



The Commonwealth of Massachusetts Department of Education

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July 19, 2005

Coral Grout, Superintendent
Acushnet Public Schools
708 Middle Road, Suite 1
Acushnet, MA 02743

Re: Onsite Follow-up Monitoring Report: Coordinated Program Review Corrective Action Plan Verification
and Special Education Mid-cycle Review

Dear Superintendent Grout:

Enclosed is the Department's Coordinated Program Review Follow-up Monitoring Report together with findings regarding your district's Coordinated Program Review Mid-cycle Review. This report contains the Department's findings based on the onsite activities conducted in your school district to verify the implementation status and effectiveness of corrective steps taken in response to your Coordinated Program Review Report issued on March 13, 2001.

While the Department of Education found certain noncompliance issues to be resolved, others were partially corrected, not addressed at all and/or new issues were identified by the Department's onsite team. In areas where the district has failed to implement fully its approved Corrective Action Plan, the Department views these findings to be serious.

As the Department previously informed you, in cases where a district fails to fully and effectively implement a Corrective Action Plan, which was proposed by your district and approved by the Department, the Department must then prepare a Corrective Action Plan for the district, which must be implemented without further delay. You will find these requirements for corrective action and further progress reporting included in the attached report together with any steps that must be taken by the district to fully implement new special education requirements. Please provide the Department with your written assurance that the Department's requirements for corrective action will be implemented by your school district within the timelines specified. Your statement of assurance must be submitted to the Department's Onsite Chairperson by **August 1, 2005**. The district's continuing failure to implement the required Corrective Action Plan described in this report will result in recommendation to the Commissioner of Education the withholding of state or federal funds and/or other enforcement action by the Department.

Your staff's cooperation throughout these Follow-up Monitoring activities is appreciated. Should you require additional clarification of information included in our report, please do not hesitate to contact the Onsite Team Chairperson at 781-338-3755.

Sincerely,

Michelle Griffin, Coordinated Program Review Follow-up Chairperson

Program Quality Assurance Services

John D. Stager, Administrator
Program Quality Assurance Services

c: David P. Driscoll, Commissioner of Education
JoAnn Bertrand, School Committee Chairperson, c/o Acushnet Public Schools
Catherine Cooper, District Program Review Follow-up Coordinator

Encl.: Follow-up Monitoring Report

**MASSACHUSETTS DEPARTMENT OF EDUCATION
COORDINATED PROGRAM REVIEW**

Acushnet Public Schools

**ONSITE VERIFICATION OF CORRECTIVE ACTION PLAN IMPLEMENTATION
AND/OR IDENTIFICATION OF ADDITIONAL FINDINGS REQUIRING CORRECTIVE ACTION**

Action Plan Submitted on May 2, 2001

Progress Reports Submitted on December 14, 2001, July 17, 2002 and September 23, 2002

Onsite Visit Conducted on December 15 and 16, 2004

Date of this Report: July 14, 2005

| Criterion Number and Topic (Refer to full text of requirements in 2004-2005 Special Education Information Package) | Implementation Status of Requirements or Corrective Action Plan Determined to be <u>Substantially Implemented</u> √ | Method(s) of Verification | Comments Regarding Corrective Action Plan Implementation | Corrective Action Plan Determined to be <u>Not Fully Implemented</u> or <u>Additional Issues Identified</u> √ | Findings Regarding Incomplete Implementation of Approved Corrective Action Plan or Identification of Additional Issues of Noncompliance | Further Corrective Action Ordered by the Department of Education and Timelines for Implementation and Further Progress Reporting |
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| Special Education Requirements | | | | | | |
| SE 3 Special requirements for determination | Partial | Student Records Documen- | Interviews indicate that staff members are for the most part aware of the appropriate procedures for determination | Partial | Records of students with specific learning disabilities did not consistently contain | Please provide the following at an on-site record review to be scheduled by the |

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| <p>of specific learning disabilities</p> | | <p>tation</p> <p>Interviews</p> | <p>of specific learning disabilities. The district provided a description of its practices in this area that contains some of the elements required by 34 CFR 300.543.</p> | | <p>written documentation of all the required determinations. <i>See</i> 34 CFR 300.543. In addition, in one instance, a student with SLD was found no longer eligible for special education without written documentation that the team had considered the SLD determinations. Interviews indicate that staff persons, including Team chairpersons, were not always familiar with the observation requirements.</p> | <p>Department with the district staff by December 31, 2005:</p> <p>Evidence that the district has completed the required written documentation with regard to five initial or re-evaluations conducted between the date of this report and December 1, 2005 in which the students have been found to have specific learning disability, and one re-evaluation in which a student formerly identified with specific learning disabilities has been found no longer eligible for special education services.</p> |

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| <p>SE 6 Determination of transition services</p> | <p style="text-align: center;">Partial</p> | <p>Student Records Documentation Interviews</p> | <p>Student records indicate that students 14 and over are invited to and participate in Team meetings, and have input into IEP vision statements.</p> <p>Documentation indicates that for students 14 and over, the Team considers the student's course of study in relation to the students' future goals. For students 16 and older for whom the district retains programmatic responsibility, the Team includes services/goals on the IEP related to the students' future goals, including vocational options, independent living trainings, community activities, etc.</p> | <p style="text-align: center;">Partial</p> | <p>Student records did not consistently contain documentation of the vision statement or how a student's course of study reflected his/her interests and future goals (IEP3).</p> | <p>The Department will conduct an on-site record review of a sample of IEPs for students who are age 16 or older (in recognition of changes in the IDEA Reauthorization) and who have participated in an annual review Team meeting between the time of this report and December 1, 2005. The Department will contact the district to schedule a visit in order to conduct this review prior to December 31, 2005.</p> <p>Please provide a narrative description of how transition considerations were addressed for each student in</p> |

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| | <p>√</p> | | | <p>√</p> | | <p>the IEP and in the planning of the team meeting.</p> <p>Please provide this documentation by December 1, 2005.</p> |
| <p>SE 13 Progress Reports & Content</p> | <p>Partial</p> | <p>Student Records Documentation Interviews</p> | <p>Interviews, documentation and review of student records indicates that parents receive progress reports at least as often as parents are informed of the progress of non-disabled students.</p> | <p>Partial</p> | <p>Progress reports in student records did not consistently contain information on the extent to which a student's progress was sufficient to enable the child to achieve the goals by the end of the year. Narratives were not always related to the annual IEP goals.</p> | <p>Please provide training for all special education and regular education staff that complete progress reports concerning the appropriate completion and content of these reports.</p> <p>Please provide copies of signed attendance sheets and copies of materials used in the training to the Department by October 14, 2005.</p> |

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| <p>SE 15 Outreach by the School District (Child Find)</p> | <p>Partial</p> | <p>Student Records Documentation Interviews</p> | <p>Interviews and documentation indicate that the district does perform outreach to early intervention providers, Head Start, and local private schools. In addition, it does post information in the town office and advertises in the local newspaper in the fall and the spring regarding the availability of preschool screening. Preschool screening is conducted weekly all year.</p> | <p>Partial</p> | <p>Interviews and documentation indicate that the district's outreach does not include all agencies and sources identified in this criterion.</p> | <p>Please provide a list of all places that the district has directed its outreach efforts, along with copies of all documentation used. Please provide a description of the district's efforts to identify older students who may be eligible for special education. Please also provide information regarding the district's efforts to conduct outreach to families whose primary language is not English.</p> <p>Please provide this information to the Department by December 1, 2005.</p> |

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| SE 17 Initiation of services at age three & Early Intervention transition procedures | Implemented | Student Records Documentation Interviews | <i>See</i> SE 15 regarding pre-school screening outreach. Interviews and documentation indicate that the district implements procedures to ensure the smooth transition of young children from early intervention programs, and that representatives from EI participate in initial Team meetings and help develop IEPs. | | | |
| SE 18A IEP development and content | Partial | Student Records Documentation Interviews | The district's Teams work together to draft an IEP that addresses most of the elements of the form provided by the Department. While draft IEPs are often prepared prior to the Team | Partial | <i>See</i> SE 6 regarding transition components in the IEP. | <i>See</i> SE 6. |

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| | | | <p>meeting, the Team Chairperson ensures that those elements are genuinely considered prior to adoption at the Team meeting.</p> <p>The district ensures that each Team has a member with the authority to commit district resources.</p> <p>The district provided a description of persons with the authority to commit resources (special education administrator, or, in her absence, team chairperson).</p> | | | |

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| <p>SE 18B Determination of placement; immediate provision of IEP to parent</p> | <p>Partial</p> | <p>Student Records Documentation Interviews</p> | <p>The district through student records, documentation and interviews, has demonstrated its commitment to educating students in the same school regular education students attend.</p> <p>The district does provide parents with a summary of agreements reached at the team meeting at the end of the team meeting.</p> | <p>Partial</p> | <p>Student record review indicates that the district does not always provide the parent with the copy of the IEP and placement immediately following the Team meeting.</p> <p>Student record review indicates that IEPs often do not specify the type of service provider (e.g., “sped staff” listed instead of “sped teacher” or “sped paraprofessional.”)</p> <p>The district provides the parents with the Parents Rights brochure at the Team meeting, and has</p> | <p>Please provide training for all special education staff concerning the requirement to issue the IEP immediately following the Team meeting, and the requirement that the IEP specify the type of service provider. Please provide evidence of this training (e.g., agenda and attendance sheet) by October 14, 2005.</p> <p>In light of recent changes to IDEA, and new requirements that a copy of the procedural safeguards shall be given to the parents of a child with a disability only one time a year (with a few exceptions; <i>see</i> IDEA 2004, section 615(d)(1)(A)),</p> |

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| | <p>√</p> | | | <p>√</p> | <p>parents sign a form indicating receipt, rather than sending the procedural safeguards notice with the IEP.</p> | <p>and in light of expected changes to the federal regulations, please provide a written description of the means by which the district intends to meet this new requirement of the law. Please provide this written description by October 14, 2005.</p> |
| <p>SE 20 Least restrictive program selected</p> | <p>Partial</p> | <p>Student Records Documentation Interviews</p> | <p>Interviews indicate that teams routinely consider the least restrictive environment for students, and that most students are educated in inclusion classes. The development of an autism spectrum disorder and pre-vocational programs was noted, though these programs are currently only in place</p> | <p>Partial</p> | <p>Student records indicate that the district does not consistently document justification for removal from the general education environment in student IEPs. Interviews indicate that some staff perceive that supports within the</p> | <p>Please provide training for staff that write IEPs and chair Team meetings on the non-participation justification. Please provide evidence of this training to the Department (e.g., attendance sheet and agenda) by October 14, 2005.</p> |

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| | <p>√</p> | | <p>only at the elementary school, and interviewees expressed concern about the need for such programs at the middle school level.</p> | <p>√</p> | <p>general education curriculum are lacking, and that sometimes this leads to referrals for special education.</p> | <p>Please conduct an internal review of the components of the district curriculum accommodation plan and staff training needs related to meeting the diverse learning needs of students. Please provide the Department with a report in this internal review by December 1, 2005.</p> |
| <p>SE 22 IEP implementation and availability</p> | <p>Partial</p> | <p>Student Records Documentation Interviews</p> | <p>The district implements IEPs without delay and attempts to ensure that eligible students have an IEP in effect at the beginning of the school year. Regular and special education staff are informed of their responsibilities under the IEP at the beginning of each school year, and when any new IEP or amendment</p> | <p>Partial</p> | <p>Student record review indicates that parents have not always signed IEP and placement forms, or, in instances where parent signatures were evident, at times there was no indication of whether the parents accepted or rejected the IEP.</p> | <p>Please develop procedures to effectively obtain signatures and indications of decisions concerning acceptance / rejection of IEPs and placements. Please provide evidence of the development of this procedure to the Department by October 14, 2005.</p> |

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| | | | <p>is accepted.</p> | | <p>Student record review also indicated that IEPs are sometimes extended beyond their annual period by amendment.</p> <p>Interviews indicate that special education paraprofessionals are sometimes taken from their duties with special education students to provide coverage for regular education teachers who are absent or who must attend meetings. This results in students not receiving all of the services under their IEPs.</p> | <p>The Department will conduct a random review of 12 student records, six from each level, for IEPs issued between the time of this report and December 1, 2005. The Department will be seeking to confirm the following information: (1) whether each IEP was signed by parent, (2) whether acceptance was indicated on both the IEP and the PL1 forms, and (3) to the extent that forms were not signed or decisions were not indicated, evidence of the action taken to address these issues. The Department will contact the district to schedule a visit in order to conduct this review</p> |

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| | √ | | | √ | | <p>prior to December 31, 2005.</p> <p>Please provide the Department with a plan to appropriately address the need for substitute teacher coverage in the district, when teachers are absent or must attend meetings, so that special education paraprofessionals are not taken away from their duties in implementing students' IEPs.</p> <p>Please provide this plan by October 14, 2005.</p> |
| <p>SE 26 Parent participation in meetings</p> | √ | <p>Student Records Documentation</p> | <p>The district sends numerous notices home to parents and makes efforts to arrange Team meetings in order to ensure parent participation.</p> | | | |

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| | √ | | | √ | | |
| <p>SE 28 Parent provided the IEP or notice of no eligibility together with notification of procedural safeguards and parents' rights</p> | Partial | <p>Interviews</p> <p>Student Records</p> <p>Documentation</p> <p>Interviews</p> | <p>The district has an excellent record of parent attendance. District reported that parents were in attendance at 60 of 60 meetings during the time period reported.</p> <p>The district uses the appropriate notice forms.</p> <p>See SE 18B concerning provision of the Parent's Rights Brochure/notice of procedural safeguards.</p> | Partial | <p>Student record review indicated that notice forms (N1 and N2) do not always contain the required elements. In addition, in one case, no notice was provided with regard to a finding of no eligibility.</p> | <p>Please provide training for relevant staff on the proper completion of the notice required by this criterion. Please provide the Department with evidence of this training, including materials used and attendance sheets, by October 14, 2005.</p> |
| <p>SE 29 Communications are in English and primary language of home</p> | √ | <p>Documentation</p> <p>Interviews</p> | <p>Documentation indicates that the parents' rights brochure is provided in the primary language of the home, and that the special education department secretary is fluent</p> | | | |

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| | | | <p>in Portuguese (the most common alternate language in the community) and is used as an interpreter for parents and other family members when necessary.</p> <p>Interviews indicate that the district has in the past provided communications in English and the primary language of the home to parents of special education students, where required. However, interviews indicate that there is no current need for this, as no families require it at this time, as at least one parent speaks English.</p> | | | |
| SE 32 Parent advisory council for | Partial | Documentation | The district joined with the Fairhaven Public School district PAC last year. The | Partial | The district did not provide evidence of school committee | Please provide the Department with evidence of school committee |

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| <p>special education</p> | | <p>Interviews</p> | <p>PAC meets quarterly, alternating between towns. The district has offered funding to the PAC to join MASSPAC and to provide speakers. In addition, an annual training is provided on IEP process and procedures. Interviews indicate that the district provides payment for speakers and trainings for the PAC. The special education directors have reportedly met recently with new PAC chairs to discuss fundraising activities in order to provide a resource library for parents. The district submitted by-laws, which applied to the former Acushnet PAC. The new Acushnet-Fairhaven PAC had not yet changed</p> | | <p>consultation with the PAC. While interviews indicate that PAC members are encouraged to consult with the school committee, the district is having a difficult time engaging members of the PAC for input.</p> | <p>attempts at consultation with the PAC (e.g., agendas of PAC meetings, agendas of school committee meetings, correspondence to the PAC, etc.)</p> <p>Please provide this documentation by October 14, 2005.</p> <p>Please submit the new PAC by-laws upon completion.</p> |

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| | | | these bylaws. The district also submitted documentation pertaining to a recent survey of parents of special education students conducted by the PAC (reviewed at the February 2004 PAC meeting). | | | |
| SE 50 Responsibilities of the School Principal and Administrator of Special Education | Partial | Documentation Interviews | The district has a written Curriculum Accommodation Plan, adopted by the school committee in June 2004. Home / hospital services are appropriately provided. Interviews indicate that staff have a high level of confidence in and consult regularly with the Administrator of Special | Partial | Interviews indicate that many district staff members are unaware of the curriculum accommodation plan and its components. <i>See SE 20.</i> | <i>See SE 20.</i> |

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| | | | Education. | | | |
| <p>SE 54 Professional development regarding special education</p> | <p>Partial</p> | <p>Documentation Interviews</p> | <p>The district provided a district-wide professional development plan and evidence of professional development activities on the part of certain staff members.</p> | <p>Partial</p> | <p>The district does not annually offer to staff training on all the topics required under this criterion.</p> | <p>Please provide the Department with a plan to address the need to offer professional development annually in the areas outlined in this criterion. Please provide this information to the Department by October 14, 2005.</p> <p>Please provide evidence that this plan has been implemented. Please provide this evidence by December 31, 2005.</p> |
| <p>SE 56 Special education programs and services are evaluated</p> | | <p>Documentation Interviews</p> | <p>Interviews indicate that the district does informally consider some of the aspects of the special education</p> | <p>√</p> | <p>The district has not provided a plan for determining the effectiveness of its special education</p> | <p>Please provide the Department with the district's plan for ensuring that special education programs and services are</p> |

| <p>Criterion Number and Topic (Refer to full text of requirements in 2004-2005 Special Education Information Package)</p> | <p>Implementation Status of Requirements or Corrective Action Plan Determined to be <u>Substantially Implemented</u> √</p> | <p>Method(s) of Verification</p> | <p>Comments Regarding Corrective Action Plan Implementation</p> | <p>Corrective Action Plan Determined to be <u>Not Fully Implemented</u> or <u>Additional Issues Identified</u> √</p> | <p>Findings Regarding Incomplete Implementation of Approved Corrective Action Plan or Identification of Additional Issues of Noncompliance</p> | <p>Further Corrective Action Ordered by the Department of Education and Timelines for Implementation and Further Progress Reporting</p> |
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| | | | <p>evaluation plan, but that it has no formal evaluation procedure currently in place.</p> | | <p>programs.</p> | <p>evaluated, that the district develops methods for determining the effectiveness of programs in assisting students with disabilities to achieve the goals set forth in their IEPs in the least restrictive environment, that it uses information gathered from annual IEP reviews to measure the effectiveness of special education programs and that as part of these procedures, the district measures the success of programs based on students' local and statewide assessment results, drop-out rates and graduation rates for special education</p> |

| Criterion Number and Topic (Refer to full text of requirements in 2004-2005 Special Education Information Package) | Implementation Status of Requirements or Corrective Action Plan Determined to be <u>Substantially Implemented</u> √ | Method(s) of Verification | Comments Regarding Corrective Action Plan Implementation | Corrective Action Plan Determined to be <u>Not Fully Implemented</u> or <u>Additional Issues Identified</u> √ | Findings Regarding Incomplete Implementation of Approved Corrective Action Plan or Identification of Additional Issues of Noncompliance | Further Corrective Action Ordered by the Department of Education and Timelines for Implementation and Further Progress Reporting |
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| | | | | | | programs. Please provide this documentation by December 31, 2005. |
| Other Requirements | | | | | | |
| SE 1 Assessments | Partial | Student records Interviews Documentation | As previously reported in reviews of progress reports, the issue identified in the Coordinated Program Review concerning Least Restrictive Environment was addressed by staff training on the issue on March 20, 2002. | Partial | <i>See</i> SE 8 regarding interpretation of evaluation results. | <i>See</i> SE 8. |
| SE 2 Required and Optional Assessments | Partial | Student records Interviews Documentation | Interviews and documentation indicate that students are assessed in all areas of suspected disability, and that optional assessments are completed as necessary. | Partial | Several student records indicated that assessments consented to by parents were not completed. Assessments were sometimes not completed within 30 school working days. | <i>See</i> SE 9. |

| <p>Criterion Number and Topic (Refer to full text of requirements in 2004-2005 Special Education Information Package)</p> | <p>Implementation Status of Requirements or Corrective Action Plan Determined to be <u>Substantially Implemented</u></p> | <p>Method(s) of Verification</p> | <p>Comments Regarding Corrective Action Plan Implementation</p> | <p>Corrective Action Plan Determined to be <u>Not Fully Implemented</u> or <u>Additional Issues Identified</u></p> | <p>Findings Regarding Incomplete Implementation of Approved Corrective Action Plan or Identification of Additional Issues of Noncompliance</p> | <p>Further Corrective Action Ordered by the Department of Education and Timelines for Implementation and Further Progress Reporting</p> |
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| | <p>√</p> | | | <p>√</p> | <p>Educational assessments were completed without parental consent.</p> | |
| <p>SE 7 Transfer of parental rights at age of majority and student participation and consent at the age of majority</p> | | <p>Student Records Documentation</p> | | <p>√</p> | <p>The district provided a written description of its procedures for students who are nearing or attain the age of majority.</p> <p>The district's description and student record review indicate that the district's policies are inconsistent with state and federal law and regulation concerning the age of majority. The district does not inform the</p> | <p>Please re-write the age of majority procedures so that they are consistent with state and federal law and regulation.</p> <p>Please provide evidence that these new procedures have been shared with all staff responsible for chairing Team meetings for students who are nearing or reaching the age of majority.</p> <p>Please provide the above documentation by October 14, 2005.</p> |

| <p>Criterion Number and Topic (Refer to full text of requirements in 2004-2005 Special Education Information Package)</p> | <p>Implementation Status of Requirements or Corrective Action Plan Determined to be <u>Substantially Implemented</u></p> | <p>Method(s) of Verification</p> | <p>Comments Regarding Corrective Action Plan Implementation</p> | <p>Corrective Action Plan Determined to be <u>Not Fully Implemented</u> or <u>Additional Issues Identified</u></p> | <p>Findings Regarding Incomplete Implementation of Approved Corrective Action Plan or Identification of Additional Issues of Noncompliance</p> | <p>Further Corrective Action Ordered by the Department of Education and Timelines for Implementation and Further Progress Reporting</p> |
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| | <p>√</p> | | | <p>√</p> | <p>student <u>one year prior</u> to the student turning 18 of his or her right at age 18 to make all decisions in relation to special education programs and services. The district does not implement procedures to obtain consent from the student <u>upon the student's reaching the age of 18.</u></p> | <p>The Department will conduct an on-site student record review to confirm the implementation of these procedures. This record review will be scheduled with the district prior to December 31, 2005.</p> |
| <p>SE 8 Evaluation Team composition</p> | <p>Partial</p> | <p>Student Records Documentation Interviews</p> | <p>The district has an excellent record of parent attendance at Team meetings.</p> | <p>Partial</p> | <p>The district does not always include individuals who are qualified to interpret the instructional implications of evaluation results as members of the Evaluation Team. In</p> | <p>Please provide the Department with a plan to address the need to have qualified persons interpreting evaluation results at Team meetings. Please provide this information by October 14,</p> |

| <p>Criterion Number and Topic (Refer to full text of requirements in 2004-2005 Special Education Information Package)</p> | <p>Implementation Status of Requirements or Corrective Action Plan Determined to be <u>Substantially Implemented</u></p> <p style="text-align: center;">√</p> | <p>Method(s) of Verification</p> | <p>Comments Regarding Corrective Action Plan Implementation</p> | <p>Corrective Action Plan Determined to be <u>Not Fully Implemented</u> or <u>Additional Issues Identified</u></p> <p style="text-align: center;">√</p> | <p>Findings Regarding Incomplete Implementation of Approved Corrective Action Plan or Identification of Additional Issues of Noncompliance</p> | <p>Further Corrective Action Ordered by the Department of Education and Timelines for Implementation and Further Progress Reporting</p> |
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| | | | | | <p>particular, the psychologists who conduct assessments are not at Team meetings, although they do hold exit interviews with parents prior to the Team.</p> <p>Several student records indicated that Team composition was incomplete; in particular, regular educators were missing or the team consisted of only the parent and one representative of the district.</p> | <p>2005</p> <p>Please review the requirements for Team meeting attendance with appropriate personnel. Please provide evidence of this review by October 14, 2005.</p> |
| <p>SE 9 Eligibility determination:</p> | <p>Partial</p> | <p>Student Records</p> | <p>Documentation and interviews indicate that the district is aware of the</p> | <p>Partial</p> | <p>Student records indicate the district does not always complete</p> | <p>Please provide the Department with a description of the district's</p> |

| <p>Criterion Number and Topic (Refer to full text of requirements in 2004-2005 Special Education Information Package)</p> | <p>Implementation Status of Requirements or Corrective Action Plan Determined to be <u>Substantially Implemented</u></p> | <p>Method(s) of Verification</p> | <p>Comments Regarding Corrective Action Plan Implementation</p> | <p>Corrective Action Plan Determined to be <u>Not Fully Implemented</u> or <u>Additional Issues Identified</u></p> | <p>Findings Regarding Incomplete Implementation of Approved Corrective Action Plan or Identification of Additional Issues of Noncompliance</p> | <p>Further Corrective Action Ordered by the Department of Education and Timelines for Implementation and Further Progress Reporting</p> |
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| <p>Timelines for evaluation, immediate provision of IEP</p> | <p>√</p> | <p>Documentation Interviews</p> | <p>requirements of this criterion, and that staff is making efforts to meet them.</p> | <p>√</p> | <p>assessments within 30 school working days and convene the Team within 45 school working days of receiving consent to reevaluate a student.</p> <p>The district does not always provide parents with the proposed IEP and placement within required timelines.</p> | <p>method for tracking the timely and proper completion of all assessments consented to by parents and required by state and federal education law, and the timely provision of the IEP and placement forms. Please include copies of any forms used for this process. Please also provide the name of the person who will be responsible for tracking this information.</p> <p>Please provide this information by October 14, 2005.</p> |
| <p>SE 53 Para-</p> | <p>Partial</p> | <p>Documentation</p> | <p>The district provided evidence of professional</p> | <p>Partial</p> | <p>The district uses paraprofessionals to</p> | <p>See SE 18B.</p> |

| <p>Criterion Number and Topic (Refer to full text of requirements in 2004-2005 Special Education Information Package)</p> | <p>Implementation Status of Requirements or Corrective Action Plan Determined to be <u>Substantially Implemented</u></p> | <p>Method(s) of Verification</p> | <p>Comments Regarding Corrective Action Plan Implementation</p> | <p>Corrective Action Plan Determined to be <u>Not Fully Implemented</u> or <u>Additional Issues Identified</u></p> | <p>Findings Regarding Incomplete Implementation of Approved Corrective Action Plan or Identification of Additional Issues of Noncompliance</p> | <p>Further Corrective Action Ordered by the Department of Education and Timelines for Implementation and Further Progress Reporting</p> |
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| professionals | √ | Interviews | <p>development provided to paraprofessional staff.</p> <p>Interviews indicate that paraprofessionals have received training and are supervised by appropriate staff.</p> | √ | implement student IEPs without clearly indicating such on IEPs. <i>See SE 18 B.</i> | |
| <p>SE 55 SPED facilities & classrooms</p> | Partial | <p>Documentation</p> <p>Building Tours</p> | <p>The district provides special education and related services in classrooms that are physically equal to classrooms for regular education peers, and since its recent renovation, has demonstrated building accessibility necessary to implement student IEPs.</p> | Partial | <p>The location of the Occupational Therapy room in the middle school does not maximize the inclusion of the students who receive services within.</p> | <p>Please provide a plan for addressing this facilities issue.</p> <p>Please provide this plan by October 14, 2005.</p> |
| <p>SE 57 Child Count</p> | √ | Documentation | <p>The district has provided a copy of the superintendent's signed certification submitted with SIMS data in November</p> | | | |

| <p>Criterion Number and Topic (Refer to full text of requirements in 2004-2005 Special Education Information Package)</p> | <p>Implementation Status of Requirements or Corrective Action Plan Determined to be <u>Substantially Implemented</u></p> <p style="text-align: center;">√</p> | <p>Method(s) of Verification</p> | <p>Comments Regarding Corrective Action Plan Implementation</p> | <p>Corrective Action Plan Determined to be <u>Not Fully Implemented</u> or <u>Additional Issues Identified</u></p> <p style="text-align: center;">√</p> | <p>Findings Regarding Incomplete Implementation of Approved Corrective Action Plan or Identification of Additional Issues of Noncompliance</p> | <p>Further Corrective Action Ordered by the Department of Education and Timelines for Implementation and Further Progress Reporting</p> |
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| <p>MOA 1 (Formerly MOA 4) Identification of LEP students</p> | <p>Partial</p> | <p>Documentation Interviews Student Records</p> | <p>2004. Documentation and interviews indicate that the district recently developed and the school committee recently adopted an ELE policy detailing how students will be identified and loosely outlining how the English language proficiency of students will be assessed.</p> | <p>Partial</p> | <p>The district does not yet identify the specifics of assessment in its policy and has not undergone the process of training staff necessary to implement the policy.</p> <p>Student record review revealed at least one student whose primary home language is not English and who has not yet been assessed for proficiency. See Massachusetts DOE - OLAAA Memo of October 2004, found at http://www.doe.mass.edu/ell/identify_lep.html</p> | <p>Please provide an update on the district's implementation and revision of these policies.</p> <p>Please provide this information by October 14, 2005.</p> |
| <p>MOA 7</p> | <p>Partial</p> | <p>Documen-</p> | <p>The district has stated a</p> | <p>Partial</p> | <p>Interviews indicate that</p> | <p>Please provide a plan to</p> |

| <p>Criterion Number and Topic (Refer to full text of requirements in 2004-2005 Special Education Information Package)</p> | <p>Implementation Status of Requirements or Corrective Action Plan Determined to be <u>Substantially Implemented</u></p> | <p>Method(s) of Verification</p> | <p>Comments Regarding Corrective Action Plan Implementation</p> | <p>Corrective Action Plan Determined to be <u>Not Fully Implemented</u> or <u>Additional Issues Identified</u></p> | <p>Findings Regarding Incomplete Implementation of Approved Corrective Action Plan or Identification of Additional Issues of Noncompliance</p> | <p>Further Corrective Action Ordered by the Department of Education and Timelines for Implementation and Further Progress Reporting</p> |
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| <p>(formerly MOA 3) Translated Information</p> | <p>√</p> | <p>tation Interviews</p> | <p>willingness to translate announcements & notices into languages other than English, and has submitted translated blank SPED documents as examples. Although interviews indicate that special education and other assessments are not translated, staff indicates that they would be if parents requested it. Interviews indicate the district sends and posts school recruitment information in languages other than English.</p> | <p>√</p> | <p>not all information listed in this criterion is translated into languages other than English.</p> | <p>ensure that all information listed in this criterion is translated into languages other than English, as necessary.</p> <p>Please provide the Department with documentation of this plan by October 14, 2005.</p> |
| <p>MOA 10A (Formerly MOA 2) Handbooks & Codes of Conduct</p> | <p>Partial</p> | <p>Documentation</p> | <p>The district has a handbook for both schools and for staff containing the code of conduct. The Middle School handbook contains the required nondiscrimination</p> | <p>Partial</p> | <p>Neither school handbook contains the required reference to Ch. 76 s. 5. The elementary handbook does not contain a</p> | <p>Please provide the Department with proposed revisions to the elementary and middle school handbooks for the upcoming school year to meet the</p> |

| <p>Criterion Number and Topic (Refer to full text of requirements in 2004-2005 Special Education Information Package)</p> | <p>Implementation Status of Requirements or Corrective Action Plan Determined to be <u>Substantially Implemented</u></p> | <p>Method(s) of Verification</p> | <p>Comments Regarding Corrective Action Plan Implementation</p> | <p>Corrective Action Plan Determined to be <u>Not Fully Implemented</u> or <u>Additional Issues Identified</u></p> | <p>Findings Regarding Incomplete Implementation of Approved Corrective Action Plan or Identification of Additional Issues of Noncompliance</p> | <p>Further Corrective Action Ordered by the Department of Education and Timelines for Implementation and Further Progress Reporting</p> |
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| | √ | | policy statement and procedures for resolving complaints of discrimination or harassment. | √ | nondiscrimination policy. Due process procedures, while included, are incomplete or inconsistent with due process requirements, and do not outline procedures for special education students. The elementary handbook does not include procedures for resolving complaints of discrimination or harassment. | <p>requirements of this criterion and the requirements of MOA 11A and 12A. Please provide the Department with these proposed revisions <u>prior to</u> the publication of handbooks for the 2005-2006 school year. The Department will review these proposed revisions and communicate with the district within ten days of receipt of the proposed revisions.</p> <p>Please provide copies of the revised handbooks by October 14, 2005.</p> |
| <p>MOA 11A (Formerly MOA 6)</p> | Partial | Documentation | The district has identified an individual to serve as a liaison for homeless students, | Partial | The Elementary School handbook does not contain grievance | See MOA 10A. |

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| <p>Grievance procedures & Coordinators</p> | <p>√</p> | | <p>and has published grievance procedures in the Middle School handbook.</p> | <p>√</p> | <p>procedures, nor has the district provided evidence of other means of publication.</p> | |
| <p>MOA 21 Staff Civil Rights Training</p> | <p>Partial</p> | <p>Documentation Interviews</p> | <p>The district provided documents used in training provided for staff on Section 504, held in the fall of 2003.</p> | <p>Partial</p> | <p>Interviews indicate that not all staff members receive annual training regarding civil rights responsibilities.</p> | <p>Please provide copies of agendas, training materials and attendance sheets showing the attendance of all district staff at an annual training regarding civil rights responsibilities. Please provide this documentation by October 14, 2005 for the 2005—2006 school year.</p> |
| <p>MOA 22 (Formerly MOA 7) Accessibility of programs</p> | <p>√</p> | <p>Documentation Building Tours</p> | <p>The facilities checklist and building tours indicate that both school buildings are accessible to students with disabilities.</p> | | | |
| <p>MOA 23 (Formerly</p> | <p>Partial</p> | <p>Documentation</p> | <p>The facilities provided for all specific groups are for the</p> | <p>Partial</p> | <p>See SE 55.</p> | <p>See SE 55.</p> |

| <p>Criterion Number and Topic (Refer to full text of requirements in 2004-2005 Special Education Information Package)</p> | <p>Implementation Status of Requirements or Corrective Action Plan Determined to be <u>Substantially Implemented</u></p> | <p>Method(s) of Verification</p> | <p>Comments Regarding Corrective Action Plan Implementation</p> | <p>Corrective Action Plan Determined to be <u>Not Fully Implemented</u> or <u>Additional Issues Identified</u></p> | <p>Findings Regarding Incomplete Implementation of Approved Corrective Action Plan or Identification of Additional Issues of Noncompliance</p> | <p>Further Corrective Action Ordered by the Department of Education and Timelines for Implementation and Further Progress Reporting</p> |
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| <p>MOA 14) Comparability of facilities</p> | | <p>Building Tours</p> | <p>most part equal comparable to those offered other students in the district.</p> | | | |
| <p>MOA 24 (Formerly MOA 22) Curriculum Review</p> | <p>Partial</p> | <p>Documentation Interviews</p> | <p>The district has a process by which current curriculum committees evaluate new curriculum purchases, and interviews indicate that certain individual teachers do review their materials for bias and stereotypes.</p> | | <p>The district does not have a process in place to ensure that individual teachers in the district 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, utilize appropriate activities, discussions and/or supplementary materials to provide balance and context for any such stereotypes depicted in such</p> | <p>Please ensure that all teachers in the district are aware of their responsibilities to review all educational materials as detailed in this criterion. Please provide evidence of this communication to staff, including copies of any memos and / or training materials and/ or attendance sheets, by October 14, 2005.</p> <p>Please provide a description of how the district will ensure that teachers will be made aware of these requirements in future</p> |

| <p>Criterion Number and Topic (Refer to full text of requirements in 2004-2005 Special Education Information Package)</p> | <p>Implementation Status of Requirements or Corrective Action Plan Determined to be <u>Substantially Implemented</u></p> | <p>Method(s) of Verification</p> | <p>Comments Regarding Corrective Action Plan Implementation</p> | <p>Corrective Action Plan Determined to be <u>Not Fully Implemented</u> or <u>Additional Issues Identified</u></p> | <p>Findings Regarding Incomplete Implementation of Approved Corrective Action Plan or Identification of Additional Issues of Noncompliance</p> | <p>Further Corrective Action Ordered by the Department of Education and Timelines for Implementation and Further Progress Reporting</p> |
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| | √ | | | √ | materials, and review all materials used in their classrooms, as required by this criterion. | school years. Please provide this information by October 14, 2005. |
| <p>MOA 25 (Formerly MOA 23) Institutional Self-Evaluation</p> | | <p>Documentation Interviews</p> | | √ | <p>The district has not provided evidence, other than a brief statement, of annual evaluation of all aspects of its program 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</p> | <p>Please provide the Department with a plan to annually evaluate all aspects of the district's programs pursuant to this criterion. Please provide this plan by October 14, 2005.</p> |

| Criterion Number and Topic (Refer to full text of requirements in 2004-2005 Special Education Information Package) | Implementation Status of Requirements or Corrective Action Plan Determined to be <u>Substantially Implemented</u> √ | Method(s) of Verification | Comments Regarding Corrective Action Plan Implementation | Corrective Action Plan Determined to be <u>Not Fully Implemented</u> or <u>Additional Issues Identified</u> √ | Findings Regarding Incomplete Implementation of Approved Corrective Action Plan or Identification of Additional Issues of Noncompliance | Further Corrective Action Ordered by the Department of Education and Timelines for Implementation and Further Progress Reporting |
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| | | | | | activities. | |