMBER	TITLE 1 III. PARENTAL AND COMMUNITY INVOLVEMENT
	Legal Standard
	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: *The district does not yet have a parent involvement policy. Other elements of this standard have been substantially implemented.*

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: Partially Implemented DISTRICT RESPONSE REQUIRED: Yes

Department of Education Findings: *Although the district provides a parent newsletter and meetings with teachers, trainings have not been offered as yet.*

CRITERION NUMBER	
	Legal Standard
TI 23	<u>School Requirements:</u> 1. The school has a written parent involvement policy that is developed jointly with, agreed upon, and distributed to parents of participating children. 1118(b)(1) NCLB 2. Parents are notified of the school’s Title I parent involvement policy in an understandable format. To the extent practicable, this information is provided in the language of the home. 1118(b)(1) NCLB 3. The school implements the following parent requirements: a. Convenes an annual informational meeting at a time convenient for parents;

CRITERION NUMBER			
	Legal Standard		
	<ul style="list-style-type: none"> 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. <p>1118 (c)(1)-(4); 1118 (e)(2) NCLB</p> <p>4. Each school develops jointly with parents a School-Parent Compact that outlines shared responsibilities for improving student achievement and achieving the state's high standards.</p> <p>1118(d) NCLB</p>		
	Rating: Partially implemented	DISTRICT RESPONSE REQUIRED:	Yes

Department of Education Findings: *The school does not yet have a parent involvement policy and has not offered training as yet. Other elements of this standard have been substantially implemented. (Note: Since there is only one elementary school in the district, which is the only school receiving service, the district and school policies/trainings may be the same.)*

COMPONENT IV: CURRICULUM AND INSTRUCTION

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

- Civil Rights Methods of Administration (MOA) (Report Issues MOA 8-9)
 - Title I (Report Issues # TI 24-28)

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION IV. CURRICULUM AND INSTRUCTION
	Legal Standard
MOA 8	<p>Accessibility of extracurricular activities Extracurricular activities sponsored by the district are nondiscriminatory in that:</p> <ol style="list-style-type: none"> 1. the school provides equal opportunity for all students to participate in intramural and interscholastic sports; 2. extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, sex, color, religion, national origin, sexual orientation, disability, or homelessness. <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.41; Section 504: 29 U.S.C. 794; 34 CFR 104.4, 104.37(a), (c); Title II: 42 U.S.C. 12132; 28 CFR 35.130; NCLB: Title X, Part C, Sec. 721; Mass. Const. amend. art 114; M.G.L. c. 76, s. 5; 603 CMR 26.06</p>
	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> <ul style="list-style-type: none"> a. give primary consideration to extended learning time; b. help provide an accelerated, high quality curriculum; and c. minimize the removal of students from the classroom during regular hours. <p>1115(c)(1)(C) NCLB</p>
	Rating: Implemented District Response Required: No

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

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

Department of Education Findings: *The district does not have a Title I schoolwide program.*

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 does not have a Title I schoolwide 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 does not have a Title I schoolwide program.*

COMPONENT V: STUDENT SUPPORT SERVICES

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

- Special Education (Focus Areas: Graduation Rates of Disabled Students & Discipline of Students with Disabilities)
 - Civil Rights Methods of Administration (MOA)
(Report Issues MOA 10 –17A)
 - Title I (Report Issues # TI 29)

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

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

SE 48	<p>FAPE (Free, appropriate, public education): Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education</p> <p>All students receiving special education, regardless of placement, shall have an equal opportunity to participate in and, if appropriate, receive credit for the vocational, supportive, or remedial services that may be available as part of the general education program as well as the non-academic and extracurricular programs of the school. Programs, services and activities include, but are not limited to:</p> <ol style="list-style-type: none"> 11. art and music <li style="background-color: #00FF00;">12. vocational education, industrial arts, and consumer and homemaking education 13. work study and employment opportunities 14. counseling services available at all levels in the district 15. health services 16. transportation 17. recess and physical education, including adapted physical education 18. athletics and recreational activities 19. school-sponsored groups or clubs 20. meals <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-top: 1px solid black; border-bottom: 1px solid black;">State Regulations</td> <td style="border-top: 1px solid black; border-bottom: 1px solid black;">Federal Requirements</td> </tr> <tr> <td style="border-bottom: 1px solid black;">28.06(5)</td> <td style="border-bottom: 1px solid black;">34 CFR 300.121; 300.300-313</td> </tr> </table>	State Regulations	Federal Requirements	28.06(5)	34 CFR 300.121; 300.300-313
State Regulations	Federal Requirements				
28.06(5)	34 CFR 300.121; 300.300-313				

Data Collection, Planning and Validation:

The onsite Team reviewed district documentation, student records, the Local Work Group’s self-assessment, DOE documentation and information from interviews to determine compliance with this focus area.

Strengths of District’s Practices for this Focus Area:

All students in the Class of 2004 have passed the MCAS and are eligible to graduate. All students graduated in the Class of 2003. The district has a very high percentage of students (approximately 90%) who attend college after graduation. The district has a dropout rate of zero percent.

Compliance Status:

There is full participation of students with disabilities in the MCAS, and accommodations are provided as needed. All students receiving special education have an equal opportunity to participate in all programs, services and activities offered by the district. All elements of a Free and Appropriate Public Education (FAPE) are provided to students.

SE 47	<p>Procedural requirements applied to students not yet determined to be eligible for special education</p> <ol style="list-style-type: none"> 1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if: <ol style="list-style-type: none"> a. The parent had expressed concern in writing; or b. The parent had requested an evaluation; or c. School district staff had expressed concern that the student had a disability. 2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures to conduct an expedited evaluation to determine eligibility. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility. 3. The school district has developed procedures consistent with federal requirements to expedite evaluations. <p>State Regulations</p>
	<p>Federal Requirements 20 U.S.C. Chapter 33, Section 1415(k)</p>

Data Collection, Planning and Validation:

The onsite Team reviewed district documentation, student records, data from the DOE’s Problem Resolution System and information from interviews to determine compliance with the standards of the focus area of discipline.

Strengths of District’s Practices for this Focus Area:

District policies and procedures in the management of discipline of students with disabilities are consistent with state and federal regulatory standards. There is excellent communication between the secondary school principal and the special education director, who is also the elementary school principal, which ensures procedural safeguards related to discipline are preserved. The district has a procedure for recording suspensions, and is fully knowledgeable of the manifestation determination requirements. Functional behavioral assessments are conducted as appropriate, and behavioral intervention plans, including counseling, are designed to effectively support students with emotional or behavioral needs in the least restrictive environment.

Compliance Status:

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

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

CRITERION NUMBER	
	Legal Standard
MOA 11A	<p>Designation of liaison/coordinator(s); grievance procedures</p> <ol style="list-style-type: none"> 1. The district has designated one or more staff persons to serve as liaison for homeless students and to serve as coordinator for compliance with its responsibilities under Title IX, Section 504, and (if it employs 50 or more persons) Title II. 2. The district has adopted and published grievance procedures for students and for employees providing for prompt and equitable resolution of complaints alleging discrimination based on sex or disability. <p>Title IX: 20 U.S.C. 1681; 34 CFR 106.8; Section 504: 29 U.S.C. 794; 34 CFR 104.7;</p>

CRITERION NUMBER				
	Legal Standard			
	Title II: 42 U.S.C. 12132; 28 CFR 35.107; NCLB: Title X, Part C, Sec. 722(g)(1)(J)(ii)			
	<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			
MOA 12A	<p>Annual and continuous notification concerning nondiscrimination and coordinators</p> <ol style="list-style-type: none"> 1. If the district offers vocational education programs, it advises students, parents, employees and the general public before the beginning of each school year that all vocational opportunities will be offered regardless of race, color, national origin, sex or disability. The notice includes a brief summary of program offerings and admission criteria and the name(s), office address(es), and phone number(s) of the person(s) designated under MOA 11A to coordinate compliance under Title IX and Section 504. 2. In all cases, the district takes continuing steps to notify applicants, students, parents, and employees (including those with impaired vision or hearing), as well as unions or professional organizations holding collective bargaining or professional agreements with the district, that it does not discriminate on the basis of race, color, national origin, sex, or disability. This notice, also, includes the name(s), office address(es), and phone number(s) of the person(s) designated under MOA 11A to coordinate compliance under Title IX and Section 504. 3. Written materials and other media used to publicize a school include a notice that the school does not discriminate on the basis of race, color, national origin, sex, disability, religion, or sexual orientation. <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.6(d); Title IX: 20 U.S.C. 1681; 34 CFR 106.8(a), 106.9; Section 504: 29 U.S.C. 794; 34 CFR 104.8; M.G.L. c. 76, s. 5; 603 CMR 26.02(2)</p>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: 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
MOA 13	<p>Availability of information and counseling on general curricular and occupational/vocational opportunities Students from linguistic, racial, and ethnic minorities; males; females; homeless students; and students with disabilities all receive, in grades 7-12, the same information and counseling as other students on the full range of general curricular and any occupational/vocational opportunities available to them.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.36; Section 504: 29 U.S.C. 794; 34 CFR 104.4, 104.37(b); Title II: 42 U.S.C. 12132; 28 CFR 35.130; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 721; Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.03</p>
	<p>Rating: Implemented DISTRICT RESPONSE REQUIRED: No</p>

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>
	<p>Rating: Implemented DISTRICT RESPONSE No</p>

CRITERION NUMBER	
	Legal Standard
	REQUIRED:

CRITERION NUMBER							
	Legal Standard						
MOA 15	<p>Non-discriminatory administration of scholarships, prizes and awards Scholarships, prizes and awards sponsored or administered by the district are free of restrictions based upon race, color, sex, religion, national origin, sexual orientation or disability. Schools may post or print information regarding private restricted scholarships as long as no preferential treatment is given to any particular scholarship offered and as long as the school does not endorse or recommend any such scholarship nor advise or suggest to a particular student that he or she apply for such a scholarship. Title VI: 42 U.S.C. 2000d; 34 CFR 100.3; Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.37; Section 504: 29 U.S.C. 794; 34 CFR 104.4(b)(1)(v); Title II: 42 U.S.C. 12132; 28 CFR 35.130(b)(1)(v); Mass. Const. amend. art. 114; M.G.L. c. 76, s. 5; 603 CMR 26.07(7)</p>						
	<table border="0"> <tr> <td>Rating: Implemented</td> <td>DISTRICT RESPONSE</td> <td>No</td> </tr> <tr> <td></td> <td>REQUIRED:</td> <td></td> </tr> </table>	Rating: Implemented	DISTRICT RESPONSE	No		REQUIRED:	
Rating: Implemented	DISTRICT RESPONSE	No					
	REQUIRED:						

CRITERION NUMBER	
	Legal Standard
MOA 16	<p>Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion</p> <ol style="list-style-type: none"> 1. Within ten days from a student's fifteenth consecutive unexcused absence, the school provides written notice to students age 16 or over and their parents or guardians. The notice is in English and the family's native language and states that the student and the parent or guardian may meet with a representative of the district within ten days from the date the notice was sent. At the request of the parent or guardian, the district may consent to an extension of the time for the meeting of not longer than fourteen days. 2. At the meeting the participants discuss the reasons that the student is leaving school and alternative educational or other placements. The student and parent or

CRITERION NUMBER	
	Legal Standard
	guardian are told that attendance is voluntary after the student turns 16 but are also informed of the student's right to return to school. M.G.L. c. 76, ss. 5, 18; St. 1965, c. 741
	Rating: Implemented DISTRICT RESPONSE REQUIRED: No

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

CRITERION NUMBER	TITLE 1 V. STUDENT SUPPORT SERVICES	
	Legal Standard	
TI 29	<ol style="list-style-type: none"> 1. Appropriate officials from private schools are informed and consulted about the availability of Title I services. 2. Written affirmation is obtained and signed by officials of each participating private school, confirming that required consultation has occurred. 3. Appropriate officials from Neglected or Delinquent (N or D) facilities are informed and consulted about the availability of Title I services. A contract exists between the district and the N or D facility, if applicable. <p>1120 NCLB</p>	
	Rating: Not Implemented	District Response Required: Yes

Department of Education Findings: *There are no private schools within the district; however, private schools outside the district have not been notified and consulted about the availability of Title I services. (There are no N or D facilities.)*

COMPONENT VI: FACULTY, STAFF AND ADMINISTRATION

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

:

- Special Education (Focus Area: Pre-Referral, Instructional Support System)
- Civil Rights Methods of Administration (MOA) (Report Issues MOA 18A-21)
 - Title I (Report Issues # TI 30-31)

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

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

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

	<p>Administrator for Special Education for eligible students. Such educational services are not be considered special education unless the student has been determined eligible for such services, and the services include services on the student’s IEP.</p> <p><u>Administrator of Special Education:</u></p> <p>5. The school district has an appointed person to be its Administrator of Special Education. The Administrator supervises all special education for the school district and ensures compliance with all federal and state special education laws. As appropriate, and in accordance with the requirements of M.G.L. c.71B, §3A, the Administrator may designate other school district personnel to carry out some of the duties of the Administrator.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">State Regulations</td> <td style="width: 50%;">Federal Requirements</td> </tr> <tr> <td>28.03(3)</td> <td></td> </tr> <tr> <td>Chapter 71, Section 38Q and 38Q ½</td> <td></td> </tr> </table>	State Regulations	Federal Requirements	28.03(3)		Chapter 71, Section 38Q and 38Q ½	
State Regulations	Federal Requirements						
28.03(3)							
Chapter 71, Section 38Q and 38Q ½							

Data Collection, Planning and Validation:

The onsite Team reviewed the Local Work Group’s self-assessment, student records, district documentation, including the District Curriculum Accommodation Plan (DCAP), and information from interviews to determine compliance with this focus area.

Strengths of District’s Practices for this Focus Area:

Documentation and in-depth discussions with the Local Work Group reflected the considerable degree of thought and analysis that the district has undertaken to develop and provide a variety of support programs that are responsive to the diverse needs of students and the professional needs of staff. Instructional supports such as remedial instruction, reading instruction and consultative services for teachers are in place to ensure student success, and IEPs reflect a variety of accommodations and interventions available for students. The Special Education Director’s dual role as elementary principal and daily communication and collaboration with the secondary principal greatly increase the coordination of the delivery and supervision of special education services within each school building.

Compliance Status:

The district is substantially implementing the standards for the focus area -- Pre-referral.

Suggestions For Improved Results:

The district’s DCAP needs to be more fully developed to clearly delineate the services and supports it is currently working toward providing within regular education, such as team teaching strategies, teacher mentoring and collaboration, differentiated instruction, accommodations and behavior intervention strategies. The Student Assistance Teams should be fully functional at both school buildings, and the pre-referral services they promote through the child study team process should be a resource for development of teaching strategies and accommodations within the general education classroom. The DCAP should also address professional development opportunities to assist classroom teachers in analyzing and accommodating diverse learning styles of all students in the regular classroom and in providing appropriate services and support within the regular education setting. All of these coordinated efforts to meet the needs of diverse learners in the general education program should achieve the desired outcome of maximum inclusion in the regular classroom.

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

CRITERION NUMBER	
	Legal Standard
MOA 19 Reserved	

CRITERION NUMBER	
	Legal Standard
MOA 20 Reserved	

CRITERION NUMBER	TITLE 1 VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
	<p>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</p> <p style="text-align: right;">DISTRICT RESPONSE REQUIRED: No</p>

ARCHIVED

COMPONENT VII: SCHOOL FACILITIES

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

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

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VII. SCHOOL FACILITIES
	Legal Standard
MOA 22	<p>Accessibility of district programs and services for students with disabilities In at least one facility within the district, the district makes available and entirely accessible to students with disabilities all educational and vocational programs and services offered at each level (preschool, elementary and secondary).</p> <p>Section 504: 29 U.S.C. 794; 34 CFR 104.21,104.22; Title II: 42 U.S.C. 12132; 28 CFR 35.149, 35.150; Mass. Const. amend. art. 114</p>
	<p>Rating: Implemented District Response Required: No</p>

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: 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:

- Civil Rights Methods of Administration (MOA) (Report Issues MOA 24-25)
 - Title I (Report Issues # TI 32-38)

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

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
MOA 25	<p>Institutional self-evaluation The district evaluates all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. It makes such changes as are indicated by the evaluation.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(b)(2); EEOA: 20 U.S.C. 1703(f); Section 504: 29 U.S.C. 794; 34 CFR 104.4(b)(4); Title II: 42 U.S.C. 12132; 28 CFR 35.130(b)(3); NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 722(g)(1)(J)(i), 722(g)(7); Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.07(1),(4)</p>
	<p>Rating: Implemented DISTRICT RESPONSE REQUIRED: No</p>

CRITERION NUMBER	TITLE 1 VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
TI 32	A needs assessment and a data analysis are conducted annually in each Title I school to determine the types of programs and services to be provided to Title I students.

CRITERION NUMBER	TITLE 1 VIII. PROGRAM PLAN AND EVALUATION		
	Legal Standard		
	The implemented program is evaluated for effectiveness annually and the resulting program changes are described. Meeting notes, analysis of assessment, and all relevant documents are available.		
	1114(b)(1)(A); 1115 (c)(2)(B) NCLB		
	Rating: Implemented	District Response Required:	No

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: *No Title I schools have been identified as “in need of improvement.”*

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

Department of Education Findings: *No Title I schools have been identified as “in need of improvement.”*

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

Department of Education Findings: *No Title I schools have been identified as “in need of improvement”.*

CRITERION NUMBER	
	Legal Standard
TI 37	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.

CRITERION NUMBER	
	Legal Standard
	1116(b)(1)(E)(i) and (ii) NCLB 2763A-32 of P.L. 106-554 (Education Appropriations Act, 2001)
	Rating: Not Applicable DISTRICT RESPONSE REQUIRED: No

Department of Education Findings: *No Title I schools have been identified as “in need of improvement”.*

CRITERION NUMBER	
	Legal Standard
TI 38	For schools that continue to fail to make AYP after being identified as “in need of improvement,” the district: <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. 1116(b)(5) and 1116 (e) NCLB; 200.46 (4) and (5)
	Rating: Not Applicable DISTRICT RESPONSE REQUIRED: No

Department of Education Findings: *No Title I schools have been identified as “in need of improvement”.*

COMPONENT IX: RECORD KEEPING

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

- Title I (Report Issues # TI 39-40 General Requirements and TI 1-18 Fiscal Requirements)

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. 	
	1113; 1116 (c)(1)(B) NCLB	
	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, 3. Appropriate local administrators monitor the grant in an ongoing manner to ensure its full implementation as the Department has approved it. 	
	Rating: Implemented	DISTRICT RESPONSE REQUIRED: No

CRITERION NUMBER	TITLE 1 IX. RECORD KEEPING – FISCAL REQUIREMENTS	

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

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

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

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

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

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

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

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

CRITERION NUMBER	
	Legal Standard
	<p>2. The district is able to demonstrate that the Title I funds in a 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.</p> <p>1114(a)(2)(B) NCLB</p>
	<p>Rating: Not applicable DISTRICT RESPONSE REQUIRED: No</p>

Department of Education Findings: *The district does not have a Title I schoolwide program.*

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

Department of Education Findings: *The district is not excluding supplemental state and local funds from the Title I 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

CRITERION NUMBER	
	Legal Standard
	<p>procedures adequate?</p> <p>2. Select a sample of schools. Compare the listing of personnel for last year to this year for differences in personnel, grades, and subjects taught.</p>
	<p>Rating: Partially Implemented</p> <p style="text-align: right;">DISTRICT RESPONSE REQUIRED: Yes</p>

Department of Education Findings: *Although the district is implementing supplement not supplant, it needs to develop a written Supplement Not Supplant policy and procedures.*

CRITERION NUMBER	
	IV. Other Fiscal Requirements
	Legal Standard
TI 12	<p>For each split-funded staff member, the district maintains an appropriate log (time and effort record) that documents the time actually spent by staff on Title I activities.</p> <p>EDGAR; OMB Circular/Cost Guidelines</p>
	<p>Rating: Implemented</p> <p style="text-align: right;">DISTRICT RESPONSE REQUIRED: No</p>

CRITERION NUMBER	
	Legal Standard
TI 13	<p>The district has selected eligible schools in accordance with Title I requirements under this criterion.</p> <p>1113(a); 1113(b); 1113(c); NCLB</p>
	<p>Rating: Implemented</p> <p style="text-align: right;">DISTRICT RESPONSE REQUIRED: No</p>

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

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

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

CRITERION NUMBER	
	Legal Standard
TI 17	The district has made private school allocations in accordance with Title I requirements. 1120(a); 1120(b); 1120(c) NCLB
	Rating: Not Implemented DISTRICT RESPONSE REQUIRED: Yes

Department of Education Findings: *The district needs to communicate with private schools to determine if any allocations are required.*

CRITERION NUMBER	
	Legal Standard
TI 18	<p>Budgeting – The district budget process demonstrates appropriate Title I program planning and implementation consistent with identified student needs at each school.</p> <p>Note the following Department procedures in determining compliance under this criterion:</p> <p>Review the latest budget, budget narrative, budget comparison, and list of Title I personnel documents to gain an understanding of the schools and grades participating in Title I programs. Interview school staff to determine which subjects and grades are Title I.</p> <ol style="list-style-type: none"> a. Does the current year budget total agree with the district’s entitlement together with any carryover? If not, obtain explanation. b. Does the current year budget total agree with the total funds allocated on Form 1? If not, obtain explanation. c. Review the allocation for each school. Do the allocated dollars for each school approximate the dollarization of personnel assigned to the school as shown on the personnel list? During the school visit, determine whether the personnel are assigned and teaching the grades and subjects noted. d. Sample schools to compare the consistency of the listing of personnel to the personnel listed on Form D of the Comparability Report. If not consistent, obtain explanation. <p>MADOE Title I Grant Application Instructions and Guidance</p>

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

ARCHIVE

APPENDIX:
SCHOOL DISTRICT PROFILE INFORMATION

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

School District Profile Information

Definitions of Terms

Profiles

Introduction

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

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

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

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

Organization Types

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

Public School Public schools are administered by a Public School District, and provide educational services directly to attending students. Expenses are paid by state appropriation.

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

The Data Directory Information

DOE Code:

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

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

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

Grades/Schools:

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

Services:

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

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

Relationships:

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

Enrollment/Indicators

Enrollment by Grade

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

Enrollment by Race/Ethnicity

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

Selected Populations

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

Dropout Rate:

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

Children Attending Public Schools

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

Attendance/Exclusions:

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

Technology:


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

Plans of High School Graduates:

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

Test Results

Massachusetts Comprehensive Assessment System (MCAS):

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

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

Finance - District level data only.

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

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

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

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

MASTER CPR REPORT FORMAT 2004
SE (FM), MOA, TI 2004

File Name: Hatfield CPR Final Report
Last Revised on: January 12, 2005

Prepared by: Linda Estes, Joseph Dow

ARCHIVE