



Petersham Public School District

**COORDINATED PROGRAM REVIEW
FINAL REPORT OF FINDINGS**

Dates of Onsite Visit: March 27-29, 2006

Date of Draft Report: May 31, 2006

Due Date for Comments: June 16, 2006

Date of Final Report: June 22, 2006

Action Plan Due: August 4, 2006

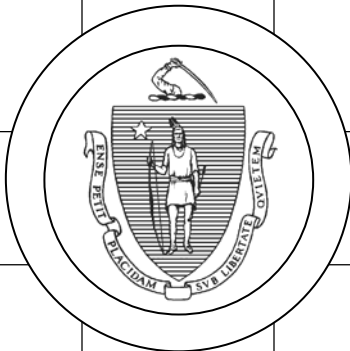
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MASSACHUSETTS DEPARTMENT OF EDUCATION
COORDINATED PROGRAM REVIEW

Petersham Public School District

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MASSACHUSETTS DEPARTMENT OF EDUCATION

COORDINATED PROGRAM REVIEW REPORT

Petersham Public School District

OVERVIEW OF COORDINATED PROGRAM 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-2004), and M.G.L. Chapter 71B (Chapter 766 of the Acts of 1972). Note that until regulations under IDEA-2004 are final, the Department has the responsibility of enforcing regulations under IDEA-1997 that do not conflict with IDEA-2004; therefore both IDEA-1997 regulations and sections of IDEA-2004 are cited in the special education standards.
- 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, 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 Board of Education's Student Learning Time regulations (603 CMR 27.00).
- targeted standards from the federal McKinney-Vento Homeless Education Assistance Improvements Act of 2001 (included in the No Child Left Behind Act of 2001).
- 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 two-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 were significantly revised for the 2003-2004 school year. All districts that enroll limited English proficient students will be reviewed using these updated standards during the 2005-2006 school year.

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

- Title I of the Elementary and Secondary Education Act of 1965, including other related grants funded by the No Child Left Behind Act of 2001;
- Safe and Drug-Free Schools and Communities Act;
- Career and Technical Education requirements under the federal Perkins Vocational and Technical Education Act and M.G.L. c. 74;
- Innovative assistance programs funded under Title V of the No Child Left Behind Act; and
- Nutrition Programs and Services.

The Department's 2005-2006 schedule of Coordinated Program Reviews is posted on the Department's web site at <<<http://www.doe.mass.edu/pqa/review/cpr/schedule.html>>>. The statewide six-year

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

Coordinated Program Review Elements{ TC "COORDINATED PROGRAM REVIEW ELEMENTS" \f C \l "1" }

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: Each school district and charter school in the Commonwealth is scheduled to receive a Coordinated Program Review every six years and a mid-cycle special education follow-up visit three years after the Coordinated Program Review; about seventy school districts and charter schools are scheduled for Coordinated Program Reviews in 2005-2006.

Content: The Program Review criteria encompass the required elements for the specific program areas. In the case of special education, the elements selected for the 2005-2006 reviews contain, at a minimum, those required by the federal Office for Special Education Programs (OSEP) and revised requirements included under IDEA-2004 as described in the Department's Special Education Advisories. Additionally, the 2005-2006 reviews incorporate state special education requirements as adopted by the Board of Education and effective on July 1, 2005. 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, 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, as well as the parents of an equal number of other students with disabilities, are sent a survey that solicits information regarding their experiences with the district's implementation of special education programs, related services and procedural requirements; parents of students with limited English

proficiency whose files are selected for the record review are sent a survey of their experiences with the district's implementation of the English learner education program and related procedural requirements.

- Classroom and facilities observation. The onsite team visits a sample of instructional classrooms and other school facilities used in the delivery of programs and services 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, interviews, student record review, and classroom and facility observations are conducted for the collaborative.

Ratings. The onsite team gives a rating for each compliance criterion it reviews; those ratings are “Commendable,” “Implemented” (meaning at least substantially implemented), “Implementation in Progress,” “Partially Implemented,” “Not Implemented” (meaning at least substantially not implemented), and “Not Applicable.” “Implementation in Progress” is used for criteria containing new legal requirements and means that the district has implemented any old requirements contained in the criterion and is either training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year.

Findings. The onsite team includes a finding for each criterion that it rates “Commendable,” “Partially Implemented,” or “Not Implemented,” explaining the basis for the rating. It may also include findings for other criteria.

Executive Summary. Organized by the report components described on the next page, the Executive Summary summarizes the report’s major findings for each program reviewed

Response: Where criteria are not implemented fully, the local district or charter school must propose corrective actions to bring those areas into compliance with the respective statutes or regulations. These corrective actions are subject to the Department’s review and approval. **School districts and charter schools must demonstrate effective resolution of noncompliance identified by the Department as soon as possible but in no case later than one year from the issuance of the Department’s Final Program Review Report.**

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

REPORT INTRODUCTION{ TC "REPORT INTRODUCTION" \f C \l "1" }

A four-member Massachusetts Department of Education team visited the Petersham Public School District during the week of March 27, 2006 to evaluate the implementation of selected criteria in the program areas of Special Education, Civil Rights, English Learner Education and Safe and Drug Free Schools and Communities Act. The team appreciated the opportunity to interview staff and parents, to observe classroom facilities and to review the programs underway in the district. The onsite team would like to commend the following areas that were brought to its attention and that it believes have a significant and positive impact on the delivery of educational services for students enrolled in the Petersham Public School District. These areas are as follows:

- *The environment at the Petersham Public School District (Petersham Center School, Kindergarten – Grade six) is conducive to learning with a professional and supportive staff committed to the individual success of all students.*
- *Staff work well together in a supportive environment and many teachers are dually certified in general education and special education.*
- *The school district structured learning time exceeds the 900 hours required for elementary school children*

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

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

- Interviews of four administrative staff.
- Interviews of 12 teaching and support services staff across all levels.
- Interviews of one parent, and one parent representative and two student representatives from SDFS.
- Student record reviews: A sample of 17 student records was selected by the Department. Student records were first examined by local staff, whose findings were then verified by the onsite team using standard Department of Education student record review procedures to make determinations regarding the implementation of procedural and programmatic requirements.
- Parent surveys: 17 parents of students with disabilities were sent surveys that solicited information regarding their experiences with the district's implementation of special education programs, related services and procedural requirements. Three of these parent surveys were returned to the Department of Education for review by the onsite team.
- Observation of classrooms and other facilities. A sample of four instructional classrooms and other school facilities used in the delivery of programs and services was visited to determine general levels of compliance with program requirements.

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

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

EXECUTIVE SUMMARY

Petersham Public School District

The following summary organized under each of the nine overarching Coordinated Program Review components 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{ TC "**Component I: Assessment of Students**" \\FC\1 "2" }

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

The district has an assessment system but it is limited in the scope and variety of assessment tools from which to do student testing. The district is not using the assessment information from a variety of sources to gather information in interpreting evaluation data and making decisions. Assessments are not always conducted in all areas related to the suspected disability (ies). Educational assessments by a representative of the school district, including a history of the student's educational progress in the general curriculum, were not evident in the student records.

The District conducts IEP meetings with all required school personnel and parents in attendance. All students, including students with disabilities, participate in general state and district-wide assessment programs with necessary accommodations

The district does not consistently schedule re-evaluations for eligible students so that IEP meetings are conducted prior to the expiration of the current IEP, and some students in the district are not re-evaluated when it is suspected they are no longer eligible for special education.

The district does not consistently adhere to the mandated timelines for determination of eligibility or ineligibility for special education and for providing the proposed IEP or ineligibility to the parent within mandated timeframe requirements. Parents receive progress reports as often as parents are informed of the progress of non-disabled children. However, the progress reports do not always contain information on the student's progress toward the annual goals in the IEP and whether such progress is sufficient to enable the child to achieve the goals by the end of the IEP period.

The district does not have a mechanism in place to assess the English proficiency of all limited English proficient (LEP) students.

Component II: Student Identification and Program Placement { TC "**Component II: Student Identification and Program Placement**" \f C \l "2" }

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

The district conducts screening for three and four year olds and for all children who are of age to enter kindergarten and initiates and implements procedures to ensure transition of young children with disabilities from Early Intervention Programs. IEP Teams are not consistently and effectively using the evaluation data to guide development of goals for the student and the goals and benchmarks are not always measurable. IEPs do not always contain complete and required elements such as Educational Assessments part A and B, Narrative Justification of the School District's Proposal (N 1) or School district refusal to Act (N2), and some dates and information on the service delivery grid are missing or inaccurate.

IEP Teams do focus on the least restrictive environment in determining placement of the students, and there is a full continuum of services. The need for an extended school day or school year is considered. However, proposed IEP's are not consistently sent to the parents immediately upon development.

The district does not have a home language survey. Students currently in and entering the school have not been screened to identify if they are students whose first language is not English and may be limited-English proficient. The district does not have a policy or procedures in place for parents to apply for a waiver or procedures or criteria for exiting limited English proficient students from an ELL program. The district does not yet have a plan or a written program policy of how to provide program modifications and support services to effectively serve limited English proficient students who need special language assistance.

Component III: Parental Involvement { TC "**Component III: Parental Involvement**" \f C \l "2" }

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

The district obtains parental consent before conducting evaluations, and parents participate in Team meetings; however, on occasion, services in the proposed IEP have been provided prior to obtaining consent of the parent. The forms used by the district for IEP Meeting Invitations, Special Education Evaluations, and the Notice of Procedural Safeguards meet the required content standards for such forms. The district has not yet established a district-wide parent advisory council on special education.

The district does not have any formal procedures in place regarding the documentation and provision of language assistance for parents/ guardians whose language is other than English.

The district does not fully utilize district and community sources for meaningful consultation in the development of the Safe and Drug Free Schools application.

Component IV: Curriculum and Instruction{ TC "**Component IV: Curriculum and Instruction**" \f C \l "2" }

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

The district holds all students to high expectations and standards and its programs are designed to maximize performance and involvement in the general education curriculum for all students. The district provides or arranges for the provision of each of the elements of the IEPs of students in need of special education and offers a continuum of services and placements.

The district's structured learning time exceeds the 900 hours required for elementary school students and ensures that its structured learning time is time during which students are engaged in learning. In addition, extracurricular activities are available to all students and are non-discriminatory.

The district does not integrate Safe and Drug Free Schools activities with other Titles under No Child Left Behind.

Component V: Student Support Services{ TC "**Component V: Student Support Services**" \f C \l "2" }

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

Students in the district have equal opportunity and access to participate in a range of educational, nonacademic, extracurricular services and programs. There is an extensive array of related services, as recommended by the student's special education Team, and the Team routinely considers a student's need for additional related services. Special Education staff are knowledgeable of the procedures, requirements and potential benefits of providing functional behavioral assessments and how to plan and implement behavioral intervention plans.

Staff understand the procedural requirements applied to special education students who have been suspended, and the parent and student handbooks contains information on disciplinary requirements for special education students. However, the parent handbook is in need of updating to include appropriate procedures for accepting, investigating and resolving complaints alleging discrimination and harassment, an updated code of conduct to include due process in disciplinary proceedings, procedures for the discipline of students with Section 504 Accommodation Plans, and a nondiscrimination policy affirming the school's non-tolerance for harassment based on race, color, national origin, sex, religion, or sexual orientation.

The district has not provided staff training, at least annually, on the use of restraint consistent with regulatory requirements.

Component VI: Faculty, Staff and Administration{ TC "**Component VI: Faculty, Staff and Administration**" \f C \l "2" }

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

All special education and related service personnel are appropriately certified and licensed in their areas of expertise. In addition, many teachers are dually certified in regular education and Special Education. There is a high level of informal collaboration and networking among regular and special education teachers system-wide; however, teachers have not had annual training on special education, sufficient staff development opportunities in state and federal special education laws and diverse learners, confidentiality of student records and civil rights responsibilities. No professional development in sheltered English instruction has been offered.

Paraprofessionals and assistants are not consistently provided with professional development opportunities and related training to be adequately qualified in providing special education or related services to special education students and, as well, do not consistently receive formal supervision.

The dual responsibilities of the Principal/Administrator of Special Education makes oversight difficult to ensure compliance with state and federal education laws.

Component VII: School Facilities{ TC "**Component VII: School Facilities**" \f C \l "2" }

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

The district takes great pride in their building and promotes an educational environment that is conducive to learning for all students. The facilities are welcoming of all students and classroom placement promotes and maximizes integration. All classrooms are comparable in size, condition, number and location for all students in the district and provide equal access and opportunity to all students.

Component VIII: Program Plan and Evaluation{ TC "**Component VIII: Program Plan and Evaluation**" \f C \l "2" }

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

The district's special education programs, services and administrative areas have not been evaluated according to specified requirements. The district has not formally evaluated its programs 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.

The district has not completed a thorough assessment of objective data as it pertains to substance and violence related behaviors. Safe and Drug Free Schools programming is not evaluated on a regular basis to ensure that it meets the needs of district students.

Component IX: Record keeping { TC "Component IX: Record keeping" \f C \l "2" }

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

The Petersham Public School District maintains required records and documentation for special education. Interviews indicated that the grant is appropriately designed, amended and monitored.

As well, the district implements appropriate accounting and budget procedures of the Safe and Drug Free Schools Funds. The district has supplied the department with the mandated program assurances.

Petersham Public School District

SUMMARY OF COMPLIANCE CRITERIA INCLUDED IN THIS REPORT RECEIVING A COMMENDABLE RATING FROM THE DEPARTMENT OF EDUCATION

Special Education	Civil Rights and Other General Education Requirements	Safe and Drug Free Schools	English Learner Education
	MOA 7A, MOA 7B		

SUMMARY OF COMPLIANCE CRITERIA INCLUDED IN THIS REPORT REQUIRING CORRECTIVE ACTION PLAN DEVELOPMENT in response to the following COORDINATED PROGRAM REVIEW REPORT FINDINGS

PROGRAM AREA	PARTIALLY IMPLEMENTED	NOT IMPLEMENTED	OTHER CRITERIA REQUIRING RESPONSE
Special Education	SE 1, SE 2, SE 9, SE 9A, SE 12, SE 13, SE 14, SE 15, SE 18A, SE 18B, SE 22, SE 23, SE 24, SE 25, SE 29, SE 36, SE 50, SE 53, SE 54	SE 32, SE 56	SE 4, SE 59
Civil Rights and Other General Education Requirements	MOA 7, MOA 10A, MOA 11A, MOA 12A, MOA 14, MOA 18, MOA 20, MOA 21	MOA 1, MOA 2, MOA 17A, MOA 24, MOA 25	
Safe and Drug Free Schools	SDFS 1, SDFS 3, SDFS 5, SDFS 6, SDFS 8	SDFS 4	
English Learner Education		ELE 1, ELE 3, ELE 4, ELE 5, ELE 6, ELE 8, ELE 10, ELE 11, ELE 13, ELE 14, ELE 15, ELE 17	

NOTE THAT ALL OTHER CRITERIA REVIEWED BY THE DEPARTMENT THAT ARE NOT MENTIONED ABOVE HAVE RECEIVED AN “IMPLEMENTED” OR “NOT APPLICABLE” RATING.

DEFINITION OF TERMS FOR COMPLIANCE RATINGS

FOR THE RATING OF EACH COMPLIANCE CRITERION{tc \11 "DEFINITION OF TERMS FOR COMPLIANCE RATINGS}}

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 in all important aspects.
Implementation in Progress	The requirement includes one or more new federal special education (IDEA-2004) requirements that became effective during the 2005-2006 academic year. The district or charter school has substantially implemented any pre-July 1, 2005 requirements also included under the criterion and is currently engaged in staff training and/or is beginning implementation practices for new requirements which the Department's onsite team anticipates will result in substantial compliance by the end of the 2005-2006 school year.
Partially Implemented	The requirement, in one or several important aspects, is not entirely met.
Not Implemented	The requirement is totally or substantially not met.
Not Applicable	The requirement does not apply to the school district or charter school.

Several key areas of compliance with federal special education requirements and one area under civil rights requirements have been highlighted in **SHADED TEXT** in the Program Review Criteria. These shaded areas are being monitored under the Massachusetts Special Education State Performance Plan and/or reported on in the state's Annual Performance Report, both mandated by the Office of Special Education Programs of the U.S. Department of Education. Some of these highlighted areas may also be areas that the Department of Education is closely monitoring because of concerns identified through a statewide special education steering committee needs assessment. School districts are reminded that although CPR activities may focus in certain key areas, the Department has the legal obligation under its general supervisory responsibilities to review any or all special education requirements as it deems necessary.

SPECIAL EDUCATION

LEGAL STANDARDS, COMPLIANCE RATINGS AND DETAILED FINDINGS

{ TC "LEGAL STANDARDS, COMPLIANCE RATINGS AND DETAILED FINDINGS:" \f C \l "I" }

CRITERION NUMBER	SPECIAL EDUCATION{ TC "SPECIAL EDUCATION" \f C \l "2" } I. ASSESSMENT OF STUDENTS						
	Legal Standard						
SE 1	<p><u>Assessments are appropriately selected and interpreted for students referred for evaluation</u></p> <p>1. Tests and other evaluation materials are:</p> <ol style="list-style-type: none"> a. validated b. administered and interpreted by trained individuals c. tailored to assess specific areas of educational need and related developmental needs d. selected and administered to reflect aptitude and achievement levels and related developmental needs e. as free as possible from cultural and linguistic bias provided and administered in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally g. not the sole criterion for determining an appropriate educational program h. not only those designed to provide a single general intelligence quotient i. are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or the other factors the test purports to measure j. technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors <p>In interpreting evaluation data and making decisions, the district:</p> <ol style="list-style-type: none"> a. uses information from a variety of sources to gather relevant functional and developmental information, including information provided by the parent b. ensures that information obtained from these sources is considered c. ensures that the placement decision conforms with placement in the least restrictive environment d. includes information related to enabling the student to be involved in and progress in the general curriculum <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">State Requirements</td> <td style="width: 50%;">Federal Requirements</td> </tr> <tr> <td>28.04</td> <td>IDEA-97: 34 CFR 300.532, 300.535</td> </tr> <tr> <td>28.05</td> <td>34 CFR 104.35(b) IDEA 2004: Section 614(b)(3)(A)(ii); 614(c)(1)(B)(ii)</td> </tr> </table>	State Requirements	Federal Requirements	28.04	IDEA-97: 34 CFR 300.532, 300.535	28.05	34 CFR 104.35(b) IDEA 2004: Section 614(b)(3)(A)(ii); 614(c)(1)(B)(ii)
State Requirements	Federal Requirements						
28.04	IDEA-97: 34 CFR 300.532, 300.535						
28.05	34 CFR 104.35(b) IDEA 2004: Section 614(b)(3)(A)(ii); 614(c)(1)(B)(ii)						
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Rating: Partially Implemented</td> <td style="width: 50%;">District Response Required: Yes</td> </tr> </table>	Rating: Partially Implemented	District Response Required: Yes				
Rating: Partially Implemented	District Response Required: Yes						

Department of Education Findings:

A review of the student records indicated that the district is not using information from a variety of sources to gather relevant functional and developmental information in interpreting evaluation data and making decisions. The district does not have a variety of assessment tools from which to do student testing.

Department of Education Findings:

A review of the student records indicated that assessment(s) are not always conducted in all areas related to the suspected disability(ies) and the suspected disability(ies) are not always clear. Educational assessment by a representative of the school district, including a history of the student's educational progress in the general curriculum was not evident in the student records.

CRITERION NUMBER	
	Legal Standard
SE 3 Reserved until IDEA 2004 Regulations are final.	Special requirements for determination of specific learning disabilities
	Rating: Not Rated for School Year 2005-06 District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 4	<p>Reports of assessment results</p> <ol style="list-style-type: none"> 1. Each person conducting an assessment shall summarize in writing the procedures employed, the results, and the diagnostic impression, and shall define in detail and in educationally relevant and common terms, the student's needs, offering explicit means of meeting them. Assessors may recommend appropriate types of placements, but shall not recommend specific classrooms or schools. 2. Summaries of assessments are completed prior to discussion by the Team and, upon request, are made available to the parent at least two days in advance of the Team discussion. <p>State Requirements 603 CMR 28.04(2)(c)</p> <p>Federal Requirements (IDEA-97) 34 CFR 300.532</p>
	Rating: Implemented District Response Required: Yes

Department of Education Findings:

Although student records contained reports of assessment results, many testing dates on the reports were incomplete.

CRITERION NUMBER	
	Legal Standard
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. 3. The superintendent of a school district--or, for a public school program that is not part of a school district, the equivalent administrator— <ol style="list-style-type: none"> a. files an MCAS performance appeal for a student with a disability when the student’s parent or guardian or the student, if 18 or over, requests it, provided that the student meets the eligibility requirements for such an appeal; b. obtains the consent of the parent or guardian or the student, if 18 or over, for any MCAS performance appeal filed on behalf of a student with a disability; includes in the MCAS performance appeal, to the extent possible, the required evidence of the student’s knowledge and skills in the subject at issue. <p>State Requirements St. 2003, c. 140, s. 119; 603 CMR 30.05(2),(3),(5)</p> <p style="text-align: right;">Federal Requirements (IDEA-97) 34 CFR 300.138; 300.139</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
SE 6	<p>Determination of transition services</p> <ol style="list-style-type: none"> 1. The Team discusses the student’s transition needs annually beginning no later than when the student is 15 years old. 2. Unless the documentation of the discussion indicates that no such goals and services are necessary, beginning no later than the IEP in effect when the student turns 16 years old the Team includes in the IEP <ol style="list-style-type: none"> a. measurable goals, based on age-appropriate transition assessments, related to postsecondary training, education, and employment, and, where appropriate, to independent living skills; and b. the transition services, including courses of study, needed to reach those goals. <p>The Team updates these goals and services as necessary based on its annual discussion of the student’s transition needs.</p> 3. If transition services are included on the IEP, they are based upon the student's needs, taking into account the student's preferences and interests, and may include specially designed instruction, community experiences, the development of employment or other post-school adult living objectives,

CRITERION NUMBER				
	Legal Standard			
	<p>and the acquisition of daily living skills and functional vocational evaluation.</p> <p>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).</p> <p>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></p> <p>6. The district ensures that students are invited to and encouraged to attend part or all of Team meetings at which transition services are discussed or proposed</p> <table border="0" data-bbox="402 814 1385 915"> <tr> <td data-bbox="402 814 873 915"> State Requirements M.G.L.c.71B, Sections 12A-C 603 CMR 28.05(4)(c) </td> <td data-bbox="873 814 1385 915"> Federal Requirements IDEA-97: 34 CFR 300.344(b), 300.347 IDEA 2004: Section 614(d)(1)(A)(i)(VIII) </td> </tr> </table>		State Requirements M.G.L.c.71B, Sections 12A-C 603 CMR 28.05(4)(c)	Federal Requirements IDEA-97: 34 CFR 300.344(b), 300.347 IDEA 2004: Section 614(d)(1)(A)(i)(VIII)
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	Rating: Implemented	District Response Required: No		

CRITERION NUMBER		
	Legal Standard	
SE 7	<p>Transfer of parental rights at age of majority and student participation and consent at the age of majority</p> <p>1. One year prior to the student reaching age eighteen, the district informs the student of his or her right at age 18 to make all decisions in relation to special education programs and services.</p> <p>2. Upon reaching the age of eighteen, the school district implements procedures to obtain consent from the student to continue the student's special education program.</p> <p>3. The district continues to send the parent written notices and information but the parent will no longer have decision-making authority, except as provided below.</p> <p>(a) If the parent has sought and received guardianship from a court of competent jurisdiction, then the parent retains full decision-making authority. The parent does not have authority to override any decision or lack of decision made by the student who has reached the age of majority unless the parent has sought or received guardianship or other legal authority from a court of competent jurisdiction</p> <p>(b) The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to share decision-</p>	

CRITERION NUMBER	
	Legal Standard
	<p>making with his or her parent (or other willing adult), including allowing the parent to co-sign the IEP. Such choice is made in the presence of the Team and is documented in written form. The student's choice prevails at any time that a disagreement occurs between the adult student and the parent or other adult with whom the student has shared decision-making</p> <p>(c) The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to delegate continued decision-making to his or her parent, or other willing adult. Such choice is made in the presence of at least one representative of the school district and one other witness and is documented in written form and maintained in the student record.</p>
	<p>State Requirements 603 CMR 28.07(5)</p> <p>Federal Requirements (IDEA-97) 34 CFR 300.347(c), 300.517</p>
	<p>Rating: Not Applicable as the school district is kindergarten to grade 6.</p> <p>District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
SE 8	<p>IEP Team composition and attendance The following persons are members of the IEP Team and may serve in multiple roles:</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, if one purpose of the meeting is to discuss transition services or if otherwise appropriate and 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 8. Individuals who are qualified to interpret the instructional implications of evaluation results 9. 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, a representative of any public agency who may be responsible for providing or

CRITERION NUMBER	
	Legal Standard
	<p>paying for transition services is invited to the Team meeting. If the representative(s) does not attend the meeting, the school district takes other steps to obtain the participation of these agencies.</p> <p>11. When one purpose of the Team meeting is to discuss vocational education needs, a person knowledgeable about vocational education options is present at the meeting.</p> <p>12. When one purpose of the Team meeting is to discuss placement, a person knowledgeable about placement options is present at the meeting.</p> <p>13. Members of the Team attend Team meetings unless:</p> <ul style="list-style-type: none"> a. the parent and district agree to use alternative means, such as a video conference or a conference call, for any Team meeting OR b. (i) the school district and parent agree that the member's attendance is not necessary or consent to the member's excusal AND (ii) the parent's agreement or consent is in writing AND (iii) the member submits in writing any input he or she has related to the IEP's development. <p>State Requirements 603 CMR 28.02(21)</p> <p style="text-align: right;">Federal Requirements IDEA-97: 34 CFR 300.344; 300.552; 34 CFR Part 300, Appendix A, Question #22; IDEA 2004: Section 614(d)(1)(C); 614(f)</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
SE 9	<p>Timeline for determination of eligibility and provision of documentation to parent</p> <p>Within forty-five school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, the school district determines whether the student is eligible for special education and provides to the parent either a proposed IEP and (except in cases covered by 603 CMR 28.06(2)(e)) proposed placement or a written explanation of the finding of no eligibility.</p> <p>State Requirements 603 CMR 28.05(1); 28.06(2)(e)</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Education Findings:

A review of the student records and interviews indicated that the school district is not consistently determining whether a student is eligible for special education and providing a proposed IEP to the

parent within the forty-five school day timeframe.

CRITERION NUMBER		
	Legal Standard	
SE 9A	<p>Elements of the eligibility determination; general education accommodations and services for ineligible students</p> <ol style="list-style-type: none"> 1. To determine whether a student is eligible for special education, the school district: <ol style="list-style-type: none"> a. provides an evaluation or re-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 in order to make effective progress or if the student requires related services in order to access the general curriculum 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. 3. When the student does not need any direct services, the Team makes a finding of no eligibility and appropriate services are provided through the district's general education program. 4. When the student's lack of progress is due to a lack of instruction in reading or math or limited English proficiency or social maladjustment, or is due to an inability to meet the school discipline code but is not due to a disability, the district makes a finding of no eligibility for special education and may refer the student to a more appropriate instructional program or support service. <p>State Requirements 603 CMR 28.05(1) and (2)</p> <p>Federal Requirements (IDEA-97) 34 CFR 300.7; 300.534</p>	
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings:

Interviews and a review of the documentation indicated limited understanding of the elements to determine if a student is making effective progress in school and the process to determine eligibility for accommodations for disabilities under Section 504.

CRITERION NUMBER		
	Legal Standard	
SE 10	End of school year evaluations If consent is received within thirty (30) to forty-five (45) school working days before the end of the school year, the school district ensures that a Team meeting is scheduled so as to allow for the provision of a proposed IEP or written notice of the finding that the student is not eligible no later than fourteen (14) days after the end of the school year.	
	State Requirements 603 CMR 28.05(1)	Federal Requirements (IDEA-97) 34 CFR 300.342
	Rating: Implemented	
	District Response Required: No	

CRITERION NUMBER		
	Legal Standard	
SE 11	School district response to parental request for independent educational evaluation If a parent disagrees with an initial evaluation or re-evaluation completed by the school district, and the parent requests an independent educational evaluation, the district implements the following requirements: <ol style="list-style-type: none"> 1. All independent educational evaluations funded by the district are conducted by qualified persons who are registered, certified, licensed or otherwise approved and who abide by the rates set by the state agency responsible for setting such rates. Unique circumstances of the child are justified when an individual assessment rate is higher than that normally allowed. 2. The school district has procedures to offer parents the option of participating in an income eligibility program for free or reduced cost independent educational evaluations that are equivalent to the types of assessments done by the school district. 3. The district extends the right to a publicly funded independent educational evaluation (only if cost shared or funded for state wards or for students receiving free or reduced cost lunch) for sixteen (16) months from the date of the evaluation with which the parent disagrees. 4. If the parent is requesting an evaluation in an area not assessed by the school district, or if the student does not meet or the parent does not choose to share the financial documentation regarding the income eligibility standards for free or reduced cost independent educational evaluation, then the school district responds in accordance with the requirements of federal law by paying for the independent educational evaluation or, within five school days, proceeding to Special Education Appeals to show that its evaluation was comprehensive and appropriate. Where the Department's Special 	

CRITERION NUMBER			
	Legal Standard		
	<p>Education Appeals finds that the school district's evaluation was comprehensive and appropriate, the school district does not pay for the independent educational evaluation requested by the parent.</p> <p>5. Whenever possible, the independent educational evaluation is completed and a written report sent no later than thirty (30) days after the date the parent requests the independent educational evaluation. If publicly funded, the report is sent to the parents and to the school district. The independent evaluator's report summarizes, in writing, procedures, assessments, results, and diagnostic impressions as well as educationally relevant recommendations for meeting identified needs of the student. The independent evaluator recommends appropriate types of placements but does not recommend specific classrooms or schools.</p> <p>6. Within ten (10) school days from the time the school district receives the report of the independent educational evaluation, the Team reconvenes and considers the independent educational evaluation (which may be publicly or privately funded) and whether a new or amended IEP is appropriate.</p>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Requirements 603 CMR 28.04(5)</td> <td style="width: 50%;">Federal Requirements (IDEA-97) 34 CFR 300.502(a)(3)(i)</td> </tr> </table>	State Requirements 603 CMR 28.04(5)	Federal Requirements (IDEA-97) 34 CFR 300.502(a)(3)(i)
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Rating: Implemented	District Response Required: No		

CRITERION NUMBER			
	Legal Standard		
SE 12	<p>Frequency of re-evaluation</p> <ol style="list-style-type: none"> 1. When the student's needs warrant it or a parent or teacher requests it, the school district, with parental consent, conducts a full re-evaluation consistent with the requirements of federal law, provided that: <ol style="list-style-type: none"> a. a re-evaluation is conducted every three years unless the parent and district agree that it is unnecessary and b. a re-evaluation is conducted no more frequently than once a year unless the parent and district agree otherwise. 2. The district implements re-evaluation procedures in all cases where it is suspected that a student is no longer eligible for special education, except that no re-evaluation is required before the termination of eligibility because a student has graduated with a regular high school diploma or exceeded the age of eligibility. 		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Requirements 603 CMR 28.04(3)</td> <td style="width: 50%;">Federal Requirements IDEA-97: 34 CFR 300.536; IDEA 2004: Section 614(a)(2); 614(c)(5)</td> </tr> </table>	State Requirements 603 CMR 28.04(3)	Federal Requirements IDEA-97: 34 CFR 300.536; IDEA 2004: Section 614(a)(2); 614(c)(5)
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Rating: Partially Implemented	District Response Required: Yes		

Department of Education Findings:

A review of the student records indicated that full re-evaluations are not conducted every three years.

CRITERION NUMBER		
	Legal Standard	
SE 13	<p>Progress Reports and content</p> <ol style="list-style-type: none"> 1. Parents receive reports on the student's progress toward reaching the goals set in the IEP at least as often as parents are informed of the progress of non-disabled students. 2. Progress report information sent to parents includes written information on the student's progress toward the annual goals in the IEP, including information on the extent to which such progress is sufficient to enable the child to achieve the goals by the end of the year. 3. Where a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the school district provides the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals. <p>State Requirements 603 CMR 28.07(3)</p> <p>Federal Requirements IDEA-97: 34 CFR 300.347; IDEA 2004: Section 614(c)(5)(B)(ii)</p>	
	Rating: Partially Implemented	District Response Required: Yes

Department of Education Findings:

A review of the student records indicated that progress reports sent to parents do not consistently include written information on the student's progress toward the annual goals in the IEP. Some progress reports do not address individual goals, but instead include a summary of more than one goal or a group of goals. Progress reports were not included in the student records for all of the required time periods.

CRITERION NUMBER		
	Legal Standard	
SE 14	<p>Review and revision of IEPs</p> <ol style="list-style-type: none"> 1. At least annually, on or before the anniversary date of the implementation of the IEP, a Team meeting is held to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. 2. <u>Amendments to the IEP.</u> In between annual IEP meetings the district and parent may agree to make changes to a student's IEP, documented in writing, without convening a meeting of the Team. Upon request, a parent is 	

CRITERION NUMBER			
	Legal Standard		
	provided with a revised copy of the IEP with the amendments incorporated.		
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Rating: Partially Implemented	District Response Required: Yes		

Department of Education Findings:

A review of the student records indicated that Team meetings do not consistently occur prior to the ending date of the previous IEP such that a student does not always have a current IEP.

CRITERION NUMBER	SPECIAL EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT		
	Legal Standard		
SE 15	<p>Outreach by the School District (Child Find)</p> <p>The district has annual or more frequent outreach and continuous liaison with those groups below from which promotion or transfer of students in need of special education may be expected, or which would include students in need of special education:</p> <ol style="list-style-type: none"> 1. professionals in community 2. private nursery schools 3. day care facilities 4. group homes 5. parent organizations 6. clinical /health care agencies 7. early intervention programs 8. other public/private/parochial schools 9. other agencies/organizations 10. the school itself, including charter schools 11. agencies serving migrant and/or homeless persons pursuant to the McKinney-Vento Education Act for Homeless Children <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">State Requirements</td> <td style="width: 50%; vertical-align: top;">Federal Requirements (IDEA-97) 34 CFR 300.125; 300.312</td> </tr> </table>	State Requirements	Federal Requirements (IDEA-97) 34 CFR 300.125; 300.312
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Rating: Partially Implemented	District Response Required: Yes		

Department of Education Findings:

A review of the documentation indicated that the district has minimal outreach with groups and agencies where students with special education needs may be identified.

CRITERION NUMBER	
	Legal Standard
SE 16	<p>Screening</p> <ol style="list-style-type: none"> 1. The school district conducts screening for three and four year olds and for all children who are of age to enter kindergarten. Such screening is designed to review a child’s development and to assist in identification of those children who should be referred for an evaluation to determine eligibility for special education services. 2. Participation in the screening program for three and four year olds is optional on the part of the parents. 3. Provision is made for ongoing and periodic screening of all students as required by the Department of Public Health (vision, hearing, and posture). <p>State Requirements 603 CMR 28.03(1)(d) <i>M.G.L. Chapter 71, Section 57</i></p> <p style="text-align: right;">Federal Requirements</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 17	<p>Initiation of services at age three and Early Intervention transition procedures</p> <ol style="list-style-type: none"> 1. The school district encourages referrals from the Department of Public Health, other agencies, and individuals for young children when or before the child turns two-and-one-half years old in order to ensure continuity of services and to ensure the development and implementation of an IEP for eligible children by the date of the child's third birthday in accordance with federal requirements. 2. The district implements procedures to ensure the effective transition of young children with disabilities from Early Intervention Programs through participation in transition planning conferences arranged by such programs. <p>State Requirements 603 CMR 28.06(7)(b)</p> <p style="text-align: right;">Federal Requirements (IDEA-97) 34 CFR 300.24(b)(3); 300.121(c); 300.132; 300.342(c)</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
28.06(2)	300.343(a) 34 CFR Part 300, Appendix A, Question #22. IDEA 2004: Section 614(d)(1)(A)(i); 614(d)(3)(A)
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

A review of the student records indicated that IEP Teams are not consistently and effectively using the evaluation data to guide development of measurable, annual goals for the student. IEPs contain objectives or benchmarks but often they are not measurable. The IEPs are not consistently completed addressing all elements of the most current IEP format provided by the Department of Education. Student records do not contain Educational Assessments part A and B, Narrative Justification of the School District's Proposal (N 1) or School district refusal to Act (N2), and some dates and information on the service delivery grids were missing or inaccurate.

CRITERION NUMBER	
	Legal Standard
SE 18B	<p>Determination of placement; provision of IEP to parent</p> <ol style="list-style-type: none"> 1. At the Team meeting, after the IEP has been fully developed, the Team determines the appropriate placement to deliver the services on the student's IEP. 2. Unless the student's IEP requires some other arrangement, the student is educated in the school that he or she would attend if the student did not require special education. 3. The decision regarding placement is based on the IEP, including the types of related services that are to be provided to the child, the type of settings in which those services are to be provided, the types of service providers, and the location at which the services are to be provided. 4. The placement selected by the Team is the least restrictive environment consistent with the needs of the student. 5. Immediately following the development of the IEP, 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 Requirements 603 CMR 28.05(6) and (7)</p> <p style="text-align: right;">Federal Requirements (IDEA-97) 34 CFR 300.346</p>
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

CRITERION NUMBER	
	Legal Standard
	M.G.L. Chapter 69, Section 1G 603 CMR 28.05(4)
	34 CFR 300.309(b)
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 22	<p>IEP implementation and availability</p> <ol style="list-style-type: none"> 1. Where the IEP of the student in need of special education has been accepted in whole or in part by that student's parent, the school district provides the mutually agreed upon services without delay. 2. At the beginning of each school year, the district has an IEP in effect for each eligible student within its jurisdiction. 3. Each teacher and provider described in the IEP is informed of his or her specific responsibilities related to the implementation of the student's IEP. 4. The school district does not delay implementation of the IEP due to lack of classroom space or personnel, provides as many of the services on the accepted IEP as possible and immediately informs parents in writing of any delayed services, reasons for delay, actions that the school district is taking to address the lack of space or personnel and offers alternative methods to meet the goals on the accepted IEP. Upon agreement of the parents, the school district implements alternative methods immediately until the lack of space or personnel issues are resolved. <p>State Requirements 603 CMR 28.05(7)(b); 28.06(2)(d)(2)</p> <p style="text-align: right;">Federal Requirements (IDEA-97) 34 CFR 300.342</p>
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

A review of the student records and interviews indicated that there are students without IEPs in place at the beginning of the school year. Staff do not all consistently receive information that a parent has accepted or partially accepted an IEP to know when to begin services and not all staff understand their responsibilities related to the implementation of the student's IEP.

CRITERION NUMBER	
	Legal Standard
SE 23	<p>Confidentiality of personally identifiable information</p> <p>The district protects the confidentiality of any personally identifiable information that is collected, used or maintained in accordance with federal and state law.</p> <p>State Requirements M.G.L. c. 71, s. 34H;</p> <p style="text-align: right;">Federal Requirements IDEA-97: 34 CFR 300.560-576;</p>

CRITERION NUMBER	
	Legal Standard
	603 CMR 23.00 (Student Records Regulations) Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Documentation and interviews indicated that the district is aware of its responsibilities under this criterion; however, student records did not contain any Logs of Access to sign.

CRITERION NUMBER	SPECIAL EDUCATION III. PARENTAL INVOLVEMENT
	Legal Standard
SE 24	<p>Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE</p> <ol style="list-style-type: none"> 1. A student may be referred for an evaluation by a parent or any person in a caregiving or professional position concerned with the student's development. 2. When a student is referred for an evaluation to determine eligibility for special education, the school district sends written notice to the child's parent(s) within 5 school days of receipt of the referral. The written notice includes the district's notice of procedural safeguards. 3. Notice is given by the district within a reasonable time for all other actions. 4. The school district provides the student's parent(s) with an opportunity to consult with the Special Education Administrator or his/her designee to discuss the reasons for the referral and the nature of the proposed evaluation 5. The district provides parents with an opportunity to consult with the Administrator of Special Education or his/her designee regarding the evaluators to be used and the proposed content of all required and optional assessments 6. The school district does not limit a parent's right to refer a student for timely special education evaluation because the district has not fully explored and/or attempted some or all of the available instructional support programs or other interventions available in general education that may be described in the district's curriculum accommodation plan, including any pre-referral program. 7. The school district refuses to conduct an initial evaluation only when the circumstances of a student make clear that there is no suspicion of a disability and that there is no concern about the student's development. <p>State Requirements 603 CMR 28.04(1)</p> <p>Federal Requirements IDEA-97: 34 CFR 300.503(a) IDEA 2004: Section 615(d)(1)(A)</p>

CRITERION NUMBER	SPECIAL EDUCATION III. PARENTAL INVOLVEMENT		
	Legal Standard		
	Rating: Partially Implemented	District Response Required:	Yes

Department of Education Findings:

The district has a Student Support Team but staff do not consistently understand the referral procedure. The process by which the district handles a parent request for an assessment is inconsistent.

CRITERION NUMBER	
	Legal Standard
SE 25	<p>Parental consent In accordance with state and federal law, the school district obtains informed parental consent as follows:</p> <ol style="list-style-type: none"> 1. The school district obtains written parental consent before conducting an initial evaluation and before 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. 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. 5. 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. 6. If, subsequent to initial evaluation and initial placement and after following the procedures required by the regulations, the school district is unable to

CRITERION NUMBER			
	Legal Standard		
	<p>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>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Requirements 603 CMR 28.07(1)</td> <td style="width: 50%;">Federal Requirements (IDEA-97) 34 CFR 300.500(b)(1)</td> </tr> </table>	State Requirements 603 CMR 28.07(1)	Federal Requirements (IDEA-97) 34 CFR 300.500(b)(1)
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Rating: Partially Implemented	District Response Required: Yes		

Department of Education Findings:

A review of the documentation and interviews indicated that there have been times when services in the proposed IEP have been provided prior to obtaining consent of the parent.

CRITERION NUMBER			
	Legal Standard		
SE 25A	<p>Sending of copy of notice to Special Education Appeals Within five calendar days of receiving a notice that a parent is requesting a hearing or has rejected an IEP, proposed placement, or finding of no eligibility for special education, the school district sends a copy of the notice to Special Education Appeals.</p>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Requirements 603 CMR 28.08(3)(b)</td> <td style="width: 50%;">Federal Requirements</td> </tr> </table>	State Requirements 603 CMR 28.08(3)(b)	Federal Requirements
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Rating: Implemented	District Response Required: No		

Department of Education Findings:

The school district has not received any notification that a parent is requesting a hearing or has rejected an IEP.

CRITERION NUMBER	
	Legal Standard

CRITERION NUMBER			
	Legal Standard		
	<p>language, via TTY, or in writing, whichever is appropriate, and all such communications are documented.</p> <p>2. If the district provides notices orally or in some other mode of communication that is not written language, the district keeps written documentation (1) that it has provided such notice in an alternate manner, (2) of the content of the notice and (3) of the steps taken to ensure that the parent understands the content of the notice.</p>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Requirements 603 CMR 28.07(8)</td> <td style="width: 50%;">Federal Requirements (IDEA-97) 34 CFR 300.345(e)</td> </tr> </table>	State Requirements 603 CMR 28.07(8)	Federal Requirements (IDEA-97) 34 CFR 300.345(e)
State Requirements 603 CMR 28.07(8)	Federal Requirements (IDEA-97) 34 CFR 300.345(e)		
	Rating: Partially Implemented District Response Required: Yes		

Department of Education Findings:

The district does not have any formal procedures in place regarding the documentation and provision of language assistance for parents/ guardians whose language is other than English.

CRITERION NUMBER			
	Legal Standard		
SE 30	<p>Notice of procedural safeguards</p> <ol style="list-style-type: none"> 1. The district’s notice of procedural safeguards contains all required elements included in the Massachusetts Interim Notice of Procedural Safeguards. 2. The district gives its notice of procedural safeguards to parents of children with disabilities once a year; it also provides this notice to parents upon their request, upon their child’s initial referral for evaluation, and not later than the date on which a decision is made to take a disciplinary action that results in a change of placement. 		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Requirements M.G.L. c. 71B, section 3</td> <td style="width: 50%;">Federal Requirements IDEA-97: 34 CFR 300.503-504 <i>IDEA 2004: Section 615(d)(1)(A)</i></td> </tr> </table>	State Requirements M.G.L. c. 71B, section 3	Federal Requirements IDEA-97: 34 CFR 300.503-504 <i>IDEA 2004: Section 615(d)(1)(A)</i>
State Requirements M.G.L. c. 71B, section 3	Federal Requirements IDEA-97: 34 CFR 300.503-504 <i>IDEA 2004: Section 615(d)(1)(A)</i>		
	Rating: Implemented District Response Required: No		

CRITERION NUMBER	
	Legal Standard
SE 31	<p>State and district responsibility for educational surrogate parents</p> <ol style="list-style-type: none"> 1. a. When it becomes known to the school district that a student in need of special education evaluation or services is without a parent, the district takes immediate steps to request from the state educational surrogate parent program the

CRITERION NUMBER			
	Legal Standard		
	<p>assignment of an educational surrogate parent.</p> <p>b. When a student is without parental representation and requires an educational surrogate parent to be appointed in accordance with federal law and regulations, upon request of the state educational surrogate parent program, the district responsible for services to the student assists in identifying a person willing to serve as an educational surrogate parent.</p> <p>2. Upon assignment by the state educational surrogate parent program, such educational surrogate parent has all the rights and responsibilities of a parent in making decisions regarding eligibility and services for special education for the assigned student. The state educational surrogate parent program provides notice of appointment to the school district and any state agency with custody of the student.</p> <p>3. A person identified by the district and willing to serve as an educational surrogate parent has no conflict of interest and is not in the employ of the school district or any state or local agencies involved with the care of the student .</p> <p>4. A person identified by the district, appointed by the state educational surrogate parent program, and serving as an educational surrogate parent does not receive financial remuneration from the district except that the school district reimburses the person for reasonable expenses related to the exercise of his or her responsibilities as an educational surrogate parent for a student enrolled in the district.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>State Requirements 603 CMR 28.07(7)</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Federal Requirements IDEA-97: 34 CFR 300.515 IDEA 2004: Section 614(a)(1)(D)(iii); 615(b)(2)(A)(ii)</p> </td> </tr> </table>	<p>State Requirements 603 CMR 28.07(7)</p>	<p>Federal Requirements IDEA-97: 34 CFR 300.515 IDEA 2004: Section 614(a)(1)(D)(iii); 615(b)(2)(A)(ii)</p>
<p>State Requirements 603 CMR 28.07(7)</p>	<p>Federal Requirements IDEA-97: 34 CFR 300.515 IDEA 2004: Section 614(a)(1)(D)(iii); 615(b)(2)(A)(ii)</p>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 50%;">District Response Required: No</td> </tr> </table>	Rating: Implemented	District Response Required: No
Rating: Implemented	District Response Required: No		

CRITERION NUMBER	
	Legal Standard
SE 32	<p>Parent advisory council for special education</p> <ol style="list-style-type: none"> 1. The school district has established a district-wide parent advisory council on special education. 2. Membership on the council is offered to all parents of children with disabilities and other interested parties. 3. The parent advisory council duties include but are not limited to: advising the district on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school district’s special education programs. 4. The parent advisory council has established by-laws regarding officers and operational procedures. 5. The parent advisory council receives assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff

CRITERION NUMBER	
	Legal Standard
	<p>and resources.</p> <p>6. The school district conducts, in cooperation with the parent advisory council, at least one workshop annually within the district on the rights of students and their parents and guardians under the state and federal special education laws.</p> <p>State Requirements M.G.L. c. 71B, section 3; 603 CMR 28.03(1)(a)(4); 28.07(4)</p> <p style="text-align: right;">Federal Requirements</p>
	Rating: Not Implemented District Response Required: Yes

Department of Education Findings:

A review of the documentation and interviews indicated that the district does not have a Parent Advisory Council (PAC).

CRITERION NUMBER	SPECIAL EDUCATION IV. CURRICULUM AND INSTRUCTION
	Legal Standard
SE 33	<p>Involvement in the general curriculum</p> <ol style="list-style-type: none"> 1. District personnel understand the connection between the Massachusetts Curriculum Frameworks and the expectations of the state for student performance as well as understanding the rights of students with disabilities to be full participants in the general curriculum. 2. The district 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 Requirements 603 CMR 28.05(4)(a) and (b)</p> <p style="text-align: right;">Federal Requirements (IDEA-97) 34 CFR 300.347(a)(1)(i); 300.137</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard

CRITERION NUMBER	
	Legal Standard
SE 34	<p>Continuum of alternative services and placements The district provides or arranges for the provision of each of the elements of the IEPs of students in need of special education from the ages of three through twenty-one, ensuring that a continuum of services and alternative placements is available to meet the needs of all students with disabilities, and takes all steps necessary to ensure compliance with all elements of the IEPs, including vocational education.</p> <p>State Requirements Federal Requirements (IDEA-97) 34 CFR 300.551; 300.305; 300.123</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 35	<p>Specialized materials and assistive technology</p> <ol style="list-style-type: none"> 1. Specialized materials and equipment specified in IEPs are provided, are of good quality and are suitable for the role they play in the IEP. 2. The school district provides evidence that assistive technology is considered for each eligible student and, if necessary, described in the IEP and provided by the district. <p>State Requirements Federal Requirements (IDEA-97) 34 CFR 300.308, 34 CFR 300.346</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 36	<p>IEP implementation, accountability and financial responsibility</p> <ol style="list-style-type: none"> 1. The district ensures that IEPs are implemented without delay upon parent consent. 2. The district oversees in an ongoing manner the full implementation of each in-district and each out-of-district IEP it proposes which has been consented to by a child's parents. 3. The district makes a good faith effort to assist the child to achieve the goals and, if any, the objectives or benchmarks listed in the IEP. <i>(Note: For 2005-2006 every IEP should contain objectives or benchmarks—see SE 18A part 1a above.)</i>

CRITERION NUMBER		
	Legal Standard	
	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.	State Requirements 603 CMR 28.06(3)
	Rating: Partially Implemented	Federal Requirements (IDEA-97) 34 CFR 300.13(a); 300.142; 300.300; 300.302; 300.350; District Response Required: Yes

Department of Education Findings:

A review of student records indicated that the district does not consistently ensure that IEPs are implemented without delay upon parental consent.

CRITERION NUMBER		
	Legal Standard	
SE 37	Procedures for approved and unapproved out-of-district placements 1. <u>Individual student program oversight</u> : The school district monitors the provision of services to and the programs of individual students placed in public and private out-of-district programs. Documentation of monitoring plans and all actual monitoring are placed in the files of every eligible student who has been placed out-of-district. To the extent that this monitoring requires site visits, such site visits are documented and placed in the students' files for review. The duty to monitor out-of-district placements is not delegated to parents or their agents, to the Department of Education, or to the out-of-district placement. 2. <u>Student right to full procedural protections</u> : The school district retains full responsibility for ensuring that the student is receiving all special education and related services in the student's IEP, as well as all procedural protections of law and regulation. Any Team meetings conducted during the time that a student is enrolled in the out-of-district program are initiated by the school district in coordination with the out-of-district placement. 3. <u>Preference to approved programs</u> : The school district, in all circumstances, first seeks to place a student in a program approved by the Department pursuant to the requirements of 603 CMR 28.09. Preference is also given to approved programs located within the Commonwealth of Massachusetts if the choice of such program is consistent with the needs of the student and the choice of such program complies with LRE requirements. When an approved program is available to provide the services on the IEP, the district makes such placement in the approved program in preference to any program not approved by the	

CRITERION NUMBER	Legal Standard
	<p>Department.</p> <p>4. <u>Written contracts</u>: The school district enters into written contracts with all public and private out-of-district placements. At a minimum, such contracts meet the content requirements of 28.06(3)(f)(1-5).</p> <p>5. <u>Use of unapproved programs</u>: A school district that places a student in a program that has not been approved by the Department according to the requirements under 603 CMR 28.09 ensures that such programs and services are provided in appropriate settings by appropriately credentialed staff able to deliver the services on the student’s IEP. Students placed by the school district in such programs are entitled to the full protections of state and federal special education law and regulation.</p> <p>6. <u>Placement documentation</u>: The following documentation is maintained by the school district pursuant to its placement of children in unapproved out-of-district programs:</p> <ul style="list-style-type: none"> a. <u>Search</u>: The Administrator of Special Education documents the search for and unavailability of a program approved by the Department. The Administrator places such documentation in the student record. b. <u>Evaluation of facility</u>: The Administrator of Special Education or his/her designee thoroughly evaluates the appropriateness of any unapproved facility prior to placement of the student in such program. Such evaluation determines whether the unapproved facility can appropriately implement the student’s IEP in a safe and educationally appropriate environment. Such evaluation additionally determines whether the unapproved facility can and will provide the student with all the rights that are accorded to the student under state and federal special education law. Such evaluation is documented in detail and placed in the student record for review. To the extent that this evaluation requires a site visit, such site visits are documented and placed in the student record for review. The duty to evaluate the appropriateness of any unapproved facility is not delegated to the parents or their agents or the proposed unapproved facility. c. <u>School district approval to operate a private school in Massachusetts</u>: If services in an unapproved program are provided in a school setting, the Administrator of Special Education ensures that such school has received approval from the local school committee under M.G.L. c.76, §1 and a copy of such approval is retained in the student record. d. <u>Pricing</u>: Pursuant to the requirements for Compliance, Reporting and Auditing for Human and Social Services at 808 CMR 1.00, the Administrator obtains pricing forms required to set program prices for programs receiving publicly funded students. Such pricing forms are completed by the proposed placement and document that the price proposed for the student’s tuition is the lowest price charged for similar services to any student in that program.

CRITERION NUMBER		
	Legal Standard	
	<p>e. <u>Notification of the Department of Education</u>: Prior to placement, if the Team determines that placement in such facility is appropriate, the Administrator notifies the Department of the intent to place the student and the name and location of the proposed placement. In addition, the Administrator forwards the notice of proposed placement and completed pricing forms to the Department along with the information on the proposed terms of the contract that will govern such placement and documentation of a monitoring plan pursuant to 603 CMR 28.06(3)(b). The district maintains any documentation of the Department’s objections to such placement and the steps the district has taken in regard to such objection. The district maintains documentation of the approved price for publicly funded students as set by the state agency responsible for setting program prices.</p> <p>f. <u>Out of state programs</u>: If out-of-district programs are provided in a placement outside of Massachusetts, and such school has not received approval by the Department under 603 CMR 28.09, the Administrator of Special Education ensures that such school has received approval from the host state.</p>	<p>State Requirements 603 CMR 28.02(14), 28.06(3)</p> <p>Federal Requirements (IDEA-97) 34 CFR 300.2(c)</p>
	Rating: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
SE 38	<p>Educational services in institutional settings (ESIS) <u>Department of Education responsibility</u>: In cases where the Department provides certain special education services to eligible students in certain facilities operated by or under contract with the Department of Mental Health, the Department of Youth Services, County Houses of Corrections, or the Department of Public Health, the Department retains the discretion to determine, based upon resources, the type and amount of special education and related services that it provides in such facilities. <u>School district responsibility</u>:</p> <ol style="list-style-type: none"> 1. The district implements its responsibilities to students in institutional settings by acting on requests for evaluation, issuing proposed IEPs in a timely manner, and providing special education and/or related services in accordance with state and federal law. 2. Where a student's IEP requires a type or amount of service that the facility does not provide, it remains the responsibility of the parent’s school district to implement the student's IEP by arranging and paying for the provision of such service(s). 3. The parent’s school district coordinates with the state agency to ensure that the 	

CRITERION NUMBER			
	Legal Standard		
	<p>law.</p> <p>3. Special education services and/or related services provided by the district to a private school child are comparable in quality, scope, and opportunity for participation to that provided to public school children with needs of equal importance.</p> <p>4. The district ensures that programs in which both public and private school children participate do not include classes that are separated on the basis of school enrollment or the religious affiliation of the children.</p> <p>5. An expedited special education evaluation, which is limited to a child's physician statement unless there is a clear indication of the need or unless the parents request additional evaluation, is conducted and service provided to eligible students by the district within 15 calendar days of the school district's receipt of the child's physician statement.</p>		
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	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 50%;">District Response Required: No</td> </tr> </table>	Rating: Implemented	District Response Required: No
Rating: Implemented	District Response Required: No		

Department of Education Findings:

The school district currently is not serving any students enrolled in private schools at private expense.

CRITERION NUMBER	
	Legal Standard
SE 40	<p>Instructional grouping requirements for students aged five and older</p> <p>1. The size and composition of instructional groupings for eligible students receiving services outside the general education classroom are compatible with the methods and goals stated in each student's IEP.</p> <p>2. Instructional grouping size requirements are maximum sizes and the school district exercises judgment in determining appropriate group size and supports for smaller instructional groups serving students with complex special needs.</p> <p>3. When eligible students are assigned to instructional groupings outside of the general education classroom for <u>60% or less of the students' school schedule</u>, group size does not exceed eight (8) students with a certified special educator, twelve (12) students if the certified special educator is assisted by one aide, and sixteen (16) students if the certified special educator is assisted by two aides.</p> <p>4. For eligible students served in settings that are substantially separate, serving solely students with disabilities for <u>more than 60% of the students' school schedule</u>, the district provides instructional groupings that do not exceed</p>

CRITERION NUMBER	SPECIAL EDUCATION V. STUDENT SUPPORT SERVICES	
	Legal Standard	
SE 43	<p>Behavioral interventions For a student whose behavior impedes their learning or the learning of others, the Team considers the student's behavior including positive behavioral interventions, ability to follow school discipline codes, any needed code modifications and the possible need for a functional behavioral assessment.</p>	
	State Requirements	Federal Requirements (IDEA-97) 34 CFR 300.346
	Rating: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
SE 44	<p>Procedure for recording suspensions The district has a procedure to record the number and duration of suspensions, including any suspensions from any part of the student's IEP program (including transportation).</p>	
	State Requirements	Federal Requirements (IDEA-97) 34 CFR 300.121(d)(2)
	Rating: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
SE 45	<p>Procedures for suspension up to 10 days and after 10 days: General requirements</p> <ol style="list-style-type: none"> 1. Any eligible student may be suspended up to 10 days in any school year without implementation of procedures described in criterion SE 46 below. 2. After a student with special needs has been suspended for 10 days in any school year, during any subsequent removal the public school provides sufficient services for the student to continue to receive a free and appropriate public education. 3. The school provides additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year. 	
	State Requirements M.G.L. c. 76, sections 16-18	Federal Requirements (IDEA-97) 34 CFR 300.519-300.529
	Rating: Implemented	District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 46	<p>Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district</p> <ol style="list-style-type: none"> 1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement. 2. Prior to a suspension that constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene to review all relevant information in the student’s file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district’s failure to implement the IEP—“a manifestation determination.” 3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is <u>NOT</u> a manifestation of the disability, then the district may suspend or expel the student consistent with policies applied to any student without disabilities, except that the district must still offer: <ol style="list-style-type: none"> a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur. 4. <u>Interim alternative educational setting.</u> Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days <ol style="list-style-type: none"> a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or b. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is “substantially likely” to injure him/herself or others. <p><u>Characteristics.</u> In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.</p> 5. If district personnel, the parent, and other relevant members of the Team determine that the behavior <u>IS</u> a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise.

CRITERION NUMBER	
	Legal Standard
SE 48	<p>FAPE (Free, appropriate, public education): Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education</p> <p>All students receiving special education, regardless of placement, shall have an equal opportunity to participate in and, if appropriate, receive credit for the vocational, supportive, or remedial services that may be available as part of the general education program as well as the non-academic and extracurricular programs of the school.</p> <p>Programs, services and activities include, but are not limited to:</p> <ol style="list-style-type: none"> 1. art and music 2. vocational education, industrial arts, and consumer and homemaking education 3. work study and employment opportunities 4. counseling services available at all levels in the district 5. health services 6. transportation 7. recess and physical education, including adapted physical education 8. athletics and recreational activities 9. school-sponsored groups or clubs 10. meals <p>State Requirements <i>603 CMR 28.06(5)</i></p> <p>Federal Requirements (IDEA-97) <i>34 CFR 300.121; 300.300-313</i></p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
SE 49	<p>Related services</p> <p>For each student with special education needs found to require related services, the school district provides or arranges for the provision of transportation and such developmental, corrective, and other supportive services as are required to assist a student to benefit from special education or to access the general curriculum, and includes:</p> <ol style="list-style-type: none"> 1. speech-language pathology and audiology services 2. psychological services 3. physical therapy 4. occupational therapy 5. recreation, including therapeutic recreation 6. early identification and assessment of disabilities in children 7. counseling services, including rehabilitation counseling

CRITERION NUMBER			
	Legal Standard		
	<p>8. orientation and mobility services (peripatology)</p> <p>9. medical services for diagnostic or evaluation purposes</p> <p>10. school health services</p> <p>11. school nurse services</p> <p>12. social work services in schools</p> <p>13. parent counseling and training, and</p> <p>14. interpreting services.</p>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> State Requirements 603 CMR 28.02(19) </td> <td style="width: 50%; vertical-align: top;"> Federal Requirements) IDEA-97: 34 CFR 300.24 IDEA 2004: Section 602(26) </td> </tr> </table>	State Requirements 603 CMR 28.02(19)	Federal Requirements) IDEA-97: 34 CFR 300.24 IDEA 2004: Section 602(26)
State Requirements 603 CMR 28.02(19)	Federal Requirements) IDEA-97: 34 CFR 300.24 IDEA 2004: Section 602(26)		
	Rating: Implemented District Response Required: No		

CRITERION NUMBER			
	Legal Standard		
SE 49A	<p><u>Special Transportation</u></p> <p>If the IEP specifies that the student’s disability requires transportation or specialized transportation arrangements in order to benefit from special education, the district implements these provisions of the student’s IEP.</p> <ol style="list-style-type: none"> 1. The Team determines necessary modifications, special equipment, assistance, need for qualified attendants on vehicles, and any particular precautions required by the student and documents such determinations in the student's IEP. If specialized arrangements can be provided on regular transportation vehicles, the school district makes such arrangements. 2. The district arranges to have eligible students who use wheelchairs transported in vehicles that do not require such children to be removed from their wheelchairs in order to enter or leave the vehicles; provided, however, that this requirement is not applicable where a Team or the student’s physician recommends that the student regularly transfer in and out of conventional vehicles to or from a wheelchair for therapeutic or for independence training reasons. 3. The Team specifies whether the student requires assistance in or out of the home, on or off of the vehicle, and in or out of the school. If such assistance is specified, the district ensures that it is provided. 4. The Team specifies if the student has a particular need or problem that may cause difficulties during transportation, such as seizures, a tendency for motion sickness, behavioral concerns, or communication disabilities. 5. The school district does not allow transportation considerations to influence, modify, or determine the educational program, including the length of the school day, required by any student. 		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> State Requirements 603 CMR 28.05(5)(b) </td> <td style="width: 50%; vertical-align: top;"> Federal Requirements (IDEA-97) 34 CFR 300.24(b)(15) </td> </tr> </table>	State Requirements 603 CMR 28.05(5)(b)	Federal Requirements (IDEA-97) 34 CFR 300.24(b)(15)
State Requirements 603 CMR 28.05(5)(b)	Federal Requirements (IDEA-97) 34 CFR 300.24(b)(15)		
	Rating: Implemented District Response Required: No		

CRITERION NUMBER	SPECIAL EDUCATION VIII. PROGRAM PLAN AND EVALUATION	
	Legal Standard	
	<p>evaluated.</p> <p>2. The district develops methods for determining the effectiveness of programs in assisting students with disabilities to achieve the goals set forth in their IEPs in the least restrictive environment.</p> <p>3. The district uses information it gathers from annual IEP reviews to measure the effectiveness of special education programs, and identifies programs, services and administrative areas that need improvement or must be developed.</p> <p>4. As part of these evaluation procedures, the district measures the success of programs based on students' local and statewide assessment results, drop out rates and graduation rates for special education students.</p>	
	<p>State Requirements M.G.L. c. 71, section 59C; c. 71B, section 2</p>	<p>Federal Requirements (IDEA-97) 34 CFR 300.137</p>
	Rating: Not Implemented	District Response Required: Yes

Department of Education Findings:

A review of the documentation and interviews indicated that special education programs, services and administrative areas are not regularly evaluated.

CRITERION NUMBER	SPECIAL EDUCATION IX. RECORD KEEPING	
	Legal Standard	
SE 57	<p>Special education child count</p> <p>1. The school district maintains appropriate procedures to ensure that an accurate and unduplicated child count is provided to the Department of Education upon request. A child count represents students with current, accepted IEPs who are provided, at a minimum, direct special education and/or related services by the district or by an out-of-district provider through a contract with the district.</p> <p>2. The child count also includes students with disabilities determined eligible for special education who are attending private schools at private expense and are receiving publicly funded services according to IEPs developed by the district.</p> <p>3. The district does not include as part of its special education child count (a) students who are determined by the Department to be erroneously classified as eligible to be counted under federal or state special education requirements; (b) students who are no longer receiving special education and/or related services; and (c) students with disabilities for whom the district has no programmatic responsibility, even if the district has financial responsibility.</p>	

CRITERION NUMBER	SPECIAL EDUCATION IX. RECORD KEEPING
	Legal Standard
State Requirements	Federal Requirements 603 CMR 23.00; IDEA-97: 34 CFR 300.133; 300.145; 300.560-300.577; 300.750-754; Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g
Rating: Implemented	District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 58	<p>Federal Special Education Entitlement Grant</p> <ol style="list-style-type: none"> 1. The district's Special Education entitlement grant is designed by appropriate local administrators who are responsible for the implementation of the local special education programs and services. 2. Where necessary, appropriate local administrators amend the programmatic and budgetary sections of the grant according to procedures and timelines required by the Department of Education. 3. Appropriate local administrators monitor the entitlement grant in an ongoing manner to ensure its full implementation as the Department of Education has approved it. 4. The district has secured the approval of the Department of Education for all amendments prior to their implementation. <p>State Requirements 603 CMR 28.03(1)(e)</p> <p>Federal Requirements (IDEA-97) 34 CFR 300.230; 300.340-300.500</p>
Rating: Implemented	District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 59	<p>Transfer of student records</p> <p>When a student with an IEP transfers from school district to school district, whether both of those districts are within the Commonwealth of Massachusetts or not,</p> <ol style="list-style-type: none"> 1. any Massachusetts school to which the student is transferring takes reasonable steps to promptly obtain the student's records, including the IEP, from the former school, and 2. any Massachusetts school from which the student is transferring takes reasonable steps to promptly respond to the new school's request for records. <p>State Requirements</p> <p>Federal Requirements</p>

CRITERION NUMBER	
	Legal Standard
	IDEA 2004: Section 614(d)(2)(C)
	Rating: Implemented District Response Required: Yes

Department of Education Findings:

Although a review of the student records indicated that the district obtains the student records, including the IEP from former schools, the student continues with that school's IEP without developing a new one in a timely manner.

**CIVIL RIGHTS
METHODS OF ADMINISTRATION (MOA)
AND
OTHER RELATED GENERAL EDUCATION
REQUIREMENTS** { TC "CIVIL RIGHTS AND OTHER RELATED
GENERAL EDUCATION REQUIREMENTS" \f C \l "2" }

**LEGAL STANDARDS,
COMPLIANCE RATINGS AND
DETAILED FINDINGS**

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (MOA) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS 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: Not Implemented District Response Required: Yes</p>

Department of Education Findings:

A review of the documentation and interviews indicated that the school district does not have procedures to identify and assess students who may be limited English proficient.

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><i>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</i></p>
	<p>Rating: Not Implemented District Response Required: Yes</p>

Department of Education Findings:

A review of the documentation and interviews indicated that the school district does not yet implement program modifications and support services to effectively serve limited English proficient students who need special language assistance.

CRITERION NUMBER	
	Legal Standard
MOA 3	<p>Access to a full range of education programs Students from linguistic, racial, and ethnic minorities; males; females; homeless students; and students with disabilities all have access equal to that of other students to the general education program and the full range of any occupational/vocational education programs offered by the district.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a),(b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.34, 106.35; Section 504: 29 U.S.C. 794; 34 CFR 104.4; Title II: 42 U.S.C. 12132; 28 CFR 35.130; IDEA 97: 34 CFR 300.305; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Secs. 721, 722(g)(4); Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.03</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
MOA 4	<p>Placement of disabled, linguistic and racial/ethnic minority, homeless, and female/male students Patterns of placement in district programs and services for disabled students, linguistic and racial/ethnic minority students, homeless students, and females are consistent with patterns of placement for non-disabled students, linguistic and racial/ethnic 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); IDEA 2004: Section 618(d); 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>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
MOA 6	<p>Availability of in-school programs for pregnant students 1. Pregnant students are permitted to remain in regular classes and participate</p>

CRITERION NUMBER	
	Legal Standard
	<p>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>2. The district does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school unless it requires such certification for all students for other physical or emotional conditions requiring the attention of a physician.</p> <p>Title IX: 20 U.S.C. 1681; 34 CFR 106.40(b)</p>
	Rating: Not Applicable District Response Required: No

CRITERION NUMBER	
	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 and program 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>
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

A review of the documentation and interviews indicated that the district does not have a system in place to effectively address this criterion.

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (MOA) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS IV. CURRICULUM AND INSTRUCTION
	Legal Standard
MOA 7A	<p>School year Schedules</p> <p>1. Before the beginning of each school year, the school district sets a school year schedule for each school. The school year includes at least 185 school days for students in grades 1-12 at each elementary, middle, and secondary school in the district, and these schools are in operation for at least 180 days a year for these students.</p>

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (MOA) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS IV. CURRICULUM AND INSTRUCTION
	Legal Standard
	<p>2. The school district ensures that unless his or her IEP or Section 504 Accommodation Plan provides otherwise, each elementary school student is scheduled for at least 900 hours of structured learning time a year and each secondary school student is scheduled for at least 990 hours of structured learning time a year, within the required school year schedule. Where the school district operates separate middle schools, it designates each one as either elementary or secondary.</p> <p>3. Where the school district sets a separate school year and school day schedule for kindergarten programs, it provides at least 425 hours of structured learning time a year. If the district schedules two sessions of kindergarten a day, it ensures equal instructional time for all kindergarten students.</p> <p>M.G.L. c. 69, s. 1G; 603 CMR 27.03, 27.04</p>
	<p>Rating: Commendable District Response Required: No</p>

Department of Education Findings:

A review of the documentations indicated that the school district’s structured learning time is beyond the 900 hours required for elementary school students.

CRITERION NUMBER	
	Legal Standard
MOA 7B	<p>Structured learning time</p> <p>1. The school district ensures that its structured learning time is time during which students are engaged in regularly scheduled instruction, learning, or assessments within the curriculum of core subjects and other subjects as defined in 603 CMR 27.02 (including physical education, required by M.G.L. c. 71, s. 3). The district’s structured learning time may include directed study (activities directly related to a program of studies, with a teacher available to assist students), independent study (a rigorous, individually designed program under the direction of a teacher, assigned a grade and credit), technology-assisted learning, presentations by persons other than teachers, school-to-work programs, and statewide student performance assessments.</p> <p>2. The district ensures that its structured learning time does not include time at breakfast or lunch, passing between classes, in homeroom, at recess, in non-directed study periods (study halls), participating in optional school programs, or receiving school services such as health screening, speech, or physical and occupational therapy, except where those services are prescribed by a student’s IEP or Section 504 Accommodation Plan.</p>

CRITERION NUMBER	
	Legal Standard
	<p>3. The hours spent in any type of structured learning time are verified by the school district. Where the school district counts independent study or a school-to-work program as structured learning time, it has guidelines that explain clearly how hours spent by students are verified.</p> <p>M.G.L. c. 69, s. 1G; 603 CMR 27.02, 27.04</p>
	<p>Rating: Commendable District Response Required: No</p>

Department of Education Findings:

A review of the documentations indicated that the school district's structured learning time is beyond the 900 hours required for elementary school students.

CRITERION NUMBER	
	Legal Standard
MOA 7C	<p>Early release of high school seniors When the school district schedules the early release at the end of the year of the senior class of a high school, it does so in accordance with a written policy that conforms with Board of Education requirements under 603 CMR 27.05, ensuring that neither the conclusion of the seniors' school year nor graduation is more than 12 school days before the regular scheduled closing date of that school.</p> <p>M.G.L. c. 69, s. 1G; 603 CMR 27.05</p>
	<p>Rating: Not Applicable District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
MOA 8	<p>Accessibility of extracurricular activities Extracurricular activities sponsored by the district are nondiscriminatory in that: the school provides equal opportunity for all students to participate in intramural and interscholastic sports; extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, sex, color, religion, national origin, sexual orientation, disability, or homelessness.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.41; Section 504: 29 U.S.C. 794; 34 CFR 104.4,104.37(a), (c); Title II:</p>

CRITERION NUMBER	
	Legal Standard
	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
	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: Not Applicable District Response Required: No

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (MOA) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS V. STUDENT SUPPORT SERVICES
	Legal Standard
MOA 10A	<p>Student handbooks and codes of conduct</p> <ol style="list-style-type: none"> 1. a) The district has a code of conduct for students and one for teachers. b) 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. c) The principal of every school containing other grades distributes the district's student code of conduct to students, parents, and personnel annually. d) At the request of a parent or student whose primary language is not English, a student handbook or student code of conduct is translated into that language.

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (MOA) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS V. STUDENT SUPPORT SERVICES
	Legal Standard
	<p>2. Student codes of conduct contain:</p> <p>a) procedures assuring due process in disciplinary proceedings and</p> <p>b) appropriate procedures for the discipline of students with special needs and students with Section 504 Accommodation Plans.</p> <p>3. Student handbooks and codes of conduct reference M.G.L. c. 76, s. 5 and contain:</p> <p>a) a nondiscrimination policy that is consistent with M.G.L. c. 76, s. 5, and affirms the school's non-tolerance for harassment based on race, color, national origin, sex, religion, or sexual orientation, or discrimination on those same bases;</p> <p>b) the school's procedure for accepting, investigating and resolving complaints alleging discrimination or harassment; and</p> <p>c) the disciplinary measures that the school may impose if it determines that harassment or discrimination has occurred.</p> <p>Section 504; M.G.L. c. 71, s. 37H; 603 CMR 26.08</p>
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

The school district has a code of conduct for students but did not submit one for staff. The code of conduct is distributed to students and parents on an annual basis. The code of conduct does not contain complete procedures assuring due process in disciplinary proceedings, procedures for the discipline of students with Section 504 Accommodation Plans, the school's procedure for accepting, investigating and resolving complaints alleging discrimination or harassment, and the disciplinary measures that the school may impose if it determines that harassment or discrimination has occurred. The code of conduct also does not contain a nondiscrimination policy that is consistent with M.G.L. c. 76, s. 5, affirming the school's non-tolerance for harassment based on race, color, national origin, sex, religion, or sexual orientation.

CRITERION NUMBER	Legal Standard
MOA 11A	<p>Designation of liaison/coordinator(s); grievance procedures</p> <p>The district has designated one or more staff persons to serve as liaison for homeless students, carrying out the duties described in NCLB: Title X, Part C, Sec. 722(g)(6), 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.</p> <p>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>

CRITERION NUMBER	
	Legal Standard
	Title IX: 20 U.S.C. 1681; 34 CFR 106.8; Section 504: 29 U.S.C. 794; 34 CFR 104.7; Title II: 42 U.S.C. 12132; 28 CFR 35.107; NCLB: Title X, Part C, Sec.722(g)(1)(J)(ii)
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

The school district has identified a liaison for homeless students and a 504 Coordinator but has not identified who is responsible for compliance with its responsibilities under Title IX. The district has a sexual harassment and sex discrimination policy but not grievance procedures that address complaints alleging discrimination based on sex or disability.

CRITERION NUMBER	
	Legal Standard
MOA 12A	<p>Annual and continuous notification concerning nondiscrimination and coordinators</p> <ol style="list-style-type: none"> 1. If the district offers vocational education programs, it advises students, parents, employees and the general public before the beginning of each school year that all vocational opportunities will be offered regardless of race, color, national origin, sex or disability. The notice includes a brief summary of program offerings and admission criteria and the name(s), office address(es), and phone number(s) of the person(s) designated under MOA 11A to coordinate compliance under Title IX and Section 504. 2. In all cases, the district takes continuing steps to notify applicants, students, parents, and employees (including those with impaired vision or hearing), as well as unions or professional organizations holding collective bargaining or professional agreements with the district, that it does not discriminate on the basis of race, color, national origin, sex, or disability. This notice, also, includes the name(s), office address(es), and phone number(s) of the person(s) designated under MOA 11A to coordinate compliance under Title IX and Section 504. 3. Written materials and other media used to publicize a school include a notice that the school does not discriminate on the basis of race, color, national origin, sex, disability, religion, or sexual orientation. <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.6(d); Title IX: 20 U.S.C. 1681; 34 CFR 106.8(a), 106.9; Section 504: 29 U.S.C. 794; 34 CFR 104.8; M.G.L. c. 76, s. 5; 603 CMR 26.02(2)</p>
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

The district indicates that it has a Civil Rights and 504 Coordinator and that the district does not discriminate on the basis of race, color, national origin, sex, disability, religion, or sexual orientation; however, this information is not in the student handbook and only on the district’s website.

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 26.0</p>
	<p>Rating: Not Applicable 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,</p>

CRITERION NUMBER	
	Legal Standard
	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)
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Although a review of the documentation and interviews indicated that the guidance counselor reviews the counseling material, there is no process or procedures to how this is accomplished.

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.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3; Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.37; Section 504: 29 U.S.C. 794; 34 CFR 104.4(b)(1)(v); Title II: 42 U.S.C. 12132; 28 CFR 35.130(b)(1)(v); Mass. Const. amend. art. 114; M.G.L. c. 76, s. 5; 603 CMR 26.07(7)</p>
	Rating: Implemented District Response Required: No

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

CRITERION NUMBER	
	Legal Standard
	<p>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.</p> <p>2. At the meeting the participants discuss the reasons that the student is leaving school and alternative educational or other placements. The student and parent or guardian are told that attendance is voluntary after the student turns 16 but are also informed of the student’s right to return to school.</p> <p>M.G.L. c. 76, ss. 5, 18; St. 1965, c. 741</p>
	Rating: Not Applicable 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: Not Implemented District Response Required: Yes

Department of Education Findings:

A review of the documentation and interviews indicated that the district has not provided annual staff training on the use of restraint consistent with regulatory requirements and does not have staff trained and qualified to administer restraint.

CRITERION NUMBER	
	Legal Standard
MOA 18	<p>Responsibilities of the school principal</p> <ol style="list-style-type: none"><li data-bbox="451 583 1409 1079">1. Instructional support. 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.<li data-bbox="451 1079 1409 1482">2. Curriculum Accommodation Plan. 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 general education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning. The plan includes provisions encouraging teacher mentoring and collaboration and parental involvement. <i>(The plan may be part of a multi-year strategic plan.)</i><li data-bbox="451 1482 1409 1583">3. Coordination with special education. The principal with the assistance of the Administrator of Special Education coordinates the delivery and supervision of special education services within each school building.<li data-bbox="451 1583 1409 1814">4. Educational services in home or hospital. Upon receipt of a physician’s written order verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the principal arranges for provision of educational services in the home or hospital. Such services are provided with sufficient frequency to allow the

CRITERION NUMBER			
	Legal Standard		
	<p>student to continue his or her educational program, as long as such services do not interfere with the medical needs of the student. The principal coordinates such services with the Administrator for Special Education for eligible students. Such educational services are not be considered special education unless the student has been determined eligible for such services, and the services include services on the student’s IEP.</p> <p>M.G.L. c. 71, s. 38Q ½; 603 CMR 28.03(3)</p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Rating: Partially Implemented</td> <td style="width: 50%;">District Response Required: Yes</td> </tr> </table>	Rating: Partially Implemented	District Response Required: Yes
Rating: Partially Implemented	District Response Required: Yes		

Department of Education Findings:
See SE 50.

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (MOA) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS 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>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 50%;">District Response Required: No</td> </tr> </table>	Rating: Implemented	District Response Required: No
Rating: Implemented	District Response Required: No		

CRITERION NUMBER	
	Legal Standard
MOA 19	Reserved

CRITERION NUMBER			
	Legal Standard		
MOA 20	<p>Staff training on confidentiality of student records The district trains school personnel on the provisions of the Family Educational Rights and Privacy Act, M.G.L. c. 71, s. 34H, and 603 CMR 23.00 and on the importance of information privacy and confidentiality.</p> <p>FERPA: 20 U.S.C. § 1232g; 34 CFR Part 99; M.G.L. c. 71, s. 34H; 603 CMR 23.00, esp. 23.05(3)</p>		
	Rating: Partially Implemented	District Response Required:	Yes

Department of Education Findings:

Staff interviews indicated that there was training on the confidentiality of student records; however, there was no documentation submitted to substantiate this training.

CRITERION NUMBER			
	Legal Standard		
MOA 21	<p>Staff training regarding civil rights responsibilities The district provides in-service training for all school personnel at least annually regarding civil rights responsibilities, including the prevention of discrimination and harassment on the basis of students’ race, color, sex, religion, national origin and sexual orientation and the appropriate methods for responding to it in the school setting.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3; EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31-106.42; M.G.L. c. 76, s. 5; 603 CMR 26.00, esp. 26.07(2), (3)</p>		
	Rating: Partially Implemented	District Response Required:	Yes

Department of Education Findings:

Staff interviews indicated that there was training regarding the civil rights responsibilities of staff; however, the documentation submitted was the district’s non-discrimination statement and staff sign-in sheet indicating awareness of this policy.

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

CRITERION NUMBER			
	Legal Standard		
MOA 23	<p>Comparability of facilities Where the district provides separate facilities for members of a specific group, those facilities are comparable to those offered other students in the district, including:</p> <ol style="list-style-type: none"> 1. separate facilities for disabled, limited-English-proficient or pregnant students that are comparable to the facilities for other students in the district; 2. separate toilet, locker room, and shower facilities for students of one gender that are comparable in size, condition, number and location to those provided students of the other gender. <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(b)(2); Title IX: 20 U.S.C. 1681; 34 CFR 106.33, 106.40(b)(3); Section 504: 29 U.S.C. 794; 34 CFR 104.34(c); Mass. Const. amend. art. 114; 603 CMR 28.03(1)(b)</p>		
	Rating: Implemented	District Response Required:	No

CRITERION NUMBER	
	Legal Standard
MOA 24	<p>Curriculum review The district ensures that 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. 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: Not Implemented District Response Required: Yes</p>

Department of Education Findings:

A review of the documentation and interviews indicated that the school district does not have a formal process to review all educational material for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, religion, national origin and sexual orientation.

CRITERION NUMBER	
	Legal Standard
MOA 25	<p>Institutional self-evaluation The district evaluates all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. It makes such changes as are indicated by the evaluation.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(b)(2); EEOA: 20 U.S.C. 1703(f); Section 504: 29 U.S.C. 794; 34 CFR 104.4(b)(4); Title II: 42 U.S.C. 12132; 28 CFR 35.130(b)(3); NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 722(g)(1)(J)(i), 722(g)(7); Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.07(1),(4)</p>
	<p>Rating: Not Implemented District Response Required: Yes</p>

Department of Education Findings:

A review of the documentation and interviews indicated that the school district does not evaluate all aspects of its 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.

ENGLISH LEARNER EDUCATION{ TC "ENGLISH LEARNER
EDUCATION" \f C \l "2" }

**LEGAL STANDARDS,
COMPLIANCE RATINGS AND
DETAILED FINDINGS**

CRITERION NUMBER	ENGLISH LEARNER EDUCATION I. ASSESSMENT OF STUDENT PROGRESS
	Legal Standard
ELE 1	<p>Annual Assessment</p> <ol style="list-style-type: none"> 1. The district annually assesses the English proficiency of all limited English proficient (LEP) students. 2. The following tests selected by the Massachusetts Board of Education are administered annually by qualified staff to students who are English learners: <ol style="list-style-type: none"> (a) the Massachusetts Comprehensive Assessment System (MCAS) in grades 3-12 (see implementation guidance under ELE 2); and (b) the Massachusetts English Proficiency Assessment (MEPA) in grades 3-12, and the Massachusetts English Language Assessment – Oral (MELA-O) in grades K-12. <p style="text-align: right;">Authority: G.L. c. 71A, § 7; 603 CMR 14.02; NCLB, Title I and Title III</p>
	<p>Rating: Not Implemented District Response Required: Yes</p>

Department of Education Findings:

A review of the documentation and interviews indicated that the school district does not have procedures to assess the English proficiency of all limited English proficient (LEP) students.

CRITERION NUMBER	
	Legal Standard
ELE 2	<p>MCAS Participation</p> <p>Limited English proficient students participate in the annual administration of the MCAS (Massachusetts Comprehensive Assessment System) exam as required and in accordance with Department guidelines.</p> <p style="text-align: right;">Authority: GL. C. 71A, § 7; G.L. c. 69, § 1I; N.C.L.B., Title I, Title VI</p>
	<p>Rating: Not Applicable District Response Required: No</p>

Department of Education Findings:

At the present time, the district has not reported any limited English proficient students.

CRITERION NUMBER	ENGLISH LEARNER EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT	
	Legal Standard	
ELE 3	Initial Identification The district has procedures that actively seek to identify limited English proficient students. Authority: G.L. c. 71A § 4, 5	
	Rating: Not Implemented	District Response Required: Yes

Department of Education Findings:

A review of the documentation and interviews indicated that the district does not have procedures that actively seek to identify limited English proficient students.

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

Department of Education Findings:

A review of the documentation and interviews indicated that the district does not have written waiver policies and procedures.

CRITERION NUMBER	
	Legal Standard
ELE 5	<p>Program Placement and Structure</p> <ol style="list-style-type: none"> 1. The district places LEP students in <ol style="list-style-type: none"> (a) “sheltered English immersion” classrooms, in which nearly all books and instructional materials are in English, but with the curriculum and presentation designed for students who are learning the language. All reading, writing and subject matter are taught in English. Teachers may use an English learner’s native language, when necessary, for clarification purposes. Districts may also modify general education and other classrooms, so that the activities and instruction in those classrooms provide sheltered English instruction to LEP students; or (b) “two-way bilingual” classrooms, in which students develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of an equal number of proficient English speakers and proficient speakers of the other language; or (c) (for kindergarten students) either a sheltered English immersion, two-way bilingual, or an English-only language general education classroom with assistance in English language acquisition, including, but not limited to, English as a second language; or (d) (as a result of an approved waiver) bilingual education or another program in which the students are taught all courses required by law and by the school district. 2. The districts provides LEP students with content instruction that is based on the Massachusetts Curriculum Frameworks. 3. The district provides English language development instruction that is based on the English Language Proficiency Benchmarks and Outcomes, regardless of the program model. 4. The district uses assessment data to plan and implement educational programs for students at different instructional levels. <p style="text-align: center;">Authority G.L. c. 71A, § 2, 4, 7; Title VI</p>
	<p>Rating: Not Implemented District Response Required: Yes</p>

Department of Education Findings:

A review of the documentation and interviews indicated that the district does not yet have a plan or a written program policy on how to provide program modifications and support services to effectively serve limited English proficient students who need special language assistance.

CRITERION NUMBER	
	Legal Standard
ELE 6	<p>Program Exit and Readiness</p> <p>1. The district does not re-designate a student from Limited English Proficient (LEP) to Formerly Limited English Proficient (FLEP), until s/he is deemed English proficient, and:</p> <ul style="list-style-type: none"> a) can participate meaningfully in all aspects of the district’s general education program without the use of adapted or simplified English materials; and b) performs at “proficient” levels on state-mandated assessments. <p>2. Districts do not limit or cap the amount of time in which an LEP student is placed in a language support program and only exits the student from such a program after determining that the student is proficient in English.</p> <p style="text-align: center;">Authority: Title VI; G.L. c. 71A, § 4</p>
	Rating: Not Implemented District Response Required: Yes

Department of Education Findings:

A review of the documentation and interviews indicated that the district does not have a written policy on program exit and readiness.

CRITERION NUMBER	ENGLISH LEARNER EDUCATION III. PARENTAL INVOLVEMENT
	Legal Standard
ELE 7	<p>Parent Involvement</p> <p>The district develops a mechanism for including parents or guardians of LEP students in matters pertaining to their children’s education.</p> <p>Authority: Title VI</p>
	Rating: Not Applicable District Response Required: No

CRITERION NUMBER	ENGLISH LEARNER EDUCATION IV. CURRICULUM AND INSTRUCTION
	Legal Standard
ELE 8	<p>Declining Entry to a Program</p> <p>The district provides English language support to students whose parents have declined entry to a sheltered English immersion, two-way bilingual, or other ELE program.</p> <p>Authority: Title VI</p>
	Rating: Not Implemented District Response Required: Yes

Department of Education Findings:

A review of the documentation and interviews indicated that the district does not have a policy and procedures that address how this requirement will be implemented.

CRITERION NUMBER	
	Legal Standard
ELE 9	<p>Instructional Grouping</p> <ol style="list-style-type: none"> 1. The district only groups students of different ages together in instructional settings if their levels of English proficiency are similar. 2. The district’s grouping of students ensures that LEP students receive effective content instruction at appropriate academic levels and English language development instruction that is based on the English Language Proficiency Benchmarks and Outcomes. <p>Authority: G.L. c. 71A, § 4; Title VI</p>
	Rating: Not Applicable District Response Required: No

CRITERION NUMBER	
	Legal Standard
ELE 10	<p>Parental Notification</p> <ol style="list-style-type: none"> 1. Upon placement in the ELE program, a notice is mailed to the parents or guardians written in the primary/home language, as well as in English, that informs parents of: <ol style="list-style-type: none"> (a) the reasons for identification of the student as Limited English Proficient (LEP); (b) the child’s level of English proficiency; (c) program placement and/or the method of instruction used in the program; (d) how the program will meet the educational strengths and needs of the student; (e) how the program will specifically help the child learn English; (f) the specific exit requirements; and (g) the parents’ right to apply for a waiver (see ELE 4), or to decline to enroll their child in the program (see ELE 9). <p>(All districts need to comply with a-c and g. Title III districts must comply with a-g. Title III districts must send parental notification no later than 30 days after the beginning of the school year.)</p> 2. The district provides to parents and guardians of LEP students, report cards, and progress reports in the same manner and with the same frequency as general education reporting. The reports are, to the maximum extent possible, written in a language understandable to the parent/guardian. <p>Authority: NCLB, Title III; c. 71A, §7; 603 CMR 14.02</p>
	Rating: Not Implemented District Response Required: Yes

Department of Education Findings:

A review of the documentation and interviews indicated that the district does not have a policy and procedures that address how this requirement will be implemented.

CRITERION NUMBER			
	Legal Standard		
	Authority: Title VI; 603 CMR 26.06 (2)		
	Rating: Not Applicable	District Response Required:	No

CRITERION NUMBER			
	Legal Standard		
ELE 13	<p>Follow-up Support</p> <ol style="list-style-type: none"> 1. The district actively monitors students who have exited an English learner education program for two years and provides language support services to those students, if needed. 2. To the extent possible, the district provides access to adult basic education in English language and literacy skill instruction for LEP students who were previously enrolled in a public secondary school in the Commonwealth directly from a country other than the United States and who were unable to achieve English language proficiency as determined by assessments. <p style="text-align: center;">Authority: Title VI; G.L. c. 71A; NCLB</p>		
	Rating: Not Implemented	District Response Required:	Yes

Department of Education Findings:

A review of the documentation and interviews indicated that the district does not have a written policy and procedures it will implement to monitor students who have exited an English learner education program.

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION		
	Legal Standard		
ELE 14	<p>Licensure and Fluency Requirements</p> <ol style="list-style-type: none"> 1. The district assures that all teachers in English language classrooms are literate and fluent in English. 2. Teachers and educational staff who are qualified and who teach limited 		

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION		
	Legal Standard		
	<p>English proficient students hold the appropriate licenses or current waivers issued by the Department of Education. Districts have certified and qualified staff in their ELE program.</p> <p>3. If any district has a director of English language learner programs who is employed in that position for one-half time or more, that director has a Supervisor/Director license and an English as a Second Language, Transitional Bilingual Education, or English Language Learners license.</p> <p>4. If a district with 200 or more LEP students has a director of English language learner programs, that director has an English as a Second Language, Transitional Bilingual Education, or English Language Learners license even if he or she is employed in that position for less than one-half time.</p> <p>5.</p> <p>Authority: G.L. c. 71, § 38G; G.L. c. 71A, §§ 2, 24, 25; Title VI; 603 CMR 14.05</p>		
	Rating: Not Implemented	District Response Required:	Yes

Department of Education Findings:

A review of the documentation and interviews indicated the district has not have trained and qualified staff appropriate, to teach limited English proficient students or to provide sheltered English instruction.

CRITERION NUMBER	Legal Standard		
ELE 15	<p>Professional Development Requirements</p> <p>District schools with LEP students implement a professional development plan that provides teachers and administrators with high quality training in (1) second language learning and teaching; (2) sheltering content instruction; (3) assessment of speaking and listening; and (4) teaching reading and writing to limited English proficient students. The school provides training opportunities to teachers of LEP students that ensure the progress of LEP students in developing oral comprehension, speaking, reading, and writing of English, and in meeting academic standards.</p> <p>Authority: M.G.L. c71, § 59C; NCLB, Title III</p>		
	Rating: Not Implemented	District Response Required:	Yes

Department of Education Findings:

A review of the documentation and interviews indicated the district has not trained teachers in the competencies required to provide sheltered English immersion classes.

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VII. SCHOOL FACILITIES
	Legal Standard
ELE 16	<p>Equitable Facilities</p> <p>The district ensures that LEP students are provided facilities, materials and services comparable to those provided to the overall student population.</p> <p>Authority: Title VI; 603 CMR 26.07</p>
	<p>Rating: Not Applicable District Response Required: No</p>

Department of Education Findings:

The district does not have limited English proficient students in the district at this time.

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
ELE 17	<p>DOE Data Submission Requirements and Program Evaluation</p> <p>The district reports annually to the Department, the following student information:</p> <ol style="list-style-type: none"> a. the schools in which LEP students are enrolled; b. the grade levels of the students; c. the primary languages of each LEP student; and d. the types of English learner programs in which the district has enrolled LEP students, including sheltered English immersion, two-way bilingual, transitional bilingual education (for students with waivers only), or students whose parents have declined services. <p>2. The district conducts periodic evaluations of the effectiveness of its ELE program. The students are showing English language development and the ability to participate meaningfully in the educational program. Where the district documents that the program is not effective, it takes steps to make appropriate program adjustments or changes that are</p>

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
	<p style="text-align: center;">responsive to the outcomes of the program evaluation.</p> <p>For Title III districts:</p> <p>3. The district provides information to the Department that describes:</p> <ul style="list-style-type: none"> (a) ELE programs and activities; (b) a description of the progress made by students in learning English and academic content; (c) the number and percentage of students in the programs attaining English proficiency by the end of the school year; and (d) the description of academic progress made by the students. <p style="text-align: center;"><i>Authority: M.G.L. c 71A; NCLB, Title III, Title VI; 603 CMR 14.03</i></p>
	<p>Rating: Not Implemented District Response Required: Yes</p>

Department of Education Findings:

Although the district’s documentation indicated that there are no limited English proficient students in the district, the district needs to have written procedures addressing how the program would be evaluated.

CRITERION NUMBER	ENGLISH LEARNER EDUCATION IX. RECORD KEEPING
	Legal Standard
ELE 18	<p>Records of LEP Students</p> <ul style="list-style-type: none"> 1. Cumulative records of English language learners are maintained in a confidential fashion, as required by the Massachusetts Student Record Regulations, and are available to parents upon request. 2. LEP student records include: <ul style="list-style-type: none"> (a) home language survey; (b) results of identification and proficiency tests and evaluations, including MELA-O, MEPA, MCAS, or other tests chosen by the Board of Education and the district; (c) information about students’ previous school experiences; (d) copies of parent notification letters, progress reports and report cards (in the native language, if necessary); (e) evidence of follow-up monitoring (if applicable); (f) documentation of a parent’s consent to “opt-out” of English learner education; and (g) Individual Student Success Plans for students who have failed MCAS, if the district is required to complete plans for non-LEP students. <p style="text-align: center;">Authority: 603 CMR 23.05, 23.07; c 69, § 1I; Title VI</p>

CRITERION NUMBER	ENGLISH LEARNER EDUCATION IX. RECORD KEEPING
	Legal Standard
	Rating: Not Applicable District Response Required: No

Department of Education Findings:

The school district reports that there are currently no English language learners in the district.

**SAFE AND DRUG FREE SCHOOLS AND
COMMUNITIES ACT** { TC "SAFE AND DRUG FREE SCHOOLS AND
COMMUNITIES ACT" \f C \l "2" }

**LEGAL STANDARDS,
COMPLIANCE RATINGS AND
DETAILED FINDINGS**

CRITERION NUMBER	SAFE AND DRUG FREE SCHOOLS III. PARENTAL INVOLVEMENT
	Legal Standard
SDF 1	The Safe and Drug Free Schools program develops its application through timely and meaningful consultation with community agencies, parents, students and representatives from the schools and prevention community. [Title IV Sec. 4115 (b) (2) (E)]
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Documentation review and interviews indicate that the SDFS Coordinator and the Guidance Counselor developed the application without any input from other sources. The district has a school advisory group that meets regularly, that includes staff, parents, and community representatives, which could be utilized to assist in this process.

CRITERION NUMBER	
	Legal Standard
SDF 2	The local education agency coordinates such agency’s programs and projects with community-wide efforts to achieve SEA’s goals for drug and violence prevention. [NCLB Title IV Sec. 4114 (c) (1) (B)]
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SDF 2A	The local education agency coordinates such agency’s programs and projects with other federal, state and local programs for drug-abuse and violence prevention. [Title IV Sec. 4114 (c) (1) (B)]
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SDF 3	There are program activities implemented to promote the involvement of parents. [Title IV Sec. 4116 (a) (1)]

CRITERION NUMBER	
	Legal Standard
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Documentation review and interviews indicated that parents receive programming information and updates via newsletters, the school website, and letters home. The district does not offer any training, focus groups or surveys for parents regarding the prevalence of drug use and violence problems among youth in the community.

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

Department of Education Findings:

Documentation review and interviews indicated that SDFSCA activity is not integrated with any titles under No Child Left Behind.

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

Department of Education Findings:

Documentation review and interviews indicated that the district has collected objective data, but it is unclear if a thorough assessment of this data was completed to determine the nature and extent of youth drug use and violence problems.

CRITERION NUMBER	
	Legal Standard
SDF 6	Each recipient establishes a set of performance measures and designs its programs to meet those measures. [Title IV Sections 4114, (d) (B) (i) (I) (II) (ii) (C)]
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Documentation review and interviews indicated that the district has established performance measures, but these are not based on a thorough analysis of data.

CRITERION NUMBER	
	Legal Standard
SDF 7	Each recipient designs and implements its programs for youth based on research or evaluation that provides evidence that programs used are based on scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use. [NCLB, Title IV Section 4115, (a) (C)]
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SDF 8	Each recipient shall conduct a periodic evaluation to assess its progress toward reducing violence and illegal drug use in schools to be served based on performance measures. [NCLB, Title IV Secs. 4115 (2) (A),(B)]

CRITERION NUMBER	
	Legal Standard
	Rating: Partially Implemented District Response Required: Yes

Department of Education Findings:

Documentation review and interviews indicated that the district disseminates the evaluation tools provided in the programming that is being utilized with students, but the results are not used to refine, improve and strengthen the program and performance measures. Additionally, evaluation results are not provided to the public.

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

CRITERION NUMBER	
	Legal Standard
SDF 10	Each recipient provides a set of assurances that the activities or programs to be funded comply with the Principles of Effectiveness and foster a safe and drug-free learning environment that supports academic achievement. [NCLB Title IV Sec. 4114 (d) (1) (6-9)]
	Rating: Implemented District Response Required: No

**APPENDIX:
SCHOOL DISTRICT PROFILE INFORMATION{ TC "APPENDIX: SCHOOL
DISTRICT PROFILE INFORMATION" \f C \l "2" }**

The information that is provided in this Appendix was drawn from data supplied by the school district or charter school. 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

Introduction

The Massachusetts Department of Education collects a variety of data from schools and districts in the state. Some of the information collected is published in the School and District Profiles. In addition to profiles, users can also view and download school & district directories and data reports. The data reports provide particular data for all schools & districts and can be sorted and/or exported. A "profile" is a snapshot of the data for a specific school/district or charter school.

Organization Types

<u>Approved Special Education Schools</u>	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.
<u>Charter School</u>	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.
<u>Collaborative</u>	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.
<u>Private School</u>	A non-publicly funded school that provides educational services directly to attending students.
<u>Public School</u>	Public schools are administered by a Public School District, and provide educational services directly to attending students.
<u>Public School Districts</u>	An administrative unit responsible for managing primary and secondary school services within a defined geographical boundary.

About the Data

Data in Profiles is displayed in four sections:

[Directory Information](#)

[Enrollment/Indicators](#)

[Test Results](#)

[Finance](#) - district level only

Directory Information

Districts view, add, update and delete their own directory information to ensure that the information is as up-to-date and accurate as possible.

DOE Code:

The eight-digit DOE Code following the school or district name is 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 DOE code "02660505" stands for "0266" (Sharon Public Schools) + "0505" (Sharon High).

Prior to the 2001 school year, DOE 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 DOE code was 266505.

Please Note: The DOE Code is not the same as the Institution codes assigned by the College board for SAT and AP results or the NCES code assigned to Massachusetts schools by the U.S. Department of Education.

Grades/Schools:

For districts 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. Kindergarten starting age indicates the age as of a particular date at which children are eligible to begin kindergarten.

Relationships: (for districts only)

- **Membership - Union:** A "school union" is a group of school systems that are administered by one superintendent.
- **Grade Tuition Agreement:** A town may tuition all their students in a particular grade span into another school system.
- **Membership - Academic Regional:** A regional school district provides educational services to more than one town. For a city/town district, this lists the name(s) of any academic regional district(s) of which the local school district is a member. For an academic regional district, this lists the member cities and towns.
- **Membership - Vocational Regional:** A regional school district provides educational services to more than one town. For a city/town district, this lists the name(s) of any vocational regional district(s) of which the local school district is a member. For a vocational regional district, this lists the member cities and towns.
- **Membership - Independent Vocational:** An independent vocational district is administered by a board of trustees. For a city/town district, this lists the name(s) of any independent vocational district(s) of which the local school district is a member. For an independent vocational district, this lists the member cities and towns. Tuition is charged to out-of-town residents.
- **Membership - County Agricultural:** A county agricultural district is administered by a board of trustees. For a city/town district, this lists the name(s) of any county agricultural district(s) of which the local school district is a member. For a county agricultural district, this lists the member cities and towns.
- **Membership - Collaboratives:** Educational Collaboratives are formed through an agreement among two or more school committees to provide educational programs or services for their member school systems. For a district, this lists the name(s) of any collaboratives of which the district is a member. For a collaborative this lists the member districts.
- **Private Schools located in this city/town:** Lists the private schools located in the city/town.

Organization Characteristics

- **Chapter 74 Approved Vocational Technical Program:** Programs that meet the definition of vocational technical education contained in Massachusetts General Law Chapter 74, Section 1

and are approved by the Department of Education pursuant to c. 74 and the Vocational Technical Education Regulations 603 CMR 4.00 are known as "Chapter-74 approved programs".

- **Charter School Type:**

Commonwealth- A public school that is managed by a board of trustees and operates independently of any school committee under a five-year charter granted by the Board of Education. It has the freedom to organize around a core mission, curriculum, theme, and/or teaching method and to control its own budget and hire (and fire) teachers and staff. In return for this freedom, a charter school must attract students and produce positive results within five years or its charter will not be renewed.

Horace Mann- Operates under the same set of rules as described above, with the following exceptions. First, a Horace Mann charter school must have its charter approved by the local school committee and the local teacher's union in addition to the Board of Education. Second, to the extent provided by their charters, Horace Mann charter schools may be exempt from certain provisions in local collective bargaining agreements. Third, employees of a Horace Mann charter school remain members of the local collective bargaining unit; continue to accrue seniority; and receive, at a minimum, the salary and benefits established by the local collective bargaining agreement.

- **District Operating Status:**

Non-Operating - A town that does not directly operate a school district. The town belongs to a regional school district or pays tuition for their students to attend another school district.

Operating - A city/town that operates its own local school district. It may operate as its own district at some grades, and belong to a regional district or tuition out its students at other grades.

- **District Title I Status:** A district that receives federal Title I funding.

- **District Type:**

Institutional School - State institutional schools that are administered by the DOE.

County Agricultural - Agricultural school district that is administered by a board of trustees.

Independent Public - This category includes Commonwealth Charter Schools, Horace Mann Charter Schools and the Massachusetts Academy of Mathematics and Science.

Independent Vocational - Vocational school district that is administered by a board of trustees.

Local School - District that is administered by a city or town school committee.

Regional Academic - District that is administered by a regional school committee.

Regional Vocational Tech - District that is administered by a regional vocational school committee.

- **Inter-District School Choice:**

Does Not Offer Choice - The local school committee has voted not to accept students from other communities under the School Choice regulations.

Not Accepting New Enrollments - The school district participates in the School Choice program, but is not accepting new students at this time.

Offers Choice - The school district is accepting students from other districts as defined under the School Choice regulations.

- **Out of State School** (Only those out-of-state schools which MA students attend with public funds are listed.):
Private School - a non-public school located outside of Massachusetts.
Public School - a public school located outside of Massachusetts.
- **School Title I Status:**
Non-Title I School - School does not have a Title I program.
Title I School (SW) - School has a Schoolwide Title I program.
Title I School (TA) - School has a Targeted Assistance Title I program.
Title I School (TAP) - School has a Targeted Assistance Title I program and is in the planning year to have a Schoolwide program
- **Special Ed Single Source (Unapproved) Program:** The program has not met program and safety requirements as defined under Massachusetts and federal law.
- **Special Education Approved Program:** The program meets program and safety requirements as defined under Massachusetts and federal law.

Enrollment/Indicators

Enrollment

Enrollment by Grade: Indicates the total number of students by grade, including pre-kindergarten (PK), kindergarten (K) and special education beyond grade 12 (SP).

source: [SIMS](#)

data as of: October 1

Enrollment by Race/Ethnicity: Indicates the percent of enrollment by race/ethnicity.

source: [SIMS](#)

data as of: October 1

Enrollment by Gender: Indicates the count of students by gender.

source: [SIMS](#)

data as of: October 1

Indicators

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 the following October 1. Dropouts are defined as students who leave school prior to graduation for reasons other than transfer to another school.

source: [SIMS](#)

data as of: end of year, October 1

Attendance: Attendance rate indicates the average percentage of days in attendance for students enrolled in grades 1 - 12.

source: [SIMS](#)

data as of: end of year

In-School Suspension Rate: The percentage of enrolled students who received one or more in-school suspensions.

source: [SIMS](#)

data as of: end of year

Out-of-School Suspension Rate: The percentage of enrolled students who received one or more out-of-school suspensions.

source: [SIMS](#)

data as of: end of year

Retention Rate: The percentage of enrolled students who were repeating the grade in which they were enrolled the previous year.

source: [SIMS](#)

data as of: Oct 1

Exclusions rate per 1000: Indicates the rate of exclusions per 1000 students 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.

source: Exclusions Report

data as of: End of School Year

Selected Populations

First Language not English: Indicated the percentage of enrolment whose first language is a language other than English.

source: [SIMS](#)

data as of: Oct 1

Limited English Proficient: Indicates the percent of enrollment who are limited English proficient, defined as "a student whose first language is a language other than English who is unable to perform ordinary classroom work in English."

source: [SIMS](#)

data as of: October 1

Low-income: Indicates the percent of enrollment who meet ANY ONE of the following definitions of low income:

The student is eligible for free or reduced price lunch; or

The student receives Transitional Aid to Families benefits; or

The student is eligible for food stamps

source: [SIMS](#)

data as of: October 1


Teacher Data

Total # of Teachers: Total number of teachers employed by the district/school, measured in "full-time equivalency".

source:  [DSSR](#)


data as of: October 1

% of Teachers Licensed in Teaching Assignment: Percentage of teachers who are licensed with Provisional, Initial or Professional licensure to teach in the area(s) in which they are teaching.

source:  [DSSR](#)


data as of: October 1

Total # of Teachers in Core Academic Areas: The total number of teachers measured in "full-time equivalency", teaching in the core academic subject areas as defined by the No Child Left Behind Act of 2001 (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography).

source:  [DSSR](#)


data as of: October 1

% of Core Academic Teachers Identified as Highly Qualified: The percentage of staff, measured in "full-time equivalency", teaching core academic areas that meet the NCLB definition of highly-qualified. To meet the definition, teachers must hold a valid Massachusetts license AND demonstrate subject matter competency in the areas the teach.

source:  [DSSR](#)

data as of: October 1

Student/Teacher Ratio: The October 1 student enrollment to the total number of teachers

source:  [DSSR](#)

data as of: October 1

Other Data

Special Education: Indicates the percent of enrollment who have an Individualized Education Program.

source: [SIMS](#)

data as of: October 1

Children Attending Public Schools: Indicates the percent of school-age children in a city or town attending public schools.

source:  [School Attending Children](#)

data as of: January 1

Technology: Indicates the number of students for every "modern" (Type A or B) computer and the percent of classrooms with Internet access. "DNR" appears for schools and districts which did not yet report data.

source: [Tech Plan Update](#)

data as of: June 30

Plans of High School Graduates: Indicates the post-graduate intentions of high school graduates.


source: [SIMS](#)

data as of: end of year

Test Results

Massachusetts Comprehensive Assessment System (MCAS):

For all years of the MCAS:

- **Percent of Students at Each Performance Level**, (default view) - Shows percent of students at each performance level for the current year. Select a year to view historical performance level data.
- **MCAS Annual Comparisons** - Shows a graphical display comparing MCAS performance level results over time. Select the icon , or select "MCAS Annual Comparisons" from More MCAS Reports

For 2001 and subsequent years:

- **Participation Results by Grade, Subject** - Shows the number and percent of students participating in the MCAS by each grade and subgroup including regular education students, students with disabilities, limited English proficient students. (listed under "More MCAS Reports")

- **Results by Race, Gender, Special Education, Low Income & Migratory Status** - Shows number and the percent of students participating in each subgroup by school/district and the percent of students at each performance level. (listed under "More MCAS Reports")
- **Test Item Analysis Data** - Shows average test item score for school/district and state, percent of students answering items correctly, percent of responses for each choice, and the correct multiple-choice answer. (select a "Grade and Subject" from the Percent of Students at Each Performance Level).

Adequate Yearly Progress and Accountability Data

- **For 2003: Cycle III Mid-cycle AYP Determinations**
- **For 2004: Cycle III Accountability Report** - Performance and improvement ratings for public schools

Finance - District level data only

Per Pupil Expenditures: 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.

source: [End of Year Pupil and Financial Report](#)

data as of: June 30

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

source: [End of Year Pupil and Financial Report](#)

data as of: June 30



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

| SE, MOA, ELE, SDFS – 2006.doc

File Name: Petersham Public Schools CPR Final Report 2006.doc

Last Revised on: 6/22/06

Prepared by: SN/GH