



## **WATERTOWN PUBLIC SCHOOLS**

### **COORDINATED PROGRAM REVIEW FINAL REPORT OF FINDINGS**

**Dates of Onsite Visit: March 7-9, 2006; March 13-17, 2006; March 20, 2006**

**Date of Draft Report: August 16, 2006**

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#### **Department of Education Onsite Team Members:**

**Peter Cirioni**

**Ellen Convisser**

**Joan Farren**

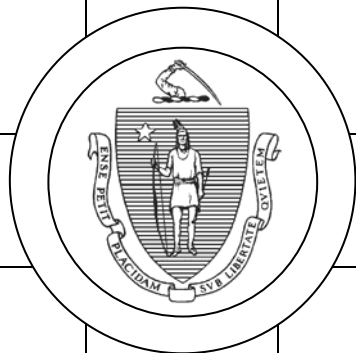
**Ramona Foster**

**Michelle Griffin, Chairperson**

**Stephanie Powers**

**Karen Sandmel**

**Teresita Tzikas**



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**David P. Driscoll, Commissioner of Education**

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**MASSACHUSETTS DEPARTMENT OF EDUCATION  
COORDINATED PROGRAM REVIEW**

**WATERTOWN PUBLIC SCHOOLS**

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## MASSACHUSETTS DEPARTMENT OF EDUCATION

### COORDINATED PROGRAM REVIEW REPORT

#### WATERTOWN PUBLIC SCHOOLS

#### 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**

**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.

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

An eight-member Massachusetts Department of Education team visited Watertown Public Schools during the weeks of March 6, 2006, March 13, 2006, and on March 20, 2006 to evaluate the implementation of selected criteria in the program areas of Career and Vocational/Technical Education, Civil Rights (including the McKinney-Vento Homeless Assistance Act), English Learner Education, Special Education, and Title I. 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 Watertown Public Schools. These areas are as follows:

*The district has organized a “Leadership Team” to provide consistent district-wide practices and to develop implementation and oversight practices with respect to compliance issues across the district. The district has also organized an “Administrative Team” that includes the superintendent and principals, which has prioritized reform and effective special education practices in the district and at each school. To its credit, the district has acknowledged and has begun addressing some of the compliance issues identified in the report.*

*There have been numerous, well-attended presentations and activities for parents on topics related to the Title I program such as “Helping Your Child with Homework,” “Strategies for Comprehending Nonfiction Texts,” “Social Emotional Development” and “Helping your Student With Their Reading and Writing Homework.” These presentations are well publicized and evaluated by participants.*

*In addition to in-class tutoring services in mathematics during the school day, there is a wide spectrum of in-school and extended day services for students at the middle school who are at risk of not scoring at the proficient level in mathematics.*

*The district provides early intervention services in both reading and mathematics in order to enable at-risk students to accelerate their learning and meet the expectations and standards of the general curriculum.*

*At the elementary level, students in the Reading Recovery Program and Early Math Intervention are assessed throughout the year to determine growth and to target needed areas for instruction so that the program can be tailored to the students’ needs.*

*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:

- 32 interviews with administrative staff.
- 91 interviews with teaching and support services staff across all levels.
- An interview with two parent advisory council (PAC) representatives.
- Interviews with eight parents and 15 students.
- Interviews as requested by persons from the general public.

- Student record reviews: A sample of 41 special education, 25 ELE and 20 Perkins 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: 95 parents of students with disabilities and ELE students were sent surveys that solicited information regarding their experiences with the district's implementation of special education programs and ELE programs. Twenty-five 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 37 instructional classrooms and other school facilities used in the delivery of programs and services, and all school buildings were visited to determine general levels of compliance with program requirements.

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

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

# COORDINATED PROGRAM REVIEW REPORT

## EXECUTIVE SUMMARY

### WATERTOWN PUBLIC SCHOOLS

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**

*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?*

*Special education assessments are not always conducted in all areas of the suspected disability and, at times, assessments to which parents have given consent are not completed. In some cases, parents are referred outside for specialist assessments that should be completed by the district, in accordance with special education laws. In addition, interviews indicate that the district does not evaluate students for Section 504 eligibility, when section 504 regulations require it. Evaluations, annual reviews and re-evaluations are not always completed within legally mandated timelines. Team composition is not always consistent with requirements and, despite the fact that each district building has a plan in place in order to address the issue of commitment of resources of the district at Team meetings, interviews indicate that there is confusion about whether Team chairpersons actually have this authority.*

*Record review indicates that age of majority notices have not always been sent in a timely manner, and the district has not always been documenting students' decisions in this regard, as required. The district's new high school special education administrator is aware of these requirements and is working to achieve compliance in this regard. Progress reports concerning disabled students do not meet regulatory requirements. The district has appointed two new administrative team chairs/special education department leaders at the middle and the high school, as well as a part-time out of district liaison in an effort to begin addressing some of the compliance issues identified by the Coordinated Program Review team. In addition, a psychologist has been appointed to assist in constructing a compliant and effective model of individualized referral and assessment for students, and to provide consultation to building-based staff. It is hoped that the district's efforts in this regard will assist in achieving compliance in some of the cited program areas.*

*All students, including disabled and English learner education (ELE) students, participate in MCAS. However, with regard to students with disabilities, in-class and MCAS accommodations are not always consistent.*

*At the elementary level, students in the Reading Recovery Program and Early Math Intervention are assessed throughout the year to determine growth and to target needed areas for instruction so that the program can be tailored to the students' needs.*

*The district recently created a list of standards-based grade level outcomes in every course for students in grades K-12, including career/vocational technical education courses. However, not all career/vocational technical education courses have a system for recording technical skill attainment. Student records indicate that the guidance department meets individually with most students to review assessment results; however, there was inconsistent documentation that assessment results are used in planning the entire program of study for every student, particularly for students identified as LEP.*

**Component II: Student Identification and Program Placement**

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

*The district has in place some “child find” procedures for finding students with disabilities, which include outreach to some community agencies and child study teams at each school. Interviews indicate that district administrators are well-known and have good working relationships in the community. However, the district did not document that it conducts outreach to all community agencies listed. Screenings are conducted for all three and four-year olds in the district and for students who are of age to enter kindergarten, and the district provided evidence that it conducts the vision, hearing and posture screenings as required by the Department of Public Health. The school district has good working relationships with local early intervention providers, and in most cases students received services by the time they turn three years of age. The district does not respond, however, to parent referrals for special education evaluation in a timely manner. Instead of initiating the referral process upon receipt of a verbal referral, the district requires parents to submit a request in writing, which is not required by law.*

*IEP development must be improved. Goals are not always measurable and, in some instances, are not individualized and/or are repeated from year to year. Service delivery grids do not always list the specific service provider or the frequency of services, and non-participation justification statements are not student-specific. Behavior plans and behavior goals were not found in the IEPs of students with behaviors that interfere with learning. In addition, the district must improve its timelines for provision of the IEP to parents; in some cases, IEPs were not sent until months after the Team meetings at which they were developed. In addition, in some cases, Teams place students in special education because of a lack of regular education supports. The district recognizes this issue, and the on-site team was informed of initiatives intended to improve regular education supports.*

*ELE students are appropriately assessed for initial placement in the ELE program. In addition, ELE students participate in all statewide assessments, as required by law. The district’s homeless education liaison must ensure that staff identify homeless children and youth.*

*While the district has made substantial efforts to provide staff with training in sheltered English immersion, not all teachers of ELE students have received sufficient training. In addition, equal access to certain information is not provided to ELE students, as course selection booklets and counseling college application materials are not provided in their native language. In addition, the homeless education liaison must ensure that homeless children and youth have access to school nutrition services. The district must update its policies for pregnant students, as the current policy appears to limit access to education and activities.*

*While special education student records contained logs of access, and staff were aware of confidentiality provisions of the law, in some cases, records contained information pertaining to other students. ELE records did not contain logs of access. In addition, the district has not trained all staff on confidentiality laws, as required.*

*The district has followed all procedures for student identification and placement into the Title I program according to the criteria specified in the regulations.*

*Students enrolled in career/vocational technical education programs are appropriately identified for services. However, students with limited English proficiency are not always provided with language support services in their elective career/vocational technical education courses.*

### **Component III: Parental Involvement**

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

*Special education notices and evaluation consent forms sent to parents do not meet content requirements of the law, and do not always provide for informed consent. Notices were not always found in student records when required. In some cases, special education evaluations were completed without consent, and IEPs and placement forms in student records did not always include parent consent. Invitations for Team meetings were not always found in student records, nor were Team meeting attendance sheets. While interviews indicate that interpreters are often secured to assist parents at Team meetings whose primary language is not English, interviews and record review also indicate that special education documentation is not translated for parents, when required, and that verbal interpretations of documents are not recorded when this method of interpreting information is used.*

*General announcements are not always translated for parents of ELE students, although at times interpreters are provided to these parents for parent/teacher conferences, special education meetings, guidance programs and other district events for families. In addition, while some documentation is translated for a number of parents of ELE students, this is not consistent.*

*The homeless education liaison must ensure that the public notice of the educational rights of homeless children and youth is disseminated in places where homeless children receive services.*

*Parents are notified in the appropriate language and are involved in decisions regarding their children's Title I program and services. School councils at both Hosmer School and the Watertown Middle School are actively involved in shaping the Title I programs.*

*The district's advisory committees for career/vocational technical education programs are not active. Information regarding career/vocational technical programs is not available to students/families in languages other than English. A comprehensive four-year career plan has not been developed for implementation with students.*

#### **Component IV: Curriculum and Instruction**

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

*While special education students are for the most part involved in the general curriculum, and interviews indicate that all special education students receive instruction based on the Massachusetts Curriculum Frameworks, interviews indicate that at the middle school, some special education students do not receive science and history due to scheduling conflicts.*

*While the district does offer a continuum of alternative services and placements, interviews indicate a need for more vocational services at the high school. Private school placements are reportedly monitored, but records did not contain appropriate documentation of monitoring or current contracts. Assistive technology is considered and provided when Teams determine it is appropriate. The district does have in place procedures for providing special education services to students in institutional settings and students enrolled in private schools at private expense. There are some issues with class size and age span in special education classes that must be addressed by the district.*

*The district is currently working on ensuring that the ELE curriculum is based on the English Language Proficiency Benchmarks and Outcomes.*

*The district exceeds the student learning time required by law. However, the district did not provide guidelines to explain how hours spent in the Secondary Education and Employment (SEE) program's work-study component are verified. The district must change its school year schedule so that seniors are released no more than 12 days before the end of the school year.*

*For Title I, there is an ongoing process to ensure that the curriculum is aligned with the Massachusetts Curriculum Frameworks.*

*Limited common planning time and scheduling difficulties make academic and technical integration activities difficult for teachers of technical and core subjects. Students are not formally assessed as to their level of computer literacy and computer applications. While the Computer-Aided Drafting teacher has established a relationship with Massachusetts Bay Community College, there are no formal articulation agreements or school-wide linkages with postsecondary institutions. The district provides electrical courses to students that are inappropriate because the students are not enrolled in a Chapter 74- approved program in electricity that would prepare them to be licensed electricians. The Department is currently reviewing the arrangement whereby students receive instruction in cosmetology in a private school.*

#### **Component V: Student Support Services**

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

*Record review indicates a need for more behavioral supports in IEPs, and interviews confirm that behavioral interventions and assessment must be improved, particularly at the middle school and high school. Interviews also indicate that the district does not currently offer*

*adequate general education supports.*

*While counseling is offered to special education students, it is not clear that it is offered to regular education students. ELE students are not provided with the opportunity to receive counseling in their native language. In some instances, the on-site team heard that parents and students are referred outside for counseling services because the school does not offer these services. Adaptive physical education is not provided in the district.*

*The district must update discipline procedures to reflect the requirements of IDEA 2004, and must ensure that the middle school and the high school begin recording the number and duration of in-house suspensions for students. In addition, all handbooks require various revisions in order to ensure that they comply with applicable education laws. The district must ensure that restraint training is provided to all staff in a timely manner, as required by law.*

*English language learners, special education students and homeless students are selected for the Title I program using the same criteria.*

*Students and their families are encouraged to explore all career/vocational technical education courses/programs during the high school's "Explore the Electives Night." There are no support groups or activities that promote student participation in, or support completion of, programs that would prepare them for careers that are nontraditional for their gender. Limited language support services are available to students in career/vocational technical education courses/programs in order to allow for appropriate instructional time to meet the technical skill competencies in their respective program.*

#### **Component VI: Faculty, Staff and Administration**

*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?*

*Most staff, including administrators, indicate that they were not aware of the existence of a district curriculum accommodation plan. When these supports have been provided through child study teams, documentation did not appear in student records.*

*While most special education teachers and service providers hold appropriate certification, some staff hold outdated state certifications and, in one case, an outdated waiver. In some instances, paraprofessionals are inappropriately leading classes for special education students and ELE students.*

*Documentation of offerings for professional development was extensive; however, not all staff received training in civil rights, ELE and special education topics, as required by law. In addition, it appears that paraprofessional staff do not always participate in civil rights training required by law.*

*All professional Title I staff members, except one, are licensed in their specific program areas. Close supervision of tutors and staff is provided with ongoing professional development. The program's leadership is knowledgeable of Title I and reading and mathematics issues, and*

*has provided comprehensive documentation of the Title I program and its activities.*

*The Department is currently reviewing the arrangement whereby students receive instruction in cosmetology in a private school.*

**Component VII: School Facilities**

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

*The district has recently made facility improvements at all levels, and has plans to make more improvements. The team identified several facilities issues, most of which were recognized by various district personnel. In some cases, special education and ELE spaces are labeled with signs that identify them as such. The weight room and locker room at the high school are not accessible, and the boys' and girls' locker rooms are not equal.*

*The Title I school facilities at Hosmer School and Watertown Middle School are conducive to learning, facilitate integration and provide equal opportunity for students to achieve.*

*Not all instructional facilities, equipment and supplies meet current occupational standards, as well as standards for a healthy, safe environment.*

**Component VIII: Program Plan and Evaluation**

*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 evaluated its ELE program this past year, and secured outside consultants to evaluate its special education program last year and in the past. The special education evaluations, however, do not meet all requirements of the criterion, and the ELE evaluation must be ongoing. The district must implement a civil rights self-evaluation.*

*Curriculum committees review educational materials . In addition, there is no system in place to ensure that counseling materials are regularly reviewed for bias and stereotypes.*

*The district evaluates its Title I program according to regulatory requirements. Results of the evaluations are used to help improve Title I services. Input from parents and staff is solicited to evaluate the program each year.*

*The district has developed and implemented a system of program evaluation for career/vocational technical education courses/programs; however, information regarding the Perkins four core indicators is not systematically shared with other school administrators as part of the overall school evaluation process.*

**Component IX: Record Keeping**

*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?*

*Student records for ELE and special education students did not always contain required documentation, including, with regard to special education records, signed, current IEPs. The special education entitlement grant is designed and monitored by the director of special education.*

*Records for the Title I program are well maintained. Documentation for each program area is comprehensive. Federal grant funds are used appropriately and meet the supplement not supplant provisions.*

*The Perkins Local Plan Update and grant/budget is appropriately designed, maintained and monitored by the career/vocational technical education supervisor/director. Student records inconsistently documented how assessments are used in planning students' entire program of study.*

**WATERTOWN PUBLIC SCHOOLS**

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

<b>Title I</b>
22, 24

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

<b>PROGRAM AREA</b>	<b>PARTIALLY IMPLEMENTED</b>	<b>NOT IMPLEMENTED</b>	<b>OTHER CRITERIA REQUIRING RESPONSE</b>
<b>Special Education</b>	2, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 18A, 18B, 19, 20, 21, 23, 24, 25, 26, 27, 29, 32, 33, 37, 40, 41, 43, 44, 46, 47, 48, 51, 52, 53, 54, 55, 56, 57		
<b>Civil Rights and Other General Education Requirements</b>	2, 2A, 2C, 3, 4, 5B, 6, 7, 7C, 10A, 11A, 12A, 13, 14, 17A, 18, 20, 21, 22, 23, 23A	6B, 6D, 25	
<b>Title I</b>	30		
<b>Career and Technical Education</b>	1, 2, 3, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 17, 18, 19	16	
<b>English Learner Education</b>	5, 7, 9, 10, 11, 14, 15, 18		

**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**

<b>Commendable</b>	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.
<b>Implemented</b>	The requirement is substantially met in all important aspects.
<b>Implementation in Progress</b>	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.
<b>Partially Implemented</b>	The requirement, in one or several important aspects, is not entirely met.
<b>Not Implemented</b>	The requirement is totally or substantially not met.
<b>Not Applicable</b>	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**

CRITERION NUMBER	SPECIAL EDUCATION I. ASSESSMENT OF STUDENTS	
	Legal Standard	
SE 1	<p><b><u>Assessments are appropriately selected and interpreted for students referred for evaluation</u></b></p> <ol style="list-style-type: none"> <li>1. Tests and other evaluation materials are:               <ol style="list-style-type: none"> <li>a. validated</li> <li>b. administered and interpreted by trained individuals</li> <li>c. tailored to assess specific areas of educational need and related developmental needs</li> <li>d. selected and administered to reflect aptitude and achievement levels and related developmental needs</li> <li>e. as free as possible from cultural and linguistic bias</li> <li>f. 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</li> <li>g. not the sole criterion for determining an appropriate educational program</li> <li>h. not only those designed to provide a single general intelligence quotient</li> <li>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</li> <li>j. technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors</li> </ol> </li> <li>2. In interpreting evaluation data and making decisions, the district:               <ol style="list-style-type: none"> <li>a. uses information from a variety of sources to gather relevant functional and developmental information, including information provided by the parent</li> <li>b. ensures that information obtained from these sources is considered</li> <li>c. ensures that the placement decision conforms with placement in the least restrictive environment</li> <li>d. includes information related to enabling the student to be involved in and progress in the general curriculum</li> </ol> </li> </ol> <p><b>State Requirements</b> 28.04 28.05</p> <p><b>Federal Requirements</b> IDEA-97: 34 CFR 300.532, 300.535 34 CFR 104.35(b) IDEA 2004: Section</p>	

<b>CRITERION NUMBER</b>	<b>SPECIAL EDUCATION I. ASSESSMENT OF STUDENTS</b>		
	<b>Legal Standard</b>		
	614(b)(3)(A)(ii); 614(c)(1)(B)(ii)		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>SE 2</b>	<p><b>Required and optional assessments</b></p> <p>1. <u>Required assessments</u>: The following assessments are completed by appropriately credentialed and trained specialists for each referred student:</p> <ol style="list-style-type: none"> <li>a. Assessment(s) in all areas related to the suspected disability (ies) including consideration of any needed assistive technology devices and services and/or instruction in braille.</li> <li>b. Educational assessment by a representative of the school district, including a history of the student’s educational progress in the general curriculum.</li> <li>c. Assessment by a teacher(s) with current knowledge regarding the student’s specific abilities in relation to learning standards of the Massachusetts Curriculum Frameworks and the district’s general education curriculum, as well as an assessment of the student’s attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, and adults.</li> <li>d. For a child being assessed to determine eligibility for services at age three (3), an observation of the child’s interactions in the child’s natural environment or early intervention program is strongly encouraged together with the use of current assessments from early intervention Teams to avoid duplicate testing.</li> </ol> <p>2. <u>Optional assessments</u>: The Administrator of Special Education may recommend or the parent may request one or more of the following:</p> <ol style="list-style-type: none"> <li>a. A comprehensive health assessment by a physician that identifies medical problems or constraints that may affect the student's education. The school nurse may add additional relevant health information from the student’s school health records.</li> <li>b. A psychological assessment by a certified school psychologist, licensed psychologist, or licensed educational psychologist, including an individual psychological examination.</li> <li>c. A home assessment that may be conducted by a nurse,</li> </ol>		

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p style="text-align: center;">psychologist, social worker, guidance or adjustment counselor, or teacher and includes information on pertinent family history and home situation and may include a home visit, with the agreement of the parent</p> <p>3. At the re-evaluation of a student, if no additional assessments are needed to determine whether the student continues to be eligible for special education, the school district recommends to the student’s parents the following:</p> <ul style="list-style-type: none"> <li>a. that no further assessments are needed and the reasons for this; and</li> <li>b. the right of such parents to request an assessment.</li> </ul> <p><b>State Requirements</b> 603 CMR 28.04 (1) and (2)</p> <p><b>Federal Requirements (IDEA-97)</b> 34 CFR 300.532; 300.346.(a)(2)(v)</p>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*Record review indicates that the district does not complete educational assessments as required by state regulations, and that the district does not always conduct consented-to assessments. In addition, record review and documentation indicate that the district does not always conduct assessments in all areas of suspected disability, but has instead referred parents outside for specialist evaluations. In addition, interviews and record review indicate that eligibility determination is at times made without any evaluation, or based on only one evaluation. Home assessments and functional behavioral assessments were not found in student records where indicated.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<p style="text-align: center;"><b>SE 3</b></p> <p>Reserved until IDEA 2004 regulations are final.</p>	<b>Special requirements for determination of specific learning disabilities</b>
	<b>Rating: Not Rated for School Year 2005-06</b> <b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	
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	<b>Legal Standard</b>	
<b>SE 4</b>	<p><b>Reports of assessment results</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>	
	<p><b>State Requirements</b> 603 CMR 28.04(2)(c)</p>	<p><b>Federal Requirements (IDEA-97)</b> 34 CFR 300.532</p>
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	<b>Legal Standard</b>	
<b>SE 5</b>	<p><b>Participation in general State and district-wide assessment programs</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>The district's IEP Teams designate how each student will participate and, if necessary, provide an alternate assessment.</li> <li>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"> <li>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;</li> <li>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;</li> <li>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.</li> </ol> </li> </ol>	
	<p><b>State Requirements</b> St. 2003, c. 140, s. 119; 603 CMR 30.05(2),(3),(5)</p>	<p><b>Federal Requirements (IDEA-97)</b> 34 CFR 300.138; 300.139</p>
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Education Findings:**

*Record review indicates that in-class accommodations and MCAS accommodations are not always*

consistent. At times, students receive more accommodations in class than on the MCAS, or a different type of accommodation than they receive in class (e.g., scribe or word processor on MCAS and not in class). Interviews indicate that the district has only recently begun implementing alternate assessments.

CRITERION NUMBER							
	<b>Legal Standard</b>						
<p><b>SE 6</b></p>	<p><b>Determination of transition services</b></p> <ol style="list-style-type: none"> <li>1. The Team discusses the student’s transition needs annually beginning no later than when the student is 15 years old.</li> <li>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"> <li>a. measurable goals, based on age-appropriate transition assessments, related to postsecondary training, education, and employment, and, where appropriate, to independent living skills; and</li> <li>b. the transition services, including courses of study, needed to reach those goals.</li> </ol> </li> </ol> <p>The Team updates these goals and services as necessary based on its annual discussion of the student’s transition needs.</p> <ol style="list-style-type: none"> <li>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, and the acquisition of daily living skills and functional vocational evaluation.</li> <li>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).</li> <li>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></li> <li>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</li> </ol> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><b>State Requirements</b></td> <td style="width: 50%;"><b>Federal Requirements</b></td> </tr> <tr> <td>M.G.L.c.71B, Sections 12A-C</td> <td>IDEA-97: 34 CFR 300.344(b), 300.347</td> </tr> <tr> <td>603 CMR 28.05(4)(c)</td> <td>IDEA 2004: Section 614(d)(1)(A)(i)(VIII)</td> </tr> </table>	<b>State Requirements</b>	<b>Federal Requirements</b>	M.G.L.c.71B, Sections 12A-C	IDEA-97: 34 CFR 300.344(b), 300.347	603 CMR 28.05(4)(c)	IDEA 2004: Section 614(d)(1)(A)(i)(VIII)
<b>State Requirements</b>	<b>Federal Requirements</b>						
M.G.L.c.71B, Sections 12A-C	IDEA-97: 34 CFR 300.344(b), 300.347						
603 CMR 28.05(4)(c)	IDEA 2004: Section 614(d)(1)(A)(i)(VIII)						
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>						

**Department of Education Findings:**

*Record review and interviews indicate that student preferences and interests are usually found in the IEP vision statement, and that Chapter 688 referrals are done in a timely manner. However, IEPs do not consistently contain measurable goals related to postsecondary training, education, and employment, and, where appropriate, to independent living skills based on age-appropriate transition assessments, for either mildly or severely disabled students. IEPs also lack transition services, including courses of study, needed to reach related goals. Student records contained no documentation of discussions indicating that Teams have determined such goals and services are not necessary. In addition, student records did not contain student invitations to Team meetings, although students appear to attend these meetings. Interviews indicate that district staff agree that the district must improve its transition planning for older students.*

*Documentation indicates that the district is using the Department’s “Transition Planning Chart”; however, record review and interviews indicate that Teams are not regularly using this tool.*

*Documentation included a chapter concerning “Transition Planning”, which contained outdated provisions of law.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 7</b>	<p><b>Transfer of parental rights at age of majority and student participation and consent at the age of majority</b></p> <ol style="list-style-type: none"><li>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.</li><li>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.</li><li>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.<ol style="list-style-type: none"><li>(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</li><li>(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-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</li></ol></li></ol>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
	<p>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>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Requirements</b> 603 CMR 28.07(5)</td> <td style="width: 50%;"><b>Federal Requirements (IDEA-97)</b> 34 CFR 300.347(c), 300.517</td> </tr> </table>	<b>State Requirements</b> 603 CMR 28.07(5)	<b>Federal Requirements (IDEA-97)</b> 34 CFR 300.347(c), 300.517
<b>State Requirements</b> 603 CMR 28.07(5)	<b>Federal Requirements (IDEA-97)</b> 34 CFR 300.347(c), 300.517		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Rating: Partially Implemented</b></td> <td style="width: 50%;"><b>District Response Required: Yes</b></td> </tr> </table>	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>
<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>		

**Department of Education Findings:**

*Record review indicates that notices concerning the transfer of rights at the age of majority are not sent in a timely manner; in all records where notices were found, they were sent in September 2005. In some cases this resulted in a late notification; in others, notification was much sooner than one year prior to the student reaching age eighteen. The district's new high school special education administrator is aware of these requirements and is working to achieve compliance in this regard.*

*Decisions concerning educational decision-making were not documented in IEPs or elsewhere. In some instances, parents were still signing IEPs for students who had turned 18 years of age, and no documentation of efforts to obtain student signatures was found.*

*Interviews indicate acknowledgment that the district must improve age of majority practices.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 8</b>	<p><b>IEP Team composition and attendance</b></p> <p>The following persons are members of the IEP Team and may serve in multiple roles:</p> <ol style="list-style-type: none"> <li>1. The child's parents</li> <li>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.</li> <li>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)</li> <li>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.</li> <li>5. The student, if one purpose of the meeting is to discuss transition services or</li> </ol>

CRITERION NUMBER		
	<b>Legal Standard</b>	
	<p>if otherwise appropriate and if he/she chooses</p> <ol style="list-style-type: none"> <li>6. Other individuals at the request of the student's parents</li> <li>7. At least one teacher or specialist trained in the area of the student's suspected special needs</li> <li>8. Individuals who are qualified to interpret the instructional implications of evaluation results</li> <li>9. Other individuals who may be necessary to write an IEP for the child, as determined by the Administrator of Special Education</li> <li>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 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.</li> <li>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.</li> <li>12. When one purpose of the Team meeting is to discuss placement, a person knowledgeable about placement options is present at the meeting.</li> <li>13. Members of the Team attend Team meetings unless:               <ol style="list-style-type: none"> <li>a. the parent and district agree to use alternative means, such as a video conference or a conference call, for any Team meeting</li> </ol> <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> <li>b. (i) the school district and parent agree that the member's attendance is not necessary or consent to the member's excusal AND</li> <li>(ii) the parent's agreement or consent is in writing AND</li> <li>(iii) the member submits in writing any input he or she has related to the IEP's development.</li> </ol> </li> </ol>	
	<p><b>State Requirements</b> 603 CMR 28.02(21)</p>	<p><b>Federal Requirements</b> 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><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>	

**Department of Education Findings:**

*Record review indicates that Team membership is not always consistent with the requirements set forth in this criterion. In some cases, parents, Team chairs, special educators and regular educators were not present at Team meetings. The presence of regular education teachers at Team meetings is of concern, particularly at the high school. Interviews indicate that the district has recognized this as an issue, and that this practice has improved.*

*Although each district building has a plan in place in order to address the issue of commitment of*

resources of the district at Team meetings, interviews indicate that there is confusion about whether Team chairpersons actually have the authority to commit resources.

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>SE 9</b>	<p>Timeline for determination of eligibility and provision of documentation to parent            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><b>State Requirements</b>            603 CMR 28.05(1); 28.06(2)(e)</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

Record review and interviews indicate that the district does not always meet the 30-day timeline for completing evaluations, or the 45-day timeline for convening the Team to determine eligibility and providing the IEP to parents. In addition, IEPs are not provided to parents immediately following their development.

See SE 24 concerning notice to parents.

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>SE 9A</b>	<p><b>Elements of the eligibility determination; general education accommodations and services for ineligible students</b></p> <ol style="list-style-type: none"> <li>1. To determine whether a student is eligible for special education, the school district:           <ol style="list-style-type: none"> <li>a. provides an evaluation or re-evaluation</li> <li>b. convenes a Team meeting</li> <li>c. determines whether the student has one or more disabilities</li> <li>d. determines if the student is making effective progress in school</li> <li>e. determines if any lack of progress is a result of the student's disability</li> <li>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</li> </ol> </li> <li>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,</li> </ol>

	<p>the student is referred for consideration by the district for eligibility under that regular education program.</p> <p>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.</p> <p>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>
	<p><b>State Requirements</b> 603 CMR 28.05(1) and (2)</p> <p><b>Federal Requirements (IDEA-97)</b> 34 CFR 300.7; 300.534</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*Interviews indicate that students who would not otherwise be found eligible for special education have been identified as in need of special education services because appropriate instructional programs or support services are not available within regular education. Students without IEPs are sometimes placed in special education programs at the high school, including the life skills program and the academic support program. The academic support program is listed in the district's documentation as a special education program.*

*It is not clear that the district has consistent procedures for consideration of Section 504 Accommodation Plans (Section 504). Interviews indicate that the district does not provide evaluations for Section 504 eligibility, as is required by Section 504 regulations, but instead refers parents outside for assessment and diagnosis. Some staff in the district expressed the belief that the district can only consider Section 504 eligibility when parents return with this type of outside information.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 10</b>	<p><b>End of school year evaluations</b> 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.</p>
	<p><b>State Requirements</b> 603 CMR 28.05(1)</p> <p><b>Federal Requirements (IDEA-97)</b> 34 CFR 300.342</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*Interviews and record review indicate that the district is not proposing IEPs pursuant to end of school year evaluations within required timelines.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 11</b>	<p><b>School district response to parental request for independent educational evaluation</b></p> <p>If a parent disagrees with an initial evaluation or re-evaluation completed by the school district, and the parent requests an independent educational evaluation, the district implements the following requirements:</p> <ol style="list-style-type: none"><li>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.</li><li>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.</li><li>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.</li><li>4. If the parent is requesting an evaluation in an area not assessed by the school district, or if the student does not meet or the parent does not choose to share the financial documentation regarding the income eligibility standards for free or reduced cost independent educational evaluation, then the school district responds in accordance with the requirements of federal law by paying for the independent educational evaluation or, within five school days, proceeding to Special Education Appeals to show that its evaluation was comprehensive and appropriate. Where the Department’s Special Education Appeals finds that the school district’s evaluation was comprehensive and appropriate, the school district does not pay for the independent educational evaluation requested by the parent.</li><li>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.</li></ol>



*Record review and interviews indicate that full re-evaluations are not always completed, in particular at the middle school, before terminating a student's eligibility from special education.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 13</b>	<p><b>Progress Reports and content</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol> <p><b>State Requirements</b> 603 CMR 28.07(3)</p> <p><b>Federal Requirements</b> IDEA-97: 34 CFR 300.347; IDEA 2004: Section 614(c)(5)(B)(ii)</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*Record review indicates that the district does not send progress reports to the parents of disabled students at least as often as parents are informed of the progress of non-disabled students. Interviews indicate that this might be a problem of documentation, since service providers indicated that they often send progress reports and copies might not be sent to the central office.*

*Progress reports provided in the documentation and reviewed in student records do not always include written information on the student's progress towards the annual goals in the IEP, and do not contain information on the extent to which such progress is sufficient to enable the child to achieve the goals by the end of the year.*

*The district did not provide evidence that, where a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the 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.*

<b>CRITERION NUMBER</b>	
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	<b>Legal Standard</b>	
<b>SE 14</b>	<p><b>Review and revision of IEPs</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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 provided with a revised copy of the IEP with the amendments incorporated.</li> </ol>	
	<p><b>State Requirements</b> 603 CMR 28.04(3)</p>	<p><b>Federal Requirements</b> IDEA-97: 34 CFR 300.343(c) IDEA 2004: Section 614(d)(3)(D) and (F)</p>
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Education Findings:**

*Record review indicates that annual reviews are not always held before the anniversary date of the IEP. In addition, in some instances, the annual review meeting was held on time, but delays in the provision of the IEP prevented the district from meeting this standard.*

*Record review also indicates that in some cases, annual review meetings are held months before (e.g., in January) a September start date. Documentation indicates that the district has established an "Annual Review Schedule," which proposes that Team meetings in different grade levels be held during certain months, from December through May, resulting in IEP meetings being held months prior to IEP implementation dates. This is problematic because if a Team determines a student requires services, delivery of those services must not be delayed.*

*In addition, record review indicates that at the high school, IEPs for individual students sometime contain repeat goals, and that, at times, goals are the same from student to student.*

<b>CRITERION NUMBER</b>	<b>SPECIAL EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT</b>	
	<b>Legal Standard</b>	
<b>SE 15</b>	<p><b>Outreach by the School District (Child Find)</b></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"> <li>1. professionals in community</li> <li>2. private nursery schools</li> <li>3. day care facilities</li> <li>4. group homes</li> <li>5. parent organizations</li> </ol>	



	<b>Legal Standard</b>
<b>SE 17</b>	<p><b>Initiation of services at age three and Early Intervention transition procedures</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> <p><b>State Requirements</b> 603 CMR 28.06(7)(b)</p> <p><b>Federal Requirements (IDEA-97)</b> 34 CFR 300.24(b)(3); 300.121(c); 300.132; 300.342(c)</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 18A</b>	<p><b>IEP development and content</b></p> <ol style="list-style-type: none"> <li>1. <ol style="list-style-type: none"> <li>a. Upon determining that the student is eligible for special education, the Team, including the parent(s), develops an IEP at the Team meeting using the evaluation data to guide development of measurable, annual goals for the student. IEPs for students with significant cognitive disabilities contain a description of objectives or benchmarks; IEPs for all students contain a description of how progress toward meeting the annual goals will be measured and when progress reports will be provided. (<i>Note: For 2005-2006 Teams are required to continue to use objectives or benchmarks for all students to meet the requirement of a description of how progress will be measured.</i>)</li> <li>b. If the district chooses to draft any element(s) of the IEP for discussion, the Team Chairperson ensures that the Team fully discusses the ideas embodied in that draft, as well as any other ideas, before adopting the draft or any part of it at the Team meeting. All ideas about the academic, developmental, and functional needs of the child as expressed by all Team members, especially the parents, are genuinely considered by the district prior to proposing the IEP.</li> </ol> </li> <li>2. The IEP includes specially designed instruction to meet the needs of the individual student and related services that are necessary to allow the student to benefit from the specially designed instruction, or consists solely of related services that are necessary to allow the student to access the general</li> </ol>

CRITERION NUMBER				
	<b>Legal Standard</b>			
	<p>curriculum, consistent with federal and state requirements. To the extent practicable, specially designed instruction and related services are based on peer-reviewed research.</p> <p>3. In developing the IEP, the Team proposes specially designed instruction and related services according to the needs of the child <u>and not</u> according to the availability of such instruction or related services.</p> <p>4. The IEP is completed addressing all elements of the most current IEP format provided by the Department of Education. Where applicable, the district includes in the IEP, or other notice to the parent, information regarding the implementation of any necessary restraint procedures for students as required under 603 CMR 46.00.</p> <p>5. If the Team members are unable to agree on the IEP, the Team chairperson states the elements of the IEP proposed by the school district.</p> <p>6. The school district ensures that whatever services are set out in the IEP will actually be provided and that the IEP will not be changed at a higher administrative level within the district.</p> <p>7. The IEP is written in generally understandable language.</p> <table border="0" data-bbox="399 947 1404 1209"> <tr> <td data-bbox="399 947 941 1209"> <p><b>State Requirements</b> 603 CMR 28.05(3), (4), (6) and (7);  28.06(2)</p> </td> <td data-bbox="941 947 1404 1209"> <p><b>Federal Requirements</b> IDEA-97: 34 CFR 300.340-300.350; 300.343(a) 34 CFR Part 300, Appendix A, Question #22. IDEA 2004: Section 614(d)(1)(A)(i); 614(d)(3)(A)</p> </td> </tr> </table>		<p><b>State Requirements</b> 603 CMR 28.05(3), (4), (6) and (7);  28.06(2)</p>	<p><b>Federal Requirements</b> IDEA-97: 34 CFR 300.340-300.350; 300.343(a) 34 CFR Part 300, Appendix A, Question #22. IDEA 2004: Section 614(d)(1)(A)(i); 614(d)(3)(A)</p>
<p><b>State Requirements</b> 603 CMR 28.05(3), (4), (6) and (7);  28.06(2)</p>	<p><b>Federal Requirements</b> IDEA-97: 34 CFR 300.340-300.350; 300.343(a) 34 CFR Part 300, Appendix A, Question #22. IDEA 2004: Section 614(d)(1)(A)(i); 614(d)(3)(A)</p>			
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>		

**Department of Education Findings:**

*Record review indicates that IEP goals are not always measurable and, at the high school, are at times repeated from year to year and are not individualized. In some cases, goals contain no benchmarks. Service delivery grids do not always contain the specific school personnel (some are blank, some state “sped staff”), the frequency of services, and services are not always related to a specific goal. Behavior plans and behavior goals were not found in the records of students whose behaviors interfere with learning. Non-participation justification statements are not student-specific.*

*See SE 8 concerning the authority to commit resources.*

CRITERION NUMBER	

	<b>Legal Standard</b>	
<b>SE 18B</b>	<p><b>Determination of placement; provision of IEP to parent</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>4. The placement selected by the Team is the least restrictive environment consistent with the needs of the student.</li> <li>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.</li> </ol>	
	<b>State Requirements</b> 603 CMR 28.05(6) and (7)	<b>Federal Requirements (IDEA-97)</b> 34 CFR 300.346
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Education Findings:**

*Proposed IEPs are not provided to the parent immediately following its development. At times, this delay was several months long.*

*Record review indicates that at times, district personnel check off more than one option on the PL2 form, IEP placement page. In addition, students placed in the Secondary Education Employment (SEE) program last year had IEPs with placement pages that call for either day schools or substantially separate settings; it is not clear which type of program the district considered for these students. This year, students placed in the SEE program continue to have IEPs that call for the incorrect placement.*

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

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>the Team determines that sufficient information is available to determine, in part, necessary annual goals and services, the Team writes a partial IEP that, if accepted by the parent, is immediately implemented by the district while the extended evaluation is occurring.</p> <ol style="list-style-type: none"> <li>2. The extended evaluation period is not used to allow additional time to complete the required assessments.</li> <li>3. If the parent consents to an extended evaluation, the Team documents their findings and determines what evaluation time period is necessary and the types of information needed to develop an IEP. The Team may decide to meet at intervals during the extended evaluation, but in all cases reconvenes promptly to develop an IEP when the evaluation is complete.</li> <li>4. The extended evaluation may extend longer than one week, but does not exceed eight school weeks.</li> <li>5. The extended evaluation is not considered a placement.</li> </ol> <p><b>State Requirements</b> 603 CMR 28.05(2)(b)</p> <p style="text-align: right;"><b>Federal Requirements</b></p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*Interviews, documentation, and record review indicate that at times, the district incorrectly uses the extended evaluation; in some cases it is used prior to a determination of eligibility. The form letter that the district is using for extended evaluations is problematic, in that it contains the option of an extended evaluation where “[t]he Team did not have sufficient data to assess eligibility.” The Team must find a student eligible before an extended evaluation may be initiated. Procedures included in the documentation do acknowledge this difference; however, the form and the practice remain inconsistent.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 20</b>	<p><b>Least restrictive program selected</b></p> <ol style="list-style-type: none"> <li>1. The program selected is the least restrictive environment for students, with consideration given to any potential harmful effect on the student or on the quality of services that he or she needs.</li> <li>2. If the student is removed from the general education classroom at any time, the Team states why the removal is considered critical to the student’s program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily.</li> </ol>

CRITERION NUMBER		
	Legal Standard	
	3. The district does not remove an eligible child from the general education classroom solely because of needed modification in the curriculum. 4. If a student’s IEP necessitates special education services in a day or residential facility or an out-of-district educational collaborative program, the IEP Team considers whether the student requires special education services and support to promote the student’s transition to placement in a less restrictive program.	<b>Federal Requirements (IDEA-97)</b> 34 CFR 300.130; 300.550-300.556
	<b>State Requirements</b> M.G.L. Chapter 71B, section 3 603 CMR 28.06(2)(a);	<b>Federal Requirements (IDEA-97)</b> 34 CFR 300.130; 300.550-300.556
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Education Findings:**

*Interviews indicate that in some cases at the high school and the middle school, students receive special education services when they may not need them, because of a lack of regular education alternatives. In addition, class schedules indicate that some students without IEPs, including ELE students, are scheduled for special education courses, in particular, resource room classes at the middle school and the academic support center at the high school. This problem was particularly noted for students with behavior and attention issues. District administrators recognize this issue, and are currently working to improve regular education alternatives.*

*See SE 18A concerning the non-participation justification statements.*

*See SE 18B.*

CRITERION NUMBER		
	Legal Standard	
<b>SE 21</b>	<b>School day and school year requirements</b> 1. The Team routinely considers the need for an educational program that is less than or more than the regular school day or school year, including extended day, or year, and/or residential services and indicates on the IEP why the shorter or longer program is necessary. 2. The daily duration of the child’s program is equal to that of the regular school day unless the Team states that a different duration is necessary to provide a free appropriate public education to the child. In such case the daily duration of the program shall be specified by the Team, and Team shall state on the IEP the reason for such different duration. 3. Specialized transportation schedules do not impede a student’s access to a full school day and program of instruction.	

CRITERION NUMBER		
	Legal Standard	
	<p>4. An extended day or year program is identified if the student has demonstrated or is likely to demonstrate substantial regression in his or her learning skills and/or substantial difficulty in relearning such skills if an extended program is not provided.</p> <p>5. If residential services are required, the IEP clearly specifies the reasons for such determination and how such services will be coordinated with the day education services provided to the student. Additionally, the annual goals and services on the student's IEP reflects the comprehensive nature of the educational program required.</p> <p>6. Camping or recreation programs provided solely for recreational purposes and with no corresponding IEP goals or specially designed instruction are not to be considered for extended year programs.</p>	<p><b>State Requirements</b> M.G.L. Chapter 69, Section 1G 603 CMR 28.05(4)</p> <p><b>Federal Requirements (IDEA-97)</b> 34 CFR 300.309(b)</p>
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Education Findings:**

*Interviews indicate that extended school day (ESD) services are not available at the high school, and that some parents must pay for ESD services at the elementary level. The district's documentation did not reference any extended school day services as being available in the district.*

CRITERION NUMBER		
	Legal Standard	
SE 22	<p><b>IEP implementation and availability</b></p> <p>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.</p> <p>2. At the beginning of each school year, the district has an IEP in effect for each eligible student within its jurisdiction.</p> <p>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.</p> <p>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</p>	

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
	the accepted IEP. Upon agreement of the parents, the school district implements alternative methods immediately until the lack of space or personnel issues are resolved.		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Requirements</b> 603 CMR 28.05(7)(b); 28.06(2)(d)(2)</td> <td style="width: 50%;"><b>Federal Requirements (IDEA-97)</b> 34 CFR 300.342</td> </tr> </table>	<b>State Requirements</b> 603 CMR 28.05(7)(b); 28.06(2)(d)(2)	<b>Federal Requirements (IDEA-97)</b> 34 CFR 300.342
<b>State Requirements</b> 603 CMR 28.05(7)(b); 28.06(2)(d)(2)	<b>Federal Requirements (IDEA-97)</b> 34 CFR 300.342		
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>		

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>SE 23</b>	<p><b>Confidentiality of personally identifiable information</b> The district protects the confidentiality of any personally identifiable information that is collected, used or maintained in accordance with federal and state law.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Requirements</b> M.G.L. c. 71, s. 34H; 603 CMR 23.00 (Student Records Regulations)</td> <td style="width: 50%;"><b>Federal Requirements</b> IDEA-97: 34 CFR 300.560-576; Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g</td> </tr> </table>	<b>State Requirements</b> M.G.L. c. 71, s. 34H; 603 CMR 23.00 (Student Records Regulations)	<b>Federal Requirements</b> IDEA-97: 34 CFR 300.560-576; Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g
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	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>		

**Department of Education Findings:**

*While student records contain appropriate logs of access and documentation regarding confidentiality policies and interviews indicate that staff are aware of the confidentiality provisions of the laws and regulations, some student records reviewed by the Department contained information pertaining to other students.*

*Some handbooks include outdated provisions of the student records laws and regulations.*

<b>CRITERION NUMBER</b>	<b>SPECIAL EDUCATION III. PARENTAL INVOLVEMENT</b>
	<b>Legal Standard</b>
<b>SE 24</b>	<p><b>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</b></p> <p>1. A student may be referred for an evaluation by a parent or any person in a</p>

CRITERION NUMBER	SPECIAL EDUCATION III. PARENTAL INVOLVEMENT			
	<b>Legal Standard</b>			
	<p>caregiving or professional position concerned with the student's development.</p> <p>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.</p> <p>3. Notice is given by the district within a reasonable time for all other actions.</p> <p>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</p> <p>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</p> <p>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.</p> <p>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> <table border="0" data-bbox="399 1045 1401 1146"> <tr> <td data-bbox="399 1045 922 1146"> <b>State Requirements</b> 603 CMR 28.04(1) </td> <td data-bbox="922 1045 1401 1146"> <b>Federal Requirements</b> IDEA-97: 34 CFR 300.503(a) IDEA 2004: Section 615(d)(1)(A) </td> </tr> </table>		<b>State Requirements</b> 603 CMR 28.04(1)	<b>Federal Requirements</b> IDEA-97: 34 CFR 300.503(a) IDEA 2004: Section 615(d)(1)(A)
<b>State Requirements</b> 603 CMR 28.04(1)	<b>Federal Requirements</b> IDEA-97: 34 CFR 300.503(a) IDEA 2004: Section 615(d)(1)(A)			
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>		

**Department of Education Findings:**

*Interviews, documentation and record review indicate that when a student is referred for an evaluation to determine eligibility for special education, the school district does not always send written notice to the child's parent(s) within five school days of receipt of the referral. Rather, at times, parents are required to complete a written "referral for evaluation" form before a referral will be accepted.*

*Appropriate notices were not always found in student records accompanying proposed IEPs, evaluations and findings of no eligibility.*

*At times, in particular at the preschool and kindergarten levels, IEP service delivery grids contain evaluation proposals. In addition, in several instances where the Team recommended further evaluation, no notices were sent seeking consent for evaluations to occur.*

*In addition, interviews indicate that at the Lowell School, staff respond to a parent referral by referring the student to the Child Study Team, rather than by sending appropriate notice proposing or refusing to propose a special education evaluation.*

*Interviews indicate that some staff believe that limited English proficient (LEP) students cannot be referred for a special education evaluation until they have been in this country for two years. While this is not a district-wide practice, it could prevent LEP students from having equal access to special education services, where warranted.*

*See SE 30 concerning the Notice of Procedural Safeguards.*

<b>CRITERION NUMBER</b>					
	<b>Legal Standard</b>				
<p><b>SE 25</b></p>	<p><b>Parental consent</b>            In accordance with state and federal law, the school district obtains informed parental consent as follows:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. The school district obtains consent before initiating extended evaluation services.</li> <li>3. The school district obtains consent to the services proposed on a student’s IEP before providing such services.</li> <li>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.</li> <li>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.</li> <li>6. If, subsequent to initial evaluation and initial placement and after following the procedures required by the regulations, the school district is unable to obtain parental consent to a reevaluation or to placement in a special education program subsequent to the initial placement, or the parent revokes consent to such reevaluation or placement, the school district considers with the parent whether such action will result in the denial of a free appropriate public education to the child. If, after consideration, the school district determines that the parent’s failure or refusal to consent will result in a denial of a free appropriate public education to the student, it seeks resolution of the dispute through Special Education Appeals.</li> </ol> <p style="text-align: center;"> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><b>State Requirements</b></td> <td style="width: 50%;"><b>Federal Requirements (IDEA-97)</b></td> </tr> <tr> <td>603 CMR 28.07(1)</td> <td>34 CFR 300.500(b)(1)</td> </tr> </table> </p>	<b>State Requirements</b>	<b>Federal Requirements (IDEA-97)</b>	603 CMR 28.07(1)	34 CFR 300.500(b)(1)
<b>State Requirements</b>	<b>Federal Requirements (IDEA-97)</b>				
603 CMR 28.07(1)	34 CFR 300.500(b)(1)				



	<b>Legal Standard</b>	
<b>SE 25B</b>	<p><b>Resolution of disputes</b></p> <ol style="list-style-type: none"> <li>1. Within 15 days of receiving notice that a parent has made an official hearing request to Special Education Appeals, the district convenes a meeting with the parent(s) and the relevant member(s) of the IEP Team, including a representative of the district with decision-making authority, to try to resolve the dispute. The resolution session may be waived if the district and the parents agree in writing to do so or if they agree to use mediation instead.</li> <li>2. If the dispute is resolved at the resolution session, the parent(s) and a representative of the district with the authority to do so sign a legally binding agreement, enforceable in state or federal court. Any party may void this agreement within three business days of the signing.</li> </ol>	
	<b>State Requirements</b>	<b>Federal Requirements</b> IDEA 2004: Section 615(f)(1)(B)
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>SE 26</b>	<p><b>Parent participation in meetings</b></p> <ol style="list-style-type: none"> <li>1. The district ensures that one or both parents of a child are members of any group that makes decisions on the educational placement of their child.</li> <li>2. The Administrator of Special Education notifies parent(s) in writing of any Team meeting early enough to ensure that they have an opportunity to attend.</li> <li>3. The district schedules the meeting at a mutually agreed upon time and place; and documents such efforts.</li> <li>4. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls, or video conferencing.</li> <li>5. In cases where the district, after reasonable efforts, is unable to obtain the parents' participation in Team meeting discussions and decisions, the district conducts the Team meeting and documents its attempts to facilitate the parents' participation.</li> </ol>	
	<b>State Requirements</b> 603 CMR 28.02(21)	<b>Federal Requirements (IDEA-97)</b> 34 CFR 300.345(d), 300.501
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Education Findings:**

*While interviews and some records indicate that parents do attend Team meetings, and interviews indicate that district staff make attempts to obtain parent participation in Team meetings, most student records either did not contain meeting invitations, contained meeting invitations sent to parents only a*

few days before the meeting, or contained meeting invitations that stated that the time and date were “TBD.” In addition, Team meeting attendance sheets were not always found in student records.

CRITERION NUMBER		
	Legal Standard	
<p><b>SE 27</b></p>	<p><b>Content of Team meeting notice to parents</b></p> <ol style="list-style-type: none"> <li>1. The parent notice of an evaluation required by 603 CMR 28.04(1)(a) meets all of the content requirements set forth in M.G.L. c.71B, §3, and in federal law and seeks the consent of the parent for any evaluation to occur, and provides the parent with the opportunity to express any concerns or provide information on the student’s skills or abilities and to consult regarding the evaluators to be used.</li> <li>2. The parent notice of any Team meeting states the purpose, time and location of the meeting as well as who will be in attendance.</li> </ol> <p><b>State Requirements</b> 603 CMR 28.04(1)(b)</p> <p><b>Federal Requirements (IDEA-97)</b> 34 CFR 300.503-504</p>	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Education Findings:**

*See SE 24 and SE 26.*

CRITERION NUMBER		
	Legal Standard	
<p><b>SE 28</b> Reserved</p>		
	<b>Rating: Not Applicable</b>	<b>District Response Required: No</b>

CRITERION NUMBER		
	Legal Standard	
<p><b>SE 29</b></p>	<p><b>Communications are in English and primary language of home</b></p> <ol style="list-style-type: none"> <li>1. Communications with parents are in simple and commonly understood words and are in both English and the primary language of the home if such primary language is other than English. Any interpreter used in fulfilling these requirements is fluent in the primary language of the home and familiar with special education procedures, programs and services. If the</li> </ol>	

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>parents or the student are unable to read in any language or are blind or deaf, communications required by these regulations are made orally in English with the use of a foreign language interpreter, in Braille, in sign language, via TTY, or in writing, whichever is appropriate, and 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> <p><b>State Requirements</b> 603 CMR 28.07(8)</p> <p><b>Federal Requirements (IDEA-97)</b> 34 CFR 300.345(e)</p>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*While interviews and some records indicate that interpreters are secured to assist parents whose primary language is other than English with Team meetings, and while interviews indicate that at times, interpreters verbally translate necessary documentation, there was no documentation of verbal translation in student records. Interviews and record review confirm that special education documents are, for the most part, not provided in the primary language of the home when such primary language is other than English.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 30</b>	<p><b>Notice of procedural safeguards</b></p> <ol style="list-style-type: none"> <li>1. The district’s notice of procedural safeguards contains all required elements included in the Massachusetts Interim Notice of Procedural Safeguards.</li> <li>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.</li> </ol> <p><b>State Requirements</b> M.G.L. c. 71B, section 3</p> <p><b>Federal Requirements</b> IDEA-97: 34 CFR 300.503-504 IDEA 2004: Section 615(d)(1)(A)</p>
	<b>Rating: Implemented</b> <b>District Response Required: No</b>





CRITERION NUMBER	SPECIAL EDUCATION IV. CURRICULUM AND INSTRUCTION	
	<b>Legal Standard</b>	
	<p>disabilities) with essential learning opportunities that prepare the students to reach the state graduation standards.</p> <p>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.</p> <p>4. In the IEP the district documents the student's participation in the general curriculum.</p>	
	<b>State Requirements</b> 603 CMR 28.05(4)(a) and (b)	<b>Federal Requirements (IDEA-97)</b> 34 CFR 300.347(a)(1)(i); 300.137
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Education Findings:**

*Interviews indicate that at the middle school, some special education students are not receiving science and history due to scheduling conflicts.*

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

CRITERION NUMBER		
	<b>Legal Standard</b>	
<b>SE 35</b>	<p><b>Specialized materials and assistive technology</b></p> <p>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.</p> <p>2. The school district provides evidence that assistive technology is considered for each eligible student and, if necessary, described in the IEP and provided</p>	

<b>CRITERION NUMBER</b>					
	<b>Legal Standard</b>				
	by the district.				
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Requirements</b></td> <td style="width: 50%;"><b>Federal Requirements (IDEA-97)</b></td> </tr> <tr> <td></td> <td>34 CFR 300.308, 34 CFR 300.346</td> </tr> </table>	<b>State Requirements</b>	<b>Federal Requirements (IDEA-97)</b>		34 CFR 300.308, 34 CFR 300.346
<b>State Requirements</b>	<b>Federal Requirements (IDEA-97)</b>				
	34 CFR 300.308, 34 CFR 300.346				
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>				

<b>CRITERION NUMBER</b>					
	<b>Legal Standard</b>				
<b>SE 36</b>	<p><b>IEP implementation, accountability and financial responsibility</b></p> <ol style="list-style-type: none"> <li>1. The district ensures that IEPs are implemented without delay upon parent consent.</li> <li>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.</li> <li>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></li> <li>4. The district provides all programs and services without expense to the child's parents.</li> <li>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.</li> </ol> <table style="width: 100%; border: none; margin-top: 10px;"> <tr> <td style="width: 50%;"><b>State Requirements</b></td> <td style="width: 50%;"><b>Federal Requirements (IDEA-97)</b></td> </tr> <tr> <td>603 CMR 28.06(3)</td> <td>34 CFR 300.13(a); 300.142; 300.300; 300.302; 300.350;</td> </tr> </table>	<b>State Requirements</b>	<b>Federal Requirements (IDEA-97)</b>	603 CMR 28.06(3)	34 CFR 300.13(a); 300.142; 300.300; 300.302; 300.350;
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603 CMR 28.06(3)	34 CFR 300.13(a); 300.142; 300.300; 300.302; 300.350;				
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>				

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 37</b>	<b>Procedures for approved and unapproved out-of-district placements</b>

CRITERION NUMBER	
	<b>Legal Standard</b>
	<ol style="list-style-type: none"> <li data-bbox="407 348 1404 611">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.</li> <li data-bbox="407 621 1404 810">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.</li> <li data-bbox="407 821 1404 1104">3. <u>Preference to approved programs</u>: The school district, in all circumstances, first seeks to place a student in a program approved by the Department pursuant to the requirements of 603 CMR 28.09. Preference is also given to approved programs located within the Commonwealth of Massachusetts if the choice of such program is consistent with the needs of the student and the choice of such program complies with LRE requirements. When an approved program is available to provide the services on the IEP, the district makes such placement in the approved program in preference to any program not approved by the Department.</li> <li data-bbox="407 1115 1404 1209">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).</li> <li data-bbox="407 1220 1404 1440">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.</li> <li data-bbox="407 1451 1404 1814">6. <u>Placement documentation</u>: The following documentation is maintained by the school district pursuant to its placement of children in unapproved out-of-district programs: <ol style="list-style-type: none"> <li data-bbox="505 1556 1404 1682">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.</li> <li data-bbox="505 1692 1404 1814">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</li> </ol> </li> </ol>

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

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	<b>Legal Standard</b>		
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<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>		

**Department of Education Findings:**

*While interviews indicate compliance with this criterion, student records did not always contain documentation of monitoring or current contracts for out of district placements.*

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>SE 38</b>	<p><b>Educational services in institutional settings (ESIS)</b>  <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"> <li>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.</li> <li>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).</li> <li>3. The parent's school district coordinates with the state agency to ensure that the student receives an evaluation, an annual review, and special education services as identified at a Team meeting convened by the parent's school district.</li> </ol> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><b>State Requirements</b> 603 CMR 28.06(9)</td> <td style="width: 50%; border: none;"><b>Federal Requirements</b></td> </tr> </table>	<b>State Requirements</b> 603 CMR 28.06(9)	<b>Federal Requirements</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 39</b>	<p>Procedures used to provide services to eligible students enrolled in private schools at private expense</p> <ol style="list-style-type: none"> <li>1. The district determines annually the number of eligible private school students in consultation with private school representatives.</li> <li>2. To the extent that the school district provides and pays for special education services for eligible students enrolled in private schools at private expense, the following requirements and procedures are implemented: <ol style="list-style-type: none"> <li>a. The district provides special education and/or related services designed to meet the needs of eligible children who are attending private schools at private expense and whose parents reside in the jurisdiction of the school district. The school district provides to such children genuine opportunities to participate in the public school special education program consistent with state constitutional limitations.</li> <li>b. The district provides or arranges for the provision of evaluation services and an IEP for any eligible private school child whose parent resides in the jurisdiction of the school district. The evaluation may take place in the public school, the private school, or an appropriate contracted facility, and the school district ensures that a representative of the child's private school is invited to participate as a member of the Team pursuant to §28.05.</li> <li>c. The district provides or arranges for the provision of the special education and/or related services described by the child's IEP and the district ensures that special education services funded with state or local funds are provided in a public school facility or other public or neutral site. When services are provided using only federal funds, services are provided on public or private school grounds.</li> <li>d. The district does not withdraw or withhold services from a child solely because the school district has met the spending requirements of federal law.</li> </ol> </li> <li>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.</li> <li>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.</li> <li>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.</li> </ol> <p><b>State Requirements</b> <span style="float: right;"><b>Federal Requirements (IDEA-97)</b></span></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	M.G.L. c. 71B, section 2 603 CMR 28.03(1)(e);
	34 CFR 300.450-300.462
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 40</b>	<p><b>Instructional grouping requirements for students aged five and older</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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 eight (8) students to one certified special educator or twelve (12) students to a certified special educator and an aide.</li> <li>5. After the school year has begun, if instructional groups have reached maximum size as delineated in paragraphs 3 and 4 of this criterion, the Administrator of Special Education <u>and</u> the certified special educator(s) providing services in an instructional group may decide to increase the size of an instructional grouping by no more than two additional students if the additional students have compatible instructional needs and then can receive services in their neighborhood school.</li> <li>6. In such cases, the Administrator provides written notification to the Department and the parents of all group members of the decision to increase the instructional group size and the reasons for such decision. Such increased instructional group sizes are in effect only for the year in which they are initiated.</li> <li>7. The district takes all steps necessary to reduce the instructional groups to the sizes outlined in paragraph 3 or 4 of this criterion for subsequent years. Such steps are documented by the district.</li> </ol>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>State Requirements</b> 603 CMR 28.06(6) </td> <td style="width: 50%; vertical-align: top;"> <b>Federal Requirements</b> </td> </tr> </table>	<b>State Requirements</b> 603 CMR 28.06(6)	<b>Federal Requirements</b>
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<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>		

**Department of Education Findings:**

*According to documentation, occupational therapy keyboarding groups at the Cunniff and Hosmer schools exceed the class size standards of the regulations. Six of the special education teacher schedules submitted from the middle school indicate that these staff members have classes that exceed the class size requirements, including one of the Learning Support Program teachers; it is not clear that there is appropriate paraprofessional or other staff support during these classes. One of the teachers at the high school has a class schedule that indicates that this class size exceeds the class size standards in the regulations. The transitional developmental learning center teacher's schedule includes one period where the class size and age span exceed regulatory requirements. Two high school language-based reading support classes exceed the class size standards of regulations. One schedule for the high school was a poor copy and regulatory compliance could not be determined. The Satellite Program teacher's schedule at the high school has several periods scheduled in which class size and age span exceed regulatory requirements.*

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>SE 41</b>	<p><b>Age span requirements</b> The ages of the youngest and oldest child in any instructional grouping do not differ by more than forty-eight months. A written request for approval of a wider age range is submitted to the Commissioner of Education in cases where the district believes it is justified. Such requests are implemented only after approval of the Department of Education.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>State Requirements</b> 603 CMR 28.06(6)(f) </td> <td style="width: 50%; vertical-align: top;"> <b>Federal Requirements</b> </td> </tr> </table>	<b>State Requirements</b> 603 CMR 28.06(6)(f)	<b>Federal Requirements</b>
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<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>		

**Department of Education Findings:**

*See SE 40.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	<b>SPECIAL EDUCATION V. STUDENT SUPPORT SERVICES</b>	
	<b>Legal Standard</b>	
<b>SE 43</b>	<p><b>Behavioral interventions</b> 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>	
	<b>State Requirements</b>	<b>Federal Requirements (IDEA-97)</b> 34 CFR 300.346
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Education Findings:**

*Record review indicates that, for students whose behavior impedes their learning or the learning of other students, the Team does not always consider 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 (FBA). FBAs and behavior intervention plans (BIPs) were not found in student records. Although interviews indicate that FBAs and BIPs do occur in the preschool and the elementary schools, these do not occur when needed at the middle school and high school.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 44</b>	<p><b>Procedure for recording suspensions</b> 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>
	<b>State Requirements</b> <span style="float: right;"><b>Federal Requirements (IDEA-97)</b> 34 CFR 300.121(d)(2)</span>
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

**Department of Education Findings:**

*Interviews indicate that in-house suspensions are not counted at the high school. Documentation includes procedures that contain outdated state special education regulations, and outdated IDEA requirements.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>SE 45</b>	<p><b>Procedures for suspension up to 10 days and after 10 days: General requirements</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol> <p><b>State Requirements</b> M.G.L. c. 76, sections 16-18</p> <p style="text-align: right;"><b>Federal Requirements (IDEA-97)</b> 34 CFR 300.519-300.529</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>SE 46</b>	<p><b>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</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.”</li> <li>3. If district personnel, the parent, and other relevant members of the Team</li> </ol>

CRITERION NUMBER	
	<b>Legal Standard</b>
	<p>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:</p> <ol style="list-style-type: none"> <li>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</li> <li>b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.</li> </ol> <p>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</p> <ol style="list-style-type: none"> <li>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</li> <li>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.</li> </ol> <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> <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.</p> <p>6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student’s current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.</p> <p><b>State Requirements</b> <span style="float: right;"><b>Federal Requirements</b></span>  IDEA-97: 34 CFR 300.519-300.528  IDEA 2004: Section 615(k)(1)-(4)</p>





CRITERION NUMBER		
	Legal Standard	
	<p>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"> <li>1. speech-language pathology and audiology services</li> <li>2. psychological services</li> <li>3. physical therapy</li> <li>4. occupational therapy</li> <li>5. recreation, including therapeutic recreation</li> <li>6. early identification and assessment of disabilities in children</li> <li>7. counseling services, including rehabilitation counseling</li> <li>8. orientation and mobility services (peripatology)</li> <li>9. medical services for diagnostic or evaluation purposes</li> <li>10. school health services</li> <li>11. school nurse services</li> <li>12. social work services in schools</li> <li>13. parent counseling and training, and</li> <li>14. interpreting services.</li> </ol> <p><b>State Requirements</b> 603 CMR 28.02(19)</p> <p><b>Federal Requirements)</b> IDEA-97: 34 CFR 300.24 IDEA 2004: Section 602(26)</p>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

CRITERION NUMBER		
	Legal Standard	
SE 49A	<p><b>Special Transportation</b></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"> <li>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.</li> <li>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</li> </ol>	

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Requirements</b> 603 CMR 28.05(5)(b)</td> <td style="width: 50%;"><b>Federal Requirements (IDEA-97)</b> 34 CFR 300.24(b)(15)</td> </tr> </table>	<b>State Requirements</b> 603 CMR 28.05(5)(b)	<b>Federal Requirements (IDEA-97)</b> 34 CFR 300.24(b)(15)
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	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Rating: Implemented</b></td> <td style="width: 50%;"><b>District Response Required: Yes</b></td> </tr> </table>	<b>Rating: Implemented</b>	<b>District Response Required: Yes</b>
<b>Rating: Implemented</b>	<b>District Response Required: Yes</b>		

<b>CRITERION NUMBER</b>	<b>SPECIAL EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION</b>				
	<b>Legal Standard</b>				
<b>SE 50</b>	<p><b>Responsibilities of the Administrator of Special Education</b> The school district has an appointed person to be its Administrator of Special Education. The Administrator supervises all special education for the school district and ensures compliance with all federal and state special education laws. As appropriate, and in accordance with the requirements of M.G.L. c.71B, §3A, the Administrator may designate other school district personnel to carry out some of the duties of the Administrator.</p>				
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Requirements</b> 603 CMR 28.03(2)</td> <td style="width: 50%;"><b>Federal Requirements</b></td> </tr> </table>			<b>State Requirements</b> 603 CMR 28.03(2)	<b>Federal Requirements</b>
<b>State Requirements</b> 603 CMR 28.03(2)	<b>Federal Requirements</b>				
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>		

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 51</b>	<b>Appropriate special education teacher certification/licensure</b>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
	Individuals who design and/or provide direct special education services described in IEPs, or who supervise the provision of special education services by other teachers or paraprofessionals, are appropriately certified.		
	<b>State Requirements</b> 603 CMR 7.00; 28.02(3)	<b>Federal Requirements</b> 34 CFR 300.23; 300.136	
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Education Findings:**

*The district did not submit appropriate and/or current educator licensure or waivers for some special education teachers, including one of the integrated preschool teachers and the primary level inclusion specialist at the Cunniff School.*

*Interviews and documentation indicate that at the middle school, two paraprofessionals are teaching classes without educator licensure.*

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>SE 52</b>	<p><b>Appropriate certifications/licenses or other credentials -- <u>related service providers</u></b> Any person, including non-educational personnel, who provides related services described under federal special education law, who supervises paraprofessionals in the provision of related services, or who provides support services directly to the regular or special classroom teacher is appropriately certified, licensed, board-registered or otherwise approved to provide such services by the relevant professional standards board or agency for the profession.</p>		
	<b>State Requirements</b> 603 CMR 28.02(3)	<b>Federal Requirements (IDEA-97)</b> 34 CFR 300.23; 300.24; 300.136	
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Education Findings:**

*The district did not submit appropriate and/or current educator licensure or waivers for some related service providers, including the following:*

- *One school nurse;*
- *No state licensure information was provided for two COTAs and one physical therapist;*
- *Several psychologists do not hold Department of Education certification; for some, state licensure was submitted and for others, no license information was submitted.*



CRITERION NUMBER			
	<b>Legal Standard</b>		
	<p>education policies and procedures;</p> <p>b. analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the regular classroom of students with diverse learning styles;</p> <p>c. methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the regular classroom;</p> <p>3. The district provides in-service training for all locally hired <u>and</u> contracted transportation providers, before they begin transporting any special education student, on the needs of the special education student(s) they are to transport and appropriate methods of meeting those needs; it provides written information on the nature of any needs or problems that may cause difficulties, along with information on appropriate emergency measures. Transportation providers include drivers of regular and special education vehicles and any attendants or aides identified by a Team for either type of vehicle.</p> <p><b>State Requirements</b> M.G.L. c. 71, section 38G , 38Q and 38Q ½ 603 CMR 28.03(1)(a); 28.06(8)(b) and (c)</p> <p style="text-align: right;"><b>Federal Requirements</b></p>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Education Findings:**

*Many staff in the district indicated in interviews that they had not received the training listed above in numbers 2a. and 2c.*

*Documentation indicates that one transportation service provider does provide annual training in August to review company policies, and driver and monitor requirements and responsibilities. The district also submitted a copy of a state RMV document entitled “Guide to School Pupil Transport Vehicles (7D).” A copy of a letter to a parent from another transportation provider, explaining driver qualification and training, was also provided. However, the district did not provide evidence of in-service training for all locally hired and contracted transportation providers, before they begin transporting any special education student, on the needs of the special education student(s) they are to transport and appropriate methods of meeting those needs, or that it provides written information on the nature of any needs or problems that may cause difficulties, along with information on appropriate emergency measures.*

CRITERION NUMBER	<b>SPECIAL EDUCATION VII. SCHOOL FACILITIES</b>		
	<b>Legal Standard</b>		
<b>SE 55</b>	<b>Special education facilities and classrooms</b>		

CRITERION NUMBER	SPECIAL EDUCATION VII. SCHOOL FACILITIES		
	Legal Standard		
	<p>The school district provides facilities and classrooms for eligible students that</p> <ol style="list-style-type: none"> <li>1. maximize the inclusion of such students into the life of the school;</li> <li>2. provide accessibility in order to implement fully each child's IEP;</li> <li>3. are at least equal in all physical respects to the average standards of general education facilities and classrooms; and</li> <li>4. are given the same priority as general education programs in the allocation of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students.</li> </ol>		
	<p><b>State Requirements</b> 603 CMR 28.03(1)(b) 1973</p>	<p><b>Federal Requirements</b> Section 504 of the Rehabilitation Act of 1973</p>	
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Education Findings:**

*At the high school, the weight room and the locker room are not accessible to all students with disabilities. At the high school, signs identify the academic support center.*

*Team members who toured the Hosmer Elementary School and at the high school observed signs that identified special education instructional spaces as such, including the speech and language therapy, occupational therapy, physical therapy rooms and observation and evaluation spaces. Special education classrooms were located at the end of the hallways. This does not minimize the separation or stigmatization of eligible students. Special education instructional spaces, such as the Harbor program and the resource room, have signs identifying them as such.*

*The middle school library is not wheelchair accessible.*

*Rooms at the preschool and in the library at Hosmer have signs identifying them as an observation and evaluation room, PT/OT and speech instructional spaces. The preschool is replacing door handles to make them accessible.*

CRITERION NUMBER	SPECIAL EDUCATION VIII. PROGRAM PLAN AND EVALUATION		
	Legal Standard		
<b>SE 56</b>	<p><b>Special education programs and services are evaluated</b></p> <ol style="list-style-type: none"> <li>1. Special education programs, services and administrative areas are regularly evaluated.</li> <li>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.</li> </ol>		

CRITERION NUMBER	SPECIAL EDUCATION VIII. PROGRAM PLAN AND EVALUATION
	<b>Legal Standard</b>
	<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><b>State Requirements</b> M.G.L. c. 71, section 59C; c. 71B, section 2</p> <p><b>Federal Requirements (IDEA-97)</b> 34 CFR 300.137</p>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*Interviews indicate that this type of program evaluation is not regularly completed. Documentation includes evaluations of the preschool and elementary programs conducted during the 2004-2005 school year, and in previous years, but evaluations do not address the elements required in the criterion.*

CRITERION NUMBER	SPECIAL EDUCATION IX. RECORD KEEPING
	<b>Legal Standard</b>
<b>SE 57</b>	<p><b>Special education child count</b></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	
	<b>Legal Standard</b>	
	<b>State Requirements</b> 603 CMR 23.00	<b>Federal Requirements</b> 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
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Education Findings:**

*Student records did not always contain annual, current, signed IEPs, which affects the appropriate child count.*

CRITERION NUMBER		
	<b>Legal Standard</b>	
<b>SE 58</b>	<b>Federal Special Education Entitlement Grant</b> 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.	
	<b>State Requirements</b> 603 CMR 28.03(1)(e)	<b>Federal Requirements (IDEA-97)</b> 34 CFR 300.230; 300.340-300.500
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>



**CIVIL RIGHTS  
METHODS OF ADMINISTRATION (MOA)  
AND  
OTHER RELATED GENERAL EDUCATION  
REQUIREMENTS**

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

CRITERION NUMBER	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (MOA) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS II. STUDENT IDENTIFICATION AND PLACEMENT</b>
	<b>Legal Standard</b>
<b>MOA 1</b>	<p><b>Identification of limited-English-proficient students</b> 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>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>MOA 2</b>	<p><b>Program modifications and support services for limited-English-proficient students</b> 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"> <li>1. are based on sound education theory;</li> <li>2. provide for English-language development;</li> <li>3. provide for the meaningful participation of limited-English-proficient students in the district's educational program;</li> <li>4. are evaluated and appropriately revised in an ongoing manner; and</li> <li>5. are demonstrably useful in assisting students receiving such program modifications and services to gain English language proficiency.</li> </ol> <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>
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

**Department of Education Findings:**

*See MOA 3, MOA 7, MOA 13, ELE 5 and ELE 15.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 2A</b>	<p><b>Identification of homeless children and youth</b>  The homeless education liaison designated under MOA 11A ensures that homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies.</p> <p>NCLB: Title X, Part C, Sec. 722(g)(6)(A)(i)</p>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*While the district's Draft Homeless Policy addresses MOA 2A, the homeless education liaison designated under MOA 11A needs to ensure that school enrollment staff identifies homeless children and youth.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 2B</b>	<p><b>Equal educational opportunity for homeless children and youth</b>  The homeless education liaison ensures that homeless children and youth enroll in, and have a full and equal opportunity to succeed in, district schools.</p> <p>NCLB: Title X, Part C, Sec. 722(g)(6)(A)(ii)</p>
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 2C</b>	<p><b>Access to services for homeless families, children, and youth</b>  The homeless education liaison ensures that homeless families, children, and youth receive educational services for which they are eligible, including Head Start and Even Start programs and preschool programs administered by the district, and referrals to health care services, dental services, mental health services, and other appropriate services.</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	NCLB: Title X, Part C, Sec. 722(g)(6)(A)(iii)
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*While access to services appears to occur in general, the homeless education liaison needs to ensure that homeless children and youth have access to nutrition services for which they are eligible.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 3</b>	<p><b>Access to a full range of education programs</b>  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>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*See MOA 7, MOA 13, MOA 14.*

*Documentation indicates that seniors do not receive physical education.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 4</b>	<p><b>Placement of disabled, linguistic and racial/ethnic minority, homeless, and female/male students</b>  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</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>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>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*The Department’s review of district data, additional documentation and interviews revealed significant disproportionality in the following areas:*

- *Rates for full and partial inclusion;*
- *Over-representation of African-American students in special education;*
- *Under-representation of African-American, Asian, and Hispanic students in the advanced placement program; and*
- *Over-representation of students with specific learning disabilities at all grade levels.*

*The district has met with Department staff about disproportionate representation across categories, and the district has submitted documentation responding to the areas of concern, and, in some cases, provided hypotheses about and action plans to address some of this disproportionality. However, the district has not as yet demonstrated that the identification and/or placement of these students has been made for valid educational reasons. In some cases, the district noted that disproportionate figures were due to reporting errors and calculation errors. The Department will set future progress reporting for the district after reviewing its Corrective Action Plan, which must include a plan for reviewing district policies, procedures, and practices to determine whether the disproportionality is the result of any inappropriate policy, procedure, or practice or, instead, whether identifications and placements have been made for valid educational reasons.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 5A</b>	<p><b>Placement of homeless students</b>  According to the best interest of the homeless student, the district either</p> <ol style="list-style-type: none"> <li>1. continues the student’s education in the student’s school of origin for the duration of homelessness and, if the student becomes permanently housed during an academic year, for the remainder of that academic year; or</li> <li>2. enrolls the student in any public school that nonhomeless students who live in</li> </ol>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>the attendance area where the student is actually living (with or without parents) are eligible to attend.</p> <p>If the district sends the student to a school other than the school of origin or a school requested by the student's parent or guardian, it provides the parent or guardian with a written explanation, including a statement of the right to appeal the placement. If the student is an unaccompanied youth, notice of the right to appeal is provided to the student.</p> <p>NCLB: Title X, Part C, Sec. 722(g)(3)(A), (B)</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 5B</b>	<p><b>Immediate enrollment of homeless students</b></p> <ol style="list-style-type: none"> <li>1. The school where a homeless student is placed immediately enrolls the student even if he or she is unable to produce records normally required for enrollment, such as previous academic records, medical records, or proof of residency.</li> <li>2. The enrolling school immediately contacts the school last attended by the homeless student to obtain relevant academic and other records.</li> <li>3. If the homeless student needs to obtain immunizations or immunization or medical records, the enrolling school immediately refers the student's parent or guardian (or the student, if an unaccompanied youth) to the homeless education liaison for assistance in obtaining them.</li> </ol> <p>NCLB: Title X, Part C, Sec. 722(g)(3)(C)</p>
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

**Department of Education Findings:**

*While the draft McKinney-Vento Policy includes the appropriate references regarding MOA 5B, school enrollment staff appear unaware of the provisions stated in the policy and appear to implement procedures contrary to MOA 5B.*

<b>CRITERION NUMBER</b>	
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	<b>Legal Standard</b>
<b>MOA 5C</b>	<p><b>Transportation of homeless students to and from the school of origin</b></p> <ol style="list-style-type: none"> <li>1. The school district has adopted policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the homeless education liaison), to and from the school of origin, in accordance with the following provisions.</li> <li>2. If the homeless student is continuing to attend his or her school of origin and continues to live in the school district in which the school of origin is located, the student's transportation to and from the school of origin is provided or arranged by the school district in which the school of origin is located.</li> <li>3. If a homeless student is continuing to attend his or her school of origin but lives in another district than that in which the school of origin is located, the two districts agree on a method to apportion responsibility and costs for transportation to and from the school of origin. If they cannot agree on a method, the responsibility and costs are shared equally.</li> </ol> <p>NCLB: Title X, Part C, Sec. 722(g)(1)(J)(iii)</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 5D</b>	<p><b>Disputes over the enrollment of homeless students</b></p> <p>If a dispute arises over a homeless student's placement or enrollment in a school:</p> <ol style="list-style-type: none"> <li>1. the school in which enrollment is sought immediately admits the homeless student, pending resolution of the dispute;</li> <li>2. the school provides the parent or guardian of the student with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or unaccompanied youth to appeal the decision;</li> <li>3. the student, parent, or guardian is referred to the homeless education liaison, who carries out the dispute resolution process prescribed by the Department of Education and, in the case of an unaccompanied youth, ensures that the youth is immediately enrolled in school pending resolution of the dispute.</li> </ol> <p>NCLB: Title X, Part C, Sec. 722(g)(3)(E)</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 6</b>	<p><b>Availability of in-school programs for pregnant students</b></p> <ol style="list-style-type: none"> <li>1. Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave.</li> <li>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.</li> </ol> <p>Title IX: 20 U.S.C. 1681; 34 CFR 106.40(b)</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*The district submitted a policy that requires the sanction of the expectant mother’s physician in order for the student to remain in school. Interviews and documentation indicate that high school students who are pregnant are only permitted to participate in physical education with a physician’s sanction. The district may 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. The district does not require this certification of other students.*

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (MOA) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS III. PARENTAL INVOLVEMENT</b>
	<b>Legal Standard</b>
<b>MOA 6A</b>	<p><b>Information and opportunities for participation for parents and guardians of homeless students</b></p> <p>The homeless education liaison ensures that parents and guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in their children’s education.</p> <p>NCLB: Title X, Part C, Sec. 722(g)(6)(A)(iv)</p>
	<p><b>Rating: Implemented</b>                                      <b>District Response Required: No</b></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 6B</b>	<p><b>Public notice of educational rights of homeless children and youth</b>  The homeless education liaison ensures that public notice of the educational rights of homeless children and youth is disseminated in places where they receive services, such as schools, family shelters, and soup kitchens.</p> <p>NCLB: Title X, Part C, Sec. 722(g)(6)(A)(v)</p>
	<b>Rating: Not Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

**Department of Education Findings:**

*The homeless education liaison needs to ensure that public notice of the educational rights of homeless children and youth is disseminated in places where they receive services.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 6C</b>	<p><b>Information and assistance with respect to transportation of homeless students</b>  The homeless education liaison ensures that each homeless student’s parent or guardian, as well as any unaccompanied youth, is fully informed of all transportation services, including transportation to and from the school of origin as required in MOA 5C above, and is assisted in accessing transportation to the school where the student is placed.</p> <p>NCLB: Title X, Part C, Sec. 722(g)(6)(A)(vii)</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 6D</b>	<p><b>Coordination and collaboration by the homeless education liaison</b>  The homeless education liaison coordinates and collaborates with state coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youth.</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	NCLB: Title X, Part C, Sec. 722(g)(6)(C)
	<b>Rating: Not Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

**Department of Education Findings:**

*The homeless education liaison must coordinate and collaborate with school personnel responsible for the provision of education and related services to homeless children and youth.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 7</b>	<p><b>Information to be translated into languages other than English</b>  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).  Title VI; EEOA: 20 U.S.C. 1703(f); M.G.L. c. 76, s. 5; 603 CMR 26.02(2)</p>
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

**Department of Education Findings:**

*The district submitted documentation concerning translations, including a form for requesting services and a list of translators, and translated announcements for parent conferences. Some staff indicated in interviews that they were aware of these procedures. However, interviews indicate that when students have parents or guardians with limited English language skills, general announcements and notices of extracurricular activities and other opportunities are not always distributed to them in the primary language of the home. Some parent surveys confirm that parents are not always provided with notices in a language they can understand.*

*Course selection and college application materials are not translated for students who are limited English proficient (LEP). The district has made efforts to translate the names of high school courses into six languages, however.*

*See also MOA 10A.*

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (MOA) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS IV. CURRICULUM AND INSTRUCTION</b>
	<b>Legal Standard</b>
<b>MOA 7A</b>	<p><b>School year Schedules</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol> <p>M.G.L. c. 69, s. 1G; 603 CMR 27.03, 27.04</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 7B</b>	<p><b>Structured learning time</b></p> <p>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. 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>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</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>therapy, except where those services are prescribed by a student's IEP or Section 504 Accommodation Plan.</p> <p>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>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 7C</b>	<p><b>Early release of high school seniors</b></p> <p>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>
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

**Department of Education Findings:**

*Documentation indicates that seniors are released 18 school days before the end of the regularly scheduled school year.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 8</b>	<p><b>Accessibility of extracurricular activities</b></p> <p>Extracurricular activities sponsored by the district are nondiscriminatory in that: the school provides equal opportunity for all students to participate in intramural and</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>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: 42 U.S.C. 12132; 28 CFR 35.130; NCLB: Title X, Part C, Sec. 721; Mass. Const. amend. art 114; M.G.L. c. 76, s. 5; 603 CMR 26.06</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 9</b>	<p><b>Hiring and employment practices of prospective employers of students</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> <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>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (MOA) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS V. STUDENT SUPPORT SERVICES</b>
	<b>Legal Standard</b>
<b>MOA 10A</b>	<p><b>Student handbooks and codes of conduct</b></p> <ol style="list-style-type: none"> <li>1. a) The district has a code of conduct for students and one for teachers.</li> <li>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</li> </ol>

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (MOA) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS V. STUDENT SUPPORT SERVICES</b>
	<b>Legal Standard</b>
	<p>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.</p> <p>c) The principal of every school containing other grades distributes the district's student code of conduct to students, parents, and personnel annually.</p> <p>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.</p> <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>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*District handbooks do not contain the required content. Specifically,*

- *The high school handbook does not contain special education and Section 504 discipline procedures, does not reference M.G.L. c. 76, sec. 5, does not contain a non-discrimination policy, does not contain the school's procedure for accepting, investigating and resolving complaints alleging discrimination or harassment, and does not contain disciplinary measures that the school may impose if it determines that harassment or discrimination has occurred;*
- *The middle school handbook does not contain Section 504 discipline procedures, does not reference M.G.L. c. 76, sec. 5, does not contain a non-discrimination policy, does not contain the school's procedure for accepting, investigating and resolving complaints alleging discrimination or harassment, and does not contain disciplinary measures that the school may impose if it determines that harassment or discrimination has occurred;*
- *The Cunniff Elementary School handbook does not contain procedures assuring due process in disciplinary proceedings, special education and Section 504 discipline procedures, does not contain a non-discrimination policy, does not reference M.G.L. c. 76, sec. 5, does not contain the school's procedure for accepting, investigating and resolving complaints alleging discrimination or harassment, and does not contain disciplinary measures that the school may impose if it determines that harassment or discrimination has occurred;*

- *The Hosmer Elementary School handbook does not contain procedures assuring due process in disciplinary proceedings, special education and Section 504 discipline procedures, does not reference M.G.L. c. 76, sec. 5, does not contain a non-discrimination policy, does not contain a procedure for accepting, investigating and resolving complaints alleging discrimination or harassment, and does not contain disciplinary measures that the school may impose if it determines that harassment or discrimination has occurred;*
- *The Lowell Elementary School handbook does not contain procedures assuring due process in disciplinary proceedings, special education and Section 504 discipline procedures, does not reference M.G.L. c. 76, sec. 5, does not contain a non-discrimination policy, does not contain the school's procedure for accepting, investigating and resolving complaints alleging discrimination or harassment, and does not contain disciplinary measures that the school may impose if it determines that harassment or discrimination has occurred; while grievance steps are outlined in this handbook, it is not clear that these procedures are used for complaints alleging discrimination or harassment.*

*The Department reminds the district that all special education discipline procedures should reflect the new provisions of IDEA 2004.*

*Documentation includes several translations of the high school parent handbook. However, interviews and additional documentation indicate that student handbooks or student codes of conduct are not translated for parents or students whose primary language is not English, although some staff indicate that it could be done if parents or students requested it.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 11A</b>	<p><b>Designation of liaison/coordinator(s); grievance procedures</b>            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.            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> <p>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)</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*Student handbooks did not contain grievance procedures as required by this criterion. It is not clear that the district otherwise publishes these procedures for students.*

CRITERION NUMBER	
	<b>Legal Standard</b>
MOA 12A	<p><b>Annual and continuous notification concerning nondiscrimination and coordinators</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol> <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>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*A memo to staff concerning harassment policies does not list “color” as a protected class. It is not clear how the district 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 high school handbook does not contain any such notification.*

CRITERION NUMBER	
	<b>Legal Standard</b>
MOA 13	<b>Availability of information and counseling on general curricular and</b>

CRITERION NUMBER	
	<b>Legal Standard</b>
	<p><b>occupational/vocational opportunities</b>  Students from linguistic, racial, and ethnic minorities; males; females; homeless students; and students with disabilities all receive, in grades 7-12, the same information and counseling as other students on the full range of general curricular and any occupational/vocational opportunities available to them.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.36; Section 504: 29 U.S.C. 794; 34 CFR 104.4, 104.37(b); Title II: 42 U.S.C. 12132; 28 CFR 35.130; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 721; Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.03</p>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*While all students receive the same information and counseling on the full range of general curricular and any occupational/vocational opportunities available to them, this information is not offered to LEP students in their primary language.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>MOA 14</b>	<p><b>Counseling and counseling materials free from bias and stereotypes</b>  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"> <li>1. encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills;</li> <li>2. examine testing materials for bias and counteract any found bias when administering tests and interpreting test results;</li> <li>3. communicate effectively with limited-English-proficient and disabled students and facilitate their access to all programs and services offered by the district;</li> <li>4. provide limited-English-proficient students with the opportunity to receive counseling in their primary language;</li> <li>5. support students in educational and occupational pursuits that are nontraditional for their gender.</li> </ol> <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</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	104.4, 104.37; Title II: 42 U.S.C. 12132; 28 CFR 35.130, 35.160; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 721; Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.04, 26.07(8)
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*While documentation indicates that counseling materials are free from bias, LEP students are not given the opportunity to receive counseling in their native languages. In addition, interviews indicate that there is no system in place for ensuring that the type of review of counseling materials required by this criterion occurs.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 14A</b>	<p><b>Policies and practices to prevent stigmatization and segregation of homeless students</b>  The school district has adopted policies and practices to ensure that homeless students are not stigmatized or segregated on the basis of their being homeless.</p> <p>NCLB: Title X, Part C, Sec. 722(g)(1)(J) (i)</p>
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 14B</b>	<p><b>Comparability of services for homeless students</b>  If they meet any eligibility criteria, homeless students are provided services comparable to services offered to other students in the school, including:  Title I services;  educational programs for students with disabilities;  educational programs for students with limited English proficiency;  programs in vocational and technical education; and  programs for gifted and talented students.</p> <p>NCLB: Title X, Part C, Sec. 722 (g)(4)</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 15</b>	<p><b>Non-discriminatory administration of scholarships, prizes and awards</b>  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>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 16</b>	<p><b>Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion</b></p> <p>1. Within ten days from a student’s fifteenth consecutive unexcused absence, the school provides written notice to students age 16 or over and their parents or guardians. The notice is in English and the family’s native language and states that the student and the parent or guardian may meet with a representative of the district within ten days from the date the notice was sent. At the request of the parent or guardian, the district may consent to an extension of the time for the meeting of not longer than fourteen days.</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</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>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>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 17A</b>	<p><b>Use of physical restraint on any student enrolled in a publicly-funded education program</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>4. The district has developed and implemented reporting requirements and procedures for administrators, parents and the Department of Education consistent with the regulations.</li> <li>5. The district has developed and implemented any applicable individual waiver procedures consistent with the regulations.</li> </ol> <p>M.G.L. c. 71, s. 37G; 603 CMR 46.00</p>
	<p><b>Rating: Partially Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span></p>

**Department of Education Findings:**

*Interviews and documentation indicate that the mandated training for all staff is not held annually,*

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	<b>Legal Standard</b>

*and when it is, it is not held within the first month of school. Interviews indicate that staff are not always aware of the identity of school-wide resource persons.*

*It is not clear how information concerning the district’s restraint policy is made available to parents of enrolled students.*

*Documentation indicates that this past school year, a number of staff at Hosmer and Cunniff schools received in-depth crisis intervention training, and that the Cunniff School staff was given an overview of the regulations in a September staff meeting.*

*Documentation included a booklet that contains the district’s restraint policy; however, documentation also indicates that the restraint policy was, at the time of the review, under consideration by the school committee.*

*Interviews indicate that restraint training is not required for all paraprofessional staff.*

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (MOA) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VI. FACULTY, STAFF AND ADMINISTRATION</b>
	<b>Legal Standard</b>
<b>MOA 18</b>	<p><b>Responsibilities of the school principal</b></p> <ol style="list-style-type: none"> <li><u>1.</u> 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> <li><u>2.</u> 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</li> </ol>

CRITERION NUMBER	
	<b>Legal Standard</b>
	<p>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></p> <p><u>3.</u> 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.</p> <p><u>4.</u> 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 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>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*Student record review indicates that documentation on the use of instructional support services for the student is not always provided as part of the evaluation information reviewed by the Team when determining eligibility.*

*Interviews indicate that the district does not currently offer adequate general education instructional practices responsive to student needs and adequate instructional supports for general education students and teachers. Administrators in the district have recognized this as an area for improvement, and the district is currently working on addressing this issue.*

*Documentation indicates that the district provides a predetermined number of hours for students who require home or hospital instruction. The district must make determinations in this regard based on the individual student’s needs.*

*A multi-year strategic plan was submitted, and contained some components that would be in a District Curriculum Accommodation Plan (DCAP). However, interviews indicate that staff were not familiar with a DCAP, and many staff, including administrators, stated that the district did not have a DCAP.*

*Interviews indicate that the district does not conduct evaluations for Section 504 eligibility, but rather requires parents/students to bring in diagnostic information from outside service providers.*

*Interviews indicate that counseling is not available for regular education students at the high school.*

CRITERION NUMBER	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (MOA) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VI. FACULTY, STAFF AND ADMINISTRATION</b>	
	<b>Legal Standard</b>	
<b>MOA 18A</b>	<p><b>School district employment practices</b> 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>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

CRITERION NUMBER		
	<b>Legal Standard</b>	
<b>MOA 19</b> Reserved		

CRITERION NUMBER		
	<b>Legal Standard</b>	
<b>MOA 20</b>	<p><b>Staff training on confidentiality of student records</b> 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>	

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Education Findings:**

*The district has identified this as an area of need, and is currently working on a clear protocol for providing this training. Interviews confirmed that this type of training was needed for paraprofessional and professional staff. Some handbooks contain outdated provisions of the state student records laws and regulations.*

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>MOA 21</b>	<p><b>Staff training regarding civil rights responsibilities</b>  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>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Education Findings:**

*According to documentation, a workshop concerning civil rights responsibilities had been offered this school year at four of the five schools in the district; the fifth training was scheduled for later in the school year. Interviews and documentation review indicate that training on civil rights responsibilities is not required for paraprofessionals.*

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (MOA) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VII. SCHOOL FACILITIES</b>		
	<b>Legal Standard</b>		
<b>MOA 22</b>	<p><b>Accessibility of district programs and services for students with disabilities</b>  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</p>		

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (MOA) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VII. SCHOOL FACILITIES</b>		
	<b>Legal Standard</b>		
	CFR 35.149, 35.150; Mass. Const. amend. art. 114		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Education Findings:**

*See SE 55.*

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>MOA 23</b>	<p><b>Comparability of facilities</b> 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"> <li>1. separate facilities for disabled, limited-English-proficient or pregnant students that are comparable to the facilities for other students in the district;</li> <li>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.</li> </ol> <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>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Education Findings:**

*High school shower and locker room facilities offered for boys are not equal to those offered for girls.*

*See also SE 55.*

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (MOA) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VIII. PROGRAM PLAN AND EVALUATION</b>		
	<b>Legal Standard</b>		
<b>MOA 23A</b>	<p><b>Review and revision of policies to remove barriers to the enrollment and retention of homeless children and youth</b> The school district has adopted policies to remove barriers to the enrollment and retention of homeless children and youth in district schools; it regularly reviews and</p>		

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (MOA) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VIII. PROGRAM PLAN AND EVALUATION</b>
	<b>Legal Standard</b>
	revises those policies.  NCLB: Title X, Part C, Sec. 722(g)(1)(I), 722(g)(7)
	<b>Rating: Partially Implemented      District Response Required:      Yes</b>

**Department of Education Findings:**

*The school committee has yet to adopt the policies drafted by the school district regarding removing barriers to the enrollment and retention of homeless children and youth in district schools.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 24</b>	<b>Curriculum review</b> 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.  M.G.L. c. 76, s. 5; 603 CMR 26.05(2)
	<b>Rating: Implemented      District Response Required:      No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>MOA 25</b>	<b>Institutional self-evaluation</b> 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.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	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)
	<b>Rating: Not Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

**Department of Education Findings:**

*The district provided no documentation of an institutional self-evaluation. Interviews indicate that while some informal review might be conducted, there is no formal process by which the district evaluates all aspects of its K-12 program annually.*

*Regarding McKinney-Vento requirements in particular, once the school committee adopts the policies drafted by the school district regarding removing barriers to the enrollment and retention of homeless children and youth, the district needs a plan that annually evaluates whether or not students, regardless of housing status, have equal access to all programs, including athletics and other extracurricular activities, and that will make such changes as are indicated by the evaluation.*

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (MOA) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS IX. RECORD KEEPING</b>
	<b>Legal Standard</b>
<b>MOA 26</b>	<b>Records for homeless students</b> The school maintains for each homeless student records ordinarily kept by it, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, so that the records are available, in a timely fashion, when the student enters a new school or school district.  NCLB: Title X, Part C, Sec. 722(g)(3)(D)
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

**ENGLISH LEARNER EDUCATION  
LEGAL STANDARDS,  
COMPLIANCE RATINGS AND  
DETAILED FINDINGS**

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION I. ASSESSMENT OF STUDENT PROGRESS</b>
	<b>Legal Standard</b>
<b>ELE 1</b>	<p><b>Annual Assessment</b></p> <ol style="list-style-type: none"> <li>1. The district annually assesses the English proficiency of all limited English proficient (LEP) students.</li> <li>2. The following tests selected by the Massachusetts Board of Education are administered annually by qualified staff to students who are English learners: <ul style="list-style-type: none"> <li>(a) the Massachusetts Comprehensive Assessment System (MCAS) in grades 3-12 (see implementation guidance under ELE 2); and</li> <li>(b) the Massachusetts English Proficiency Assessment (MEPA) in grades 3-12, and the Massachusetts English Language Assessment – Oral (MELA-O) in grades K-12.</li> </ul> </li> </ol> <p><b>Authority: G.L. c. 71A, § 7; 603 CMR 14.02; NCLB, Title I and Title III</b></p>
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>ELE 2</b>	<p><b>MCAS Participation</b></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><b>Authority: GL. C. 71A, § 7; G.L. c. 69, § 1I; N.C.L.B., Title I, Title VI</b></p>
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT</b>
	<b>Legal Standard</b>
<b>ELE 3</b>	<p><b>Initial Identification</b></p> <p>The district has procedures that actively seek to identify limited English proficient students.</p>

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT</b>	
	<b>Legal Standard</b>	
	<b>Authority: G.L. c. 71A § 4, 5</b>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>ELE 4</b>	<p><b>Waiver Procedures</b></p> <ol style="list-style-type: none"> <li>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>.</li> <li>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.</li> </ol> <p style="text-align: center;"><b>Authority: G.L. c. 71A, § 5</b></p>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>ELE 5</b>	<b>Program Placement and Structure</b>	

CRITERION NUMBER	
	<b>Legal Standard</b>
	<p>1. The district places LEP students in</p> <ul style="list-style-type: none"> <li>(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</li> <li>(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</li> <li>(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</li> <li>(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.</li> </ul> <p>2. The districts provides LEP students with content instruction that is based on the Massachusetts Curriculum Frameworks.</p> <p>3. The district provides English language development instruction that is based on the English Language Proficiency Benchmarks and Outcomes, regardless of the program model.</p> <p>4. The district uses assessment data to plan and implement educational programs for students at different instructional levels.</p> <p style="text-align: center;"><b>Authority G.L. c. 71A, § 2, 4, 7; Title VI</b></p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*At the Hosmer Elementary School, student schedules indicate that students are being pulled out of class and taught content, including science and social studies, by staff, including tutors, who do not hold appropriate elementary level certification.*

*Interviews and documentation indicate that the district continues to work on basing instruction on the English Language Proficiency Benchmarks and Outcomes (ELPBO); at the time of the review, the curriculum was based partly on the ELPBO and partly on the TESOL standards.*

While some staff indicate that native language tutors are available where needed, other staff indicate that this service was not available for students who need it.

See also ELE 15.

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>ELE 6</b>	<p><b>Program Exit and Readiness</b></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"> <li>a) can participate meaningfully in all aspects of the district’s general education program without the use of adapted or simplified English materials; and</li> <li>b) performs at “proficient” levels on state-mandated assessments.</li> </ul> <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;"><b>Authority: Title VI; G.L. c. 71A, § 4</b></p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

CRITERION NUMBER	<b>ENGLISH LEARNER EDUCATION III. PARENTAL INVOLVEMENT</b>	
	<b>Legal Standard</b>	
<b>ELE 7</b>	<p><b>Parent Involvement</b></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><b>Authority: Title VI</b></p>	
	<p><b>Rating: Partially Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span></p>	

**Department of Education Findings:**

*Interviews and record review indicate that interpreters are provided to assist parents with teacher/parent conferences, special education meetings, for guidance programs and for some district events for families. Student records and interviews, however, indicate that documentation, including report cards, is not always translated when necessary, so that parents of limited English proficient (LEP) students can be fully included in matters pertaining to their children’s education. The district has translated the content of report card forms into several languages for parents of middle school*

and high school students. Some parent surveys indicated that notices are not provided in a language they can understand. Interviews also indicate that the district does make efforts to involve the parents and guardians of LEP students in matters pertaining to their children's education, but there does not seem to be a formal mechanism for doing so, such as an ELE parent council, and some of the district's efforts in this regard have been unsuccessful.

CRITERION NUMBER	ENGLISH LEARNER EDUCATION IV. CURRICULUM AND INSTRUCTION
	<b>Legal Standard</b>
<b>ELE 8</b>	<p><b>Declining Entry to a Program</b></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><b>Authority: Title VI</b></p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

CRITERION NUMBER	ENGLISH LEARNER EDUCATION IV. CURRICULUM AND INSTRUCTION
	<b>Legal Standard</b>
<b>ELE 9</b>	<p><b>Instructional Grouping</b></p> <ol style="list-style-type: none"> <li>1. The district only groups students of different ages together in instructional settings if their levels of English proficiency are similar.</li> <li>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.</li> </ol> <p><b>Authority: G.L. c. 71A, § 4; Title VI</b></p>
	<p><b>Rating: Partially Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span></p>

**Department of Education Findings:**

*See ELE 5 concerning the English Language Proficiency Benchmarks and Outcomes.*

CRITERION NUMBER	ENGLISH LEARNER EDUCATION IV. CURRICULUM AND INSTRUCTION
	<b>Legal Standard</b>
<b>ELE 10</b>	

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p><b>Parental Notification</b></p> <ol style="list-style-type: none"> <li>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"> <li>(a) the reasons for identification of the student as Limited English Proficient (LEP);</li> <li>(b) the child’s level of English proficiency;</li> <li>(c) program placement and/or the method of instruction used in the program;</li> <li>(d) how the program will meet the educational strengths and needs of the student;</li> <li>(e) how the program will specifically help the child learn English;</li> <li>(f) the specific exit requirements; and</li> <li>(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).</li> </ol> <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> </li> <li>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.</li> </ol> <p><b>Authority: NCLB, Title III; c. 71A, §7; 603 CMR 14.02</b></p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*Parental notification letters were not always found in student records, though staff indicate that the letters are being sent annually. Some interviews indicate that these notices are not translated, although the district provided documentation that the letters were available in English and six other languages.*

*Report cards are not translated, although interviews and documentation indicate that the district has translated report card comments into several languages for middle and high school report cards. This is not done at the elementary level.*

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION V. STUDENT SUPPORT SERVICES</b>
	<b>Legal Standard</b>
<b>ELE 11</b>	<b>Equal Access to Academic Programs and Services</b>

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION V. STUDENT SUPPORT SERVICES</b>
	<b>Legal Standard</b>
	<ol style="list-style-type: none"> <li>1. The districts does not segregate LEP students from their English-speaking peers, except where programmatically necessary, to implement an English learner education program.</li> <li>2. The district ensures that LEP students participate fully with their English-speaking peers and are provided support in non-core academic courses.</li> <li>3. The district ensures that LEP students have the opportunity to receive academic support services, such as guidance and counseling, in the student’s primary language.</li> <li>4. The district ensures that LEP students are taught to the same academic standards and curriculum as all students, and provides the same opportunities to master such standards as other students, including the opportunity to enter academically advanced classes, receive credit for work done, and have access to the full range of programs.</li> <li>5. The district uses grade appropriate content objectives for LEP students that are based on the district curricula in English language arts, history and social science, mathematics, and science and technology/engineering, taught by qualified staff members.</li> <li>6. LEP students receive English language development instruction that is based on those standards contained in the Massachusetts English Language Proficiency Benchmarks and Outcomes.</li> <li>7. The district provides access to the full range of academic opportunities and supports afforded non-LEP students, such as special education services, Section 504 Accommodation Plans, Title I services, career and technical education, and the supports outlined in the district’s curriculum accommodation plan.</li> </ol> <p style="text-align: center;"><b>Authority: Title VI; c. 71A, §7; 603 CMR 26.07 (8)</b></p>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*See ELE 5, ELE 9, MOA 2, MOA 7, and SE 24.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>ELE 12</b>	<p><b>Equal Access to Nonacademic and Extracurricular Programs</b>  The district provides appropriate support, where necessary, to limited English proficient students to ensure that they have equal access to the nonacademic programs and extracurricular activities available to their English-speaking peers.</p>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
	<b>Authority: Title VI; 603 CMR 26.06 (2)</b>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>ELE 13</b>	<p><b>Follow-up Support</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> <p style="text-align: center;"><b>Authority: Title VI; G.L. c. 71A; NCLB</b></p>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

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

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION</b>		
	<b>Legal Standard</b>		
	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.  <b>Authority: G.L. c. 71, § 38G; G.L. c. 71A, §§ 2, 24, 25; Title VI; 603 CMR 14.05</b>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Education Findings:**

*See ELE 5.*

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>ELE 15</b>	<b>Professional Development Requirements</b> 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.  <b>Authority: M.G.L. c. 71, § 59C; NCLB, Title III</b>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Education Findings:**

*Interviews and documentation indicate that although the district has made substantial efforts to provide professional development in sheltered English instruction, not all general education teachers and elective teachers of LEP students have as of yet received adequate training.*

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION VII. SCHOOL FACILITIES</b>		
	<b>Legal Standard</b>		
<b>ELE 16</b>	<b>Equitable Facilities</b> The district ensures that LEP students are provided facilities, materials and services		

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION VII. SCHOOL FACILITIES</b>	
	<b>Legal Standard</b>	
	comparable to those provided to the overall student population.  <b>Authority: Title VI; 603 CMR 26.07</b>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION VIII. PROGRAM PLAN AND EVALUATION</b>	
	<b>Legal Standard</b>	
<b>ELE 17</b>	<p><b>DOE Data Submission Requirements and Program Evaluation</b></p> <ol style="list-style-type: none"> <li>1. The district reports annually to the Department, the following student information: <ol style="list-style-type: none"> <li>a. the schools in which LEP students are enrolled;</li> <li>b. the grade levels of the students;</li> <li>c. the primary languages of each LEP student; and</li> <li>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.</li> </ol> </li> <li>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 responsive to the outcomes of the program evaluation.</li> </ol> <p><b>For Title III districts:</b></p> <ol style="list-style-type: none"> <li>3. The district provides information to the Department that describes: <ol style="list-style-type: none"> <li>(a) ELE programs and activities;</li> <li>(b) a description of the progress made by students in learning English and academic content;</li> <li>(c) the number and percentage of students in the programs attaining English proficiency by the end of the school year; and</li> <li>(d) the description of academic progress made by the students.</li> </ol> </li> </ol> <p><b>Authority: M.G.L. c 71A; NCLB, Title III, Title VI; 603 CMR 14.03</b></p>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

CRITERION NUMBER	ENGLISH LEARNER EDUCATION IX. RECORD KEEPING
	<b>Legal Standard</b>
<b>ELE 18</b>	<p><b>Records of LEP Students</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. LEP student records include:               <ol style="list-style-type: none"> <li>(a) home language survey;</li> <li>(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;</li> <li>(c) information about students' previous school experiences;</li> <li>(d) copies of parent notification letters, progress reports and report cards (in the native language, if necessary);</li> <li>(e) evidence of follow-up monitoring (if applicable);</li> <li>(f) documentation of a parent's consent to "opt-out" of English learner education; and</li> <li>(g) Individual Student Success Plans for students who have failed MCAS, if the district is required to complete plans for non-LEP students.</li> </ol> </li> </ol> <p style="text-align: center;"><b>Authority: 603 CMR 23.05, 23.07; c 69, § 1I; Title VI</b></p>
	<p style="text-align: center;"><b>Rating: Partially Implemented      District Response Required:      Yes</b></p>

**Department of Education Findings:**

*Student records did not consistently contain the following information:*

- *information about students' previous school experiences;*
- *copies of parent notification letters, progress reports and report cards in the native language;*
- *evidence of follow-up monitoring (if applicable); and*
- *Individual Student Success Plans for students who have failed MCAS, if the district is required to complete plans for non-LEP students.*

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

<b>CRITERION NUMBER</b>	<b>TITLE 1</b>
	<b>IX. RECORD KEEPING AND FUND USE</b>
	<b>Fiscal Requirements</b>
	<b>I. Maintenance of Effort</b>
	<b>Legal Standard</b>
<b>TI 1</b>	The maintenance of effort fiscal test is of local and state expenditures, <i>not</i> of Title I or other federal expenditures.  1120A(a); 9521 NCLB
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

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

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

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

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

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>TI 5</b>	<p>1. Other measures, such as student/instructional staff ratios or student/instructional staff salary ratios, are used to demonstrate comparability.</p> <ul style="list-style-type: none"> <li>a. Student/staff ratios: The Title I school average, as determined in Comparability Report forms, does not exceed 110% of average of non-Title I schools.</li> <li>b. Student/staff salary ratios: The Title I school averages are at least 90% of the average of non-Title I schools.</li> <li>c. Staff salary differentials for years of employment are not used in implementing requirements under criterion TI 5 (b) above.</li> </ul> <p>1120A(c)(2)(B); 1120A(c)(3)(A) NCLB; Title I Policy Guidance IASA</p> <p>2. Non-instructional staff (e.g., cafeteria workers, custodians, nurses, playground aides, student teachers, volunteers, etc.) are not included in the district's comparability determinations.</p> <p>Title I Policy Guidance IASA</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>TI 6</b>	<p>If the district is receiving and excluding supplemental state and local funds from the Title I comparability determinations, the district is able to demonstrate that the supplemental state and/or local funds that are excluded from Title I comparability determinations are used for programs that meet the intent and purposes of Title I.</p> <p><i>1120A(d) NCLB</i></p>
	<p><b>Rating: Not Applicable</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

**Department of Education Findings:**

*The district does not use the exclusion provision.*

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

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 8 [Applicable to TAS]</b>	The district/school is able to demonstrate that the Title I funds have been used for the express purpose of serving those students who were identified as being in greatest need of Title I assistance based on the district's and school's Title I student selection criteria. 1115(a) NCLB
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 9 [Applicable to Schoolwide Programs (SWP)]</b>	<ol style="list-style-type: none"> <li>1. Title I funds may be used in combination with state, local, and other federal funds to serve the entire school population in accordance with the schoolwide plan in effect for the school.  1114(a)(1) NCLB</li> <li>2. The district is able to demonstrate that the Title I funds in a schoolwide program school are in addition to the total amount of funds that would, in the absence of the Title I funds, be made available from non-federal sources for the school, including funds needed to provide services required by law for students with disabilities and students with limited English proficiency.  1114(a)(2)(B) NCLB</li> </ol>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 10 (Exclusion)</b>	<i>If the district is excluding supplemental state and local funds from the Title I supplement (not supplant determinations), the district is able to demonstrate that the excluded funds are used for programs that meet the intent and purposes of Title I.</i>  1120A 1120A(d)
	<b>Rating: Not Applicable</b> <span style="float: right;"><b>District Response Required: No</b></span>

**Department of Education Findings:**

*The district does not use the exclusion provision*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 11</b>	In implementing federal Title I supplement, not supplant requirements, the district has developed and implemented a Supplement Not Supplant policy and procedures.  Note the following Department procedures that were used to determine compliance under this criterion: <ol style="list-style-type: none"> <li>1. Review the policies and procedures the district has in place to ensure that federal funds supplement and do not supplant the regular school budget and services. Who is responsible for supplement not supplant at the district and at the school building level? Are the policies and procedures adequate?</li> <li>2. Select a sample of schools. Compare the listing of personnel for last year to this year for differences in personnel, grades, and subjects taught.</li> </ol> MA DOE Title I Grant Assurances Document
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>IV. Other Fiscal Requirements</b>
	<b>Legal Standard</b>
<b>TI 12</b>	<p>The district maintains time and effort records for all Title I staff to document the time actually spent by staff on Title I activities.</p> <ol style="list-style-type: none"> <li>1. Full-time staff – Staff funded solely from the Title I grant sign semi-annual certifications that he/she has been working solely in activities supported by the Title I grant for the period indicated. The certification is signed by the employee or supervisory official having first-hand knowledge of the work performed by the employee.</li> <li>2. Split time staff – Title I personnel whose time is charged in part to Title I and in part to other revenue sources (district funds or other federal funds) maintain monthly time and effort records. The employee documents the portions of time and effort dedicated to Title I and other revenue sources and must account for the total time for which the employee is compensated. The time and effort record coincides with one or more pay periods and must be signed by the employee and countersigned by an administrator or supervisor.</li> </ol> <p>EDGAR: OMB Circular A-87; MADOE Title I Instructions</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 13</b>	<p>The district has selected eligible schools in accordance with Title I requirements under this criterion.</p> <p>1113(a); 1113(b); 1113(c); NCLB</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 14</b>	<p>The district includes accurate data in its Title I Application (Form 1) for the number of students residing in each of the district’s school attendance areas.</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	1113(a) NCLB
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 15</b>	The district has made appropriate reservations (set asides) on Form 2 in accordance with applicable NCLB requirements: <ol style="list-style-type: none"> <li>1. Professional development – highly qualified staff</li> <li>2. Professional development – districts in need of improvement, corrective action or restructuring</li> <li>3. Choice-related transportation and supplementary services</li> <li>4. Parental involvement</li> <li>5. Homeless</li> </ol> 1113(c)(2)(A); 1113(c)(3) NCLB
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 16</b>	The final allocations to schools have been calculated in accordance with Title I requirements, and the final allocation totals appropriately relate to the budget total. 1113(a); 1113(c)(2)(A) NCLB
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 17</b>	The district has made allocations for students in private schools in accordance with Title I requirements.  1120(a); 1120(b); 1120(c) NCLB

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<b>Rating: Not Applicable</b> <span style="float: right;"><b>District Response Required: No</b></span>

**Department of Education Findings:**

*No private school requested services.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 18</b>	<p>Budgeting – The district budget process demonstrates appropriate Title I program planning and implementation consistent with identified student needs at each school.</p> <p>Note the following Department procedures that were used in determining compliance under this criterion:</p> <p style="padding-left: 40px;">Review the latest budget, budget narrative, budget comparison, and list of Title I personnel documents to gain an understanding of the schools and grades participating in Title I programs. Interview school staff to determine which subjects and grades are Title I.</p> <ol style="list-style-type: none"> <li>1. Does the current year budget total correspond with the district’s entitlement together with any carryover? If not, obtain explanation.</li> <li>2. Does the current year budget total correspond with the total funds allocated on Form 1? If not, obtain explanation.</li> <li>3. Review the allocation for each school. Do the allocated dollars for each school approximate budget of personnel assigned to the school as shown on the personnel list? During the school visit, determine whether the personnel are assigned and teaching the grades and subjects noted.</li> <li>4. Sample schools to compare the consistency of the listing of personnel to the personnel listed on Form D of the Comparability Report. If not consistent, obtain explanation.</li> </ol> <p>MADOE Title I Grant Application Instructions and Guidance</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	<b>TITLE I</b>
	<b>II. STUDENT IDENTIFICATION AND PLACEMENT</b>
	<b>Legal Standard</b>

CRITERION NUMBER	TITLE I II. STUDENT IDENTIFICATION AND PLACEMENT
	<b>Legal Standard</b>
<b>TI 19</b>	(For Targeted Assistance Schools) The district has available: 1. the rank order list(s) used to determine which students should receive priority for services, as well as a description of 2. the multiple, educationally-related objective criteria used to identify and rank eligible students in grades 3 and higher who are failing or most at-risk of failing to meet the state’s challenging academic achievement standards required of all students, and 3. the criteria used to identify Preschool through grade 2 students that are based on teacher judgment, parental interviews, and developmentally appropriate measures.  1115 (b)(1)(B) NCLB
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>TI 20</b>	(For Targeted Assistance Schools) There is evidence that limited English proficient students, students with disabilities, and students who are homeless are identified as eligible and selected for Title I services on the same basis as other students selected to receive services and that all students have equal opportunity to be selected to receive services.  1115(b)(2)(A) NCLB
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

CRITERION NUMBER	TITLE I III. PARENTAL AND COMMUNITY INVOLVEMENT
	<b>Legal Standard</b>
<b>TI 21</b>	<u>School District Requirements:</u> 1. Title I policies, programs, activities, and procedures are assessed for needs, planned, implemented and evaluated with meaningful consultation of parents of participating children. 2. The district’s written parental involvement policy is developed and annually reevaluated with, agreed upon, and distributed to parents of participating children.

CRITERION NUMBER	TITLE I III. PARENTAL AND COMMUNITY INVOLVEMENT
	<b>Legal Standard</b>
	<p>3. The district provides coordination , technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.</p> <p>4. The district builds schools’ and parents’ capacity for strong parental involvement.</p> <p>5. Title I parental involvement services are integrated with other programs’ parental involvement strategies at the school and district level.</p> <p>6. The district conducts, with involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving student achievement and parental involvement. Evaluation results are used to improve programs and services.</p> <p>7. The district has a system for schools to provide parents with “right to know” information:</p> <ul style="list-style-type: none"> <li>a. Status of school and/or district identified as “in need of improvement.”</li> <li>b. Notice of teacher qualifications and right of parent to request and receive information.</li> <li>c. Notice, if applicable, that students are taught by non- highly qualified teachers for more than four weeks.</li> <li>d. Notice, if applicable, that students are taught by paraprofessionals and their qualifications.</li> </ul> <p>1118(a)(1-2); 1111(h)(6) NCLB</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

CRITERION NUMBER	Legal Standard
<b>TI 22</b>	<p>The district and schools provide materials and training to Title I parents to enable them to improve their children’s achievement (e.g., literacy training, using technology to foster parental involvement, frequent meetings with teachers, etc.).</p> <p>1118(e)(2) NCLB</p>
	<b>Rating: Commendable</b> <span style="float: right;"><b>District Response Required: No</b></span>

**Department of Education Findings:**

*There have been numerous, well-attended presentations and activities for parents on topics related to the Title I program such as “Helping Your Child with Homework,” “Strategies for Comprehending*

*Nonfiction Texts,” “Social Emotional Development” and “Helping your Student With their Reading and Writing Homework.” These presentations are well publicized and evaluated by participants.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 23</b>	<p><u>School Requirements:</u></p> <ol style="list-style-type: none"> <li>1. The school has a written parent involvement policy that is developed jointly with, agreed upon by, and distributed to parents of participating children and that stipulates how parents will be involved in the activities of the school.</li> <li>2. Parents are notified of the school’s Title I parent involvement policy in an understandable format. To the extent practicable, this information is provided in the language of the home.</li> <li>3. The school implements the following parent involvement requirements: <ol style="list-style-type: none"> <li>a. Convenes an annual informational meeting at a time convenient for parents;</li> <li>b. Provides parents with opportunities for regular meetings regarding the education and progress of their children; and offers a flexible number of meetings (e.g., in the early morning or in the evening, etc.);</li> <li>c. Involves parents in an organized, ongoing, timely way in the planning, review, and improvement of the written school parental involvement policy and school improvement plans.</li> <li>d. Provides parents with timely information about Title I programs as well as descriptions and explanations of curriculum and assessment procedures; and</li> <li>e. Educates staff in how to communicate and work with parents as equal partners and how to build ties between parents and the school.</li> </ol> </li> <li>4. Each school develops jointly with parents a School-Parent Compact that outlines shared responsibilities for improving student achievement and the means by which the school and parents will build a partnership to achieve the state’s high standards.</li> </ol> <p>1118(a-g) NCLB</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

<b>CRITERION NUMBER</b>	<b>TITLE I IV. CURRICULUM AND INSTRUCTION</b>
	<b>Legal Standard</b>
<b>TI 24 - TAS</b>	<p>The district implements effective instructional strategies that are based on scientifically-based research that:</p> <ol style="list-style-type: none"> <li>1. give primary consideration to extended learning time;</li> </ol>

CRITERION NUMBER	TITLE I IV. CURRICULUM AND INSTRUCTION
	<b>Legal Standard</b>
	2. help provide an accelerated, high quality curriculum; and 3. minimize the removal of students from the classroom during regular hours.  1115(c)(1)(C) NCLB
	<b>Rating: Commendable</b> <span style="float: right;"><b>District Response Required: No</b></span>

**Department of Education Findings:**

*In addition to in-class tutoring services in mathematics during the school day, there is a wide spectrum of in-school and extended day services for students at the middle school who are at risk of not scoring at the proficient level in mathematics.*

*The district continues to provide early intervention services in both reading and mathematics in order to enable at risk students to accelerate their learning and meet the expectations and standards of the general curriculum.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>TI 25 – TAS/SWP</b>	The school district provides opportunities for students receiving Title I services to participate in extended day/week/year programs and activities that the district offers.  1114(b)(1)(B)(ii)(II); 1115(c)(1)(C)(i) NCLB
	<b>Rating: Not Applicable</b> <span style="float: right;"><b>District Response Required: No</b></span>

**Department of Education Findings:**

*The district does not offer extended day/week programs. Only Title I funded programs are held.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>TI 26 - SWP</b>	For each school a comprehensive Schoolwide Program (SWP) plan has been developed with the involvement of the community, those served by the program, and the individuals who will implement the plan, including: <ol style="list-style-type: none"> <li>1. a year of planning,</li> <li>2. teachers, principals, and other staff, and where appropriate,</li> </ol>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>3. pupil services personnel,  4. parents,  5. secondary school students, if applicable,  6. revision, as necessary, by the school, and  7. availability of the plan to parents and the public in a language that parents can understand.</p> <p>1114(b)(2)(B)(ii-iv) NCLB</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 27 - SWP</b>	<p>The schoolwide program includes the ten components outlined in the statute. The plan stems from the comprehensive needs assessment of the entire school (the first component).</p> <p>The plan is reviewed and revised, as necessary, during the operation of the program. The review should include the results of the annual needs assessment, evaluation results, and other evidence obtained throughout the school year.</p> <p>1114(b); 1114(b)(2)(B)(iii) NCLB</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 28- SWP</b>	<p>In providing technical assistance and support to schoolwide programs, the district ensures that the programs and plans contain all ten required schoolwide components, and are designed to ensure that each school will make Adequate Yearly Progress (AYP).</p> <p>1112(c)(1)(C); 1114(b)(1) and (2) NCLB</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

CRITERION NUMBER	TITLE I V. STUDENT SUPPORT SERVICES	
	Legal Standard	
TI 29A	<ol style="list-style-type: none"> <li>1. Appropriate officials from private schools are informed and consulted about the availability of Title I services. Evidence of appropriate communication is maintained on file.</li> <li>2. Written affirmation is obtained and signed by officials of each participating private school, confirming that required consultation has occurred.</li> </ol> <p>1120 NCLB</p>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

**Department of Education Findings:**

*Evidence shows that more than 100 schools were invited to a meeting to discuss the availability of Title I services. Representatives from two schools attended. No private schools requested Title I services.*

CRITERION NUMBER		
	Legal Standard	
TI 29B	<ol style="list-style-type: none"> <li>1. Appropriate administrators from Neglected or Delinquent (N or D) facilities are informed and consulted with regard to Title I services and terms of payment. A formal agreement exists between the district and the N or D facility.</li> <li>2. The district collaborates with the locally operated N or D facility               <ol style="list-style-type: none"> <li>a) to carry out high quality education programs and support services to prepare students for secondary school completion, training, employment, or further education;</li> <li>b) to provide activities to facilitate the transition of students from the N or D program to further education or employment;</li> <li>c) to operate programs in the district for students returning from N or D facilities, and programs which may serve at-risk students</li> </ol> </li> </ol> <p>1120(b)(1)(I); 1421; 1423 NCLB</p>	
	<b>Rating: Not Applicable</b>	<b>District Response Required: No</b>

**Department of Education Findings:**

*Orchard Home, a neglected and delinquent facility that was located in Watertown, has closed and merged with Longview Farm/Clifford in Walpole. The allocation for this school has been removed*

from the district's total allocation.

CRITERION NUMBER	TITLE I VI. FACULTY, STAFF AND ADMINISTRATION		
	Legal Standard		
<b>TI 30</b>	<p>1. All professional staff providing Title I services are appropriately licensed (or hold current licensure waivers) and are highly qualified for their job title and function.</p> <p>2. Where applicable, the district's Title IIA grant application describes how it will use these funds to meet the requirements of section 1119.</p> <p>3. Each principal of a school that has a Title I program (whether a Schoolwide or a Targeted Assistance program) has attested in writing that the teachers within the school (Title I and non-Title I) who teach the core academic subjects have met or are working toward meeting the highly qualified teacher requirements.</p> <p>MGL Chapter 71, 38G 1119(a), (c), (d), and (f) NCLB 2122(b) 10 NCLB</p>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Education Findings:**

*The Title I Reading Teacher at Watertown Middle School is not certified in reading as required.*

CRITERION NUMBER			
	Legal Standard		
<b>TI 31</b>	<p>Professional Development</p> <p>1. The school district uses at least 5% of its Title I funds for professional development activities to ensure that teachers who are not highly qualified, become highly qualified by the end of the 2005-2006 school year.</p> <p>2. Title I teachers are involved in the Title IIA professional development needs assessment.</p> <p>1119(k)(1) NCLB 2122(c)(1)(2) NCLB</p>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

CRITERION NUMBER	TITLE I VIII. PROGRAM PLAN AND EVALUATION		
	Legal Standard		

<b>CRITERION NUMBER</b>	<b>TITLE I VIII. PROGRAM PLAN AND EVALUATION</b>
	<b>Legal Standard</b>
<b>TI 32A</b>	A needs assessment that includes an analysis of data as well as input from staff and parents is conducted annually in each Title I school (Targeted Assistance and Schoolwide programs) to determine the types of programs and services to be provided to Title I students, parents, and staff. Types of assessments used, summary of analysis of needs assessment data, and all relevant documents are available.  1114(b)(1)(A); 1115(c)(2)(B) NCLB
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	<b>TITLE I VIII. PROGRAM PLAN AND EVALUATION</b>
	<b>Legal Standard</b>
<b>TI 32B</b>	The implemented program is evaluated for effectiveness annually and the resulting program changes are described. A written evaluation of the program includes the results of data analysis and input from administrators, instructional staff and parents.  1114(b)(2)(B)(iii); 1115(c)(2)(B) NCLB
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 33</b>	Changes in the Title I program reflect an analysis of the adequate yearly progress (AYP) determinations, in the aggregate and by subgroup, in each Title I school.  1114 (b)(2)(B)(iii); 1115 (c)(2)(B); 1116(a)(1)(A) and (B) NCLB
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 34</b>	<p>1. Each Title I school identified for improvement revises (not later than 3 months after being identified) a two-year school improvement plan in consultation with parents, staff, other district personnel, and outside experts. This plan includes all the necessary components as required under NCLB.</p> <p>2. Each Title I district identified for improvement revises (not later than 3 months after being identified) a district plan, in consultation with parents, school staff, and others. The district plan should:</p> <ul style="list-style-type: none"> <li>a) incorporate scientifically based research strategies</li> <li>b) identify actions that improve student academic achievement</li> <li>c) address professional development needs</li> <li>d) include specific measurable achievement goals for each of the groups in the disaggregated data</li> <li>e) address the fundamental needs of the schools and the specific academic problems present, including an analysis of why previous district plans failed to bring about increased student achievement</li> <li>f) incorporate activities during an extension of the school day and school year.</li> <li>g) include strategies to promote effective parental involvement.</li> </ul> <p>1116(b)(3)(A); 116(c)(7)(A) NCLB</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 35</b>	<p>For schools that have been identified for improvement, school improvement plans must be implemented not later than the beginning of next full school year following this identification.</p> <p>1116(b)(3)(C)</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 36</b>	<p>For Title I schools and districts that have been identified for improvement the school and/or district spends at least 10% of its allocation of Title I funds (which may be from another source, if a waiver is granted) to provide teachers and administrators with high-quality professional development that directly addresses the problems associated with academic achievement in the school and/or district.</p> <p>1116(b)(3)(A)(iii) NCLB 1116(c)(7)(A)(iii) NCLB</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

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

**Department of Education Findings:**

*There is only one middle school in the district.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 38</b>	<p>For schools that continue to fail to make AYP after being identified as “in need of improvement,” “in corrective action” or “in restructuring,” the district:</p> <ol style="list-style-type: none"> <li>1. Continues to make the choice option available to students;</li> <li>2. Makes supplemental educational services available;</li> </ol> <p>(For supplemental services, the district/school notifies parents of eligible students at least annually about the availability of supplemental educational services, objectively determines which students should receive services if all</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>students can not be served, arranges for services to be provided, ensures that students with disabilities and students with limited English proficiency are served appropriately and, when requested, assists the Department with monitoring the services provided.)</p> <p>3. Addresses requirements for schools in “corrective action” (if applicable);</p> <p>4. Addresses requirements for schools in “restructuring;”</p> <p>5 Provides technical assistance and monitors implementation requirements.</p> <p>1116(b)(5) and 1116 (e) NCLB; 200.46 (4) and (5)</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	<b>TITLE I IX. RECORD KEEPING AND FUND USE General Requirements</b>
	<b>Legal Standard</b>
<b>TI 39</b>	<p>1. The district has submitted all required reports to the Department including the district Title I Plan/Application and Performance and Achievement Report.</p> <p>2. The district maintains appropriate Title I records in a central location or at each Title I school and keeps correspondence on file, including documentation for identifying schools eligible for Title I services (Target Area Selection) determining school allocations.</p> <p>1113; 1116 (c)(1)(B) NCLB</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>TI 40</b>	<p><b>Federal Title I Grant:</b></p> <p>1. The district’s Title I grant is developed by designated local personnel who are responsible for the implementation of the local Title I programs, policies and services.</p> <p>2. Where necessary, appropriate local administrators amend the programmatic and budgetary sections of the grant according to procedures and timelines required by the Department, including those for grant amendments.</p> <p>3. Designated local personnel monitor the grant in an ongoing manner to ensure its full implementation as the Department has approved it.</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	MA DOE Title I Policy Guidance
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

**CAREER AND TECHNICAL EDUCATION**

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

CRITERION NUMBER	CAREER AND TECHNICAL EDUCATION I. ASSESSMENT OF STUDENTS
	<b>Legal Standard</b>
<b>CVTE 1</b>	<p>Appropriate individual academic and <b>career/vocational assessments</b> are administered to all incoming students who will be enrolled in career/vocational technical education programs. <i>Perkins Sections 2, 135; Chapter 74 603 CMR 4.03(4)(d)(e)</i></p> <p><b>Examples of Assessments:</b>  <b>Career/Vocational Assessments:</b> ACT Career Planning, ACDM, Bennett Mech., CAB, Career Inventories for Learning Disabled, CIT, DISCOVER, Myers Briggs, SAGE, Self-Directed Search (SDS), Other _____  <b>Academic Assessments:</b> ABLE, APTICOM, CAT, IOWA, METROPOLITAN, MCAS, Stanford 9, WRAT, Other _____</p>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*Based upon record reviews and interviews, not all student records contain the results of career/vocational assessments, particularly for those students identified as limited English proficient.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>CVTE 2</b>	<p>Academic and career/vocational assessments administered to incoming students are used in planning students' entire academic and technical program of study. <i>Perkins Section 135; Chapter 74 603 CMR 4.03(4)(d)(e)</i></p>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*Record reviews and interviews reveal that career/vocational assessments are not considered along with the academic assessment (MCAS) for placement purposes during course scheduling for students. The guidance department meets individually with most students to review assessment results; however, there was inconsistent documentation that assessment results are used in planning the entire program of study individually for each student. There is no evidence that parents/guardians or teachers receive the results of any career/vocational assessments that may be administered. Provisions have not been made to assist students with limited English proficiency in taking career/vocational assessments.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 3</b>	Methods of measuring academic and technical competency gain and competency attainment are appropriate. <i>Perkins Section 135; Chapter 74 603 CMR 4.03 (4)(a)(c)(d)</i>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*Based on interviews and documentation review, while career/vocational technical education programs showed evidence of grade level outcomes for each program, there was no documentation provided outlining a process to measure and record skill attainment for students enrolled in career/vocational technical education courses/programs.*

<b>CRITERION NUMBER</b>	<b>CAREER AND TECHNICAL EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT</b>
	<b>Legal Standard</b>
<b>CVTE 4</b>	Students enrolled in career/vocational technical education programs are appropriately identified for services. <i>Perkins Sections 3, 135, 315; Chapter 74 603 CMR 4.03 (4);(6);(7); Title IX.</i>  <i><b>Perkins definition of “career and technical education.”</b></i> * Career and technical education means organized educational activities that offer a sequence of courses that provides individuals with the academic and technical skills the individuals need to prepare for further education and for careers in current or emerging employment sectors. * vocational and technical education <i><b>Chapter 74 definition of “vocational technical education program.”</b></i> A program approved by the Department that provides instruction in academic and technical subject matter and employability skills necessary for high wage/high demand occupations and further education.
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

**Department of Education Findings:**

*The Department is currently reviewing the arrangement whereby students receive instruction in cosmetology in a private school.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	Special population students are appropriately identified for services. <i>Perkins</i>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 5</b>	<i>Sections 135, 316; Chapter 74 603 CMR 4.03 (4)(d)</i> <b>Perkins identified special populations:</b> √ individuals with disabilities √ individuals from economically disadvantaged families, including foster children √ individuals preparing for nontraditional by gender training and employment √ single parents, including single pregnant women √ displaced homemakers √ individuals with limited English proficiency
	<b>Rating: Partially Implemented                      District Response Required: Yes</b>

**Department of Education Findings:**

*Based on interviews and documentation review, students with limited English proficiency are not always provided with language support services in their elective, career/vocational technical education courses. There is no evidence that the Individual Educational Program Team considers if the student’s disability affects his/her technical skill development in order to identify any necessary support services in career/vocational technical education programs, if appropriate. There are no support services in place for students enrolled in programs that would prepare them for careers that are nontraditional for their gender.*

*The Department is currently reviewing the arrangement whereby students receive instruction in cosmetology in a private school.*

*There is no process in place to notify core content teachers of students enrolled in career/vocational technical education courses/programs. Based on interviews, the sole method of notification is verbal communications through staff and students.*

<b>CRITERION NUMBER</b>	<b>CAREER AND TECHNICAL EDUCATION III. PARENT AND COMMUNITY INVOLVEMENT</b>
	<b>Legal Standard</b>
<b>CVTE 6</b>	Parents/guardians, students, teachers, representatives of business and industry, labor organizations, postsecondary institutions, advisory committees and/or school councils, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career/vocational technical programs. <i>Perkins Section.135; Chapter.74 Section 6, 603 CMR 4.03 (3)</i>
	<b>Rating: Partially Implemented                      District Response Required: Yes</b>

**Department of Education Findings:**

*Program advisory committees are not currently active, thus the development, implementation, and evaluation of career/vocational technical education programs does not include input from required*

stakeholders. While there are some teacher representatives on the School Council, it is not clear if technical teachers are represented on the School Council.

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>CVTE 7</b>	<p>Appropriate information concerning career/vocational technical education programs is provided to students and to their parents/guardians at least once a year before students enter the programs, and in no case later than the beginning of the ninth grade. Such information shall include:</p> <ul style="list-style-type: none"> <li>(a) the opportunities available in career/vocational technical education;</li> <li>(b) eligibility requirements for enrollment in career/vocational technical programs;</li> <li>(c) specific courses that are available;</li> <li>(d) employment and/or further education opportunities; and</li> <li>(e) placement</li> </ul> <p><i>Perkins Section. 135; Chapter.74 603 CMR 4.03 (4) (a)(b); (6); (7)</i></p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*Information on the availability of career/vocational technical education programs/courses in the district is not made available in languages other than English. Despite recent translation of the career and technical education brochure into two additional languages (Armenian and Portuguese), it has not been made available.*

*While there is a process for providing career guidance and counseling for all students, students with limited English proficiency do not have equal access to all of the district’s career and guidance counseling services due to language barriers. Student records contained varied documentation of career planning and parent/guardian involvement. A comprehensive four-year career plan has not been developed for implementation with students.*

*It is not clear as to whether students who pursue the study of cosmetology in a private school are made fully aware of their rights to attend a Chapter 74-approved vocational technical education program in cosmetology.*

CRITERION NUMBER	<b>CAREER AND TECHNICAL EDUCATION IV. CURRICULUM AND INSTRUCTION</b>
	<b>Legal Standard</b>
<b>CVTE 8</b>	<p>Programs are structured to improve academic and technical skills of all students. <i>Perkins Section 135; Chapter 74 603 CMR 4.03 (4); 4.06</i></p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*While a number of technical courses provide evidence of challenging coursework and high expectations, some technical teachers do not assign homework.*

*Scheduling difficulties limit common planning time for technical and core content teachers to collaborate on the integration of academic and technical coursework.*

*Although Project SEE (Secondary Education and Employment) offers work experience for some students with disabilities, there was no evidence that the program provides for rigorous academic and technical content to assist students in meeting state/district standards.*

*The district provides electrical courses to students that are inappropriate, because the students are not enrolled in a Chapter 74- approved program in electricity that would prepare them to be licensed electricians. The Department is currently reviewing the arrangement whereby students receive instruction in cosmetology in a private school.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 9</b>	Technology is used to improve academic and technical education. <i>Perkins Section 135; Chapter 74 603 CMR 4.03 (4)</i>
	<b>Rating: Partially Implemented                      District Response Required: Yes</b>

**Department of Education Findings:**

*Students are not formally assessed as to their level of computer literacy and computer applications, despite computer literacy being listed in the district’s Program of Study as a requirement for graduation. Not all career/vocational technical education programs have sufficient technology to assist students with technical skill attainment and academic integration.*

*Information regarding the district’s career/vocational technical education course/programs is available to students/families through the district’s website, information is not made available for students/families whose first language is not English.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 10</b>	Linkages between secondary and postsecondary programs exist and are accessible to all students. <i>Perkins Sections 13, 201; Chapter 74 603 CMR 4.03 (4)</i>
	<b>Rating: Partially Implemented                      District Response Required: Yes</b>

**Department of Education Findings:**

*While some programs informally invite colleges and apprenticeship program recruiters into career/vocational technical education classes, there are no articulation agreements or formal*

linkages between the district and postsecondary institutions. While displays and information promoting postsecondary education opportunities are visible, concentrated in the Guidance Offices, there was no evidence of information in languages other than English.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 11</b>	Cooperative Education is in compliance with 603 CMR 4.03 (7) Chapter 74 603 CMR 4.03 (7), Chapter 385 of the Acts of 2002
	<b>Rating: Not Applicable</b> <span style="float: right;"><b>District Response Required: No</b></span>

**Department of Education Findings:**

*The district currently does not have any state-approved vocational programs.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 12</b>	Required professional development is provided to staff. <i>Perkins Section 135</i>
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

**Department of Education Findings:**

*The teachers in the private school that students attend for cosmetology do not appear to participate in professional development offered by the district. The Department is currently reviewing the arrangement whereby students receive instruction in cosmetology in a private school.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 13</b>	Individuals who are members of special populations {that includes individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional by gender training and employment; single parents, including single pregnant women; displaced homemakers; and individuals with other barriers to educational achievement including individuals with limited English proficiency are provided with equal access to recruitment activities, admission and opportunities to a full range of courses of study without regard to race, color, gender, religion, national origin, English language proficiency, disability, or sexual orientation, and with programs that enable them to meet or exceed state adjusted levels of performance. <i>Perkins Section 122, Chapter 76, section 5 [Chapter 622], Title IX; M.G.L. c.74 603 CMR 4.03 (4)(6)(7)</i>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*Students with limited English proficiency do not have equal access to information regarding the district’s career and technical education courses/programs. The district does not ensure that students with limited English proficiency, and their parents/guardians, receive counseling and postsecondary information in a language they can understand.*

*The non-discrimination statement listed in the Program of Studies (Page 1) does not include all protected classes (i.e. students with disabilities). The district’s process to ensure recruitment and counseling materials are free of discrimination was unclear.*

<b>CRITERION NUMBER</b>	<b>CAREER AND TECHNICAL EDUCATION V. STUDENT SUPPORT SERVICES</b>
	<b>Legal Standard</b>
<b>CVTE 14</b>	Programs and services exist that support student participation in and completion of nontraditional by gender training and employment activities. <i>Perkins Section 135; Chapter 74 603 CMR 4.03 (4) (7)</i>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*While all students and their families are allowed to explore all career/vocational technical education courses/programs during “Explore the Electives Night” and two female students participate in monthly Women in Business luncheons, there are no services or activities that support students preparing for careers that are nontraditional for their gender. No accommodations are provided during the “Explore the Electives Night” for students/families whose first language is not English.*

*The Department is currently reviewing the arrangement whereby students receive instruction in cosmetology in a private school.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 15</b>	The needs of students in alternative education programs are adequately addressed. <i>Perkins Section 135</i>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Education Findings:**

*It was unclear if students in the district’s alternative program, Project SEE (Secondary Education and*

*Employment), have full access to the district's career/vocational technical education programs and courses. Additionally, at the time of the visit, written entry and exit procedures were not made available to the visiting team.*

CRITERION NUMBER	<b>CAREER AND TECHNICAL EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION</b>		
	<b>Legal Standard</b>		
<b>CVTE 16</b>	All staff in Perkins career and technical education programs and Chapter 74-approved vocational technical education programs are appropriately licensed as required by Chapter 74 Section 18 603 CMR 4.03 (5); 4.07 and/or Chapter 71 Section 38G 603 CMR 7.00? Perkins Section 135; Chapter 74 Section 18 603 CMR 4.03(5); 4.07, M.G.L. c.71Section 38G, M.G.L. c. 71, Section 59B, No Child Left Behind		
	<b>Rating: Not Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Education Findings:**

*It is unclear if the teachers in the private school cosmetology program are appropriately licensed under M.G.L. c. 74. The Department is currently reviewing the arrangement whereby students receive instruction in cosmetology in a private school.*

CRITERION NUMBER	<b>CAREER AND TECHNICAL EDUCATION VII. SCHOOL FACILITIES</b>		
	<b>Legal Standard</b>		
<b>CVTE 17</b>	Instructional facilities, equipment and supplies meet the current occupational standards as well as standards for a healthy, safe environment. Perkins Section 135; Chapter 74 603 CMR 4.03 (3) (4) (7)(8)		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Education Findings:**

*The concerns follow:*

- *There is inadequate ventilation in the Woodworking program. The program lacks yellow safety lines around applicable machinery and the existing equipment is obsolete.*
- *Not all of the career/vocational technical programs/classrooms met the criteria in the Career/Vocational Technical Facility Evaluation Form (Document #4 in CVTE CPR Manual).*
- *The district does not use industry experts to review program equipment and facilities to ensure that instructional facilities and equipment meet current occupational standards.*
- *In applicable shops, an arrow initiating at a height of nine feet above each panic button should be painted in red.*
- *A ground-fault circuit interrupter (GFCI) must be installed in the outlets next to the sinks in Food/Nutrition and Woodworking.*
- *A continuous-flow eye wash station is required in Woodworking, and must include a written*

- maintenance schedule.*
- *Fire blankets must be installed in all programs where there are open flame devices or flammable liquids (particularly in Woodworking, Food/Nutrition and Electrical)*
- *One or more Emergency Wash System(s) must be installed in programs where corrosives or flammable liquids are handled, or where open flame devices are used.*
- *Appropriate signage and written emergency exit procedures must be posted in all shops, including signage for the dominant languages of the non-English speakers in the high school.*
- *Emergency telephone numbers must be updated and clearly posted next to telephones in all career and technical education programs.*

*The Department is currently reviewing the arrangement whereby students receive instruction in cosmetology in a private school.*

CRITERION NUMBER	CAREER AND TECHNICAL EDUCATION VIII. PROGRAM PLAN AND EVALUATION
	<b>Legal Standard</b>
<b>CVTE 18</b>	<p>The school has developed and implemented a system of program evaluation that includes, at a minimum, the following four core indicators, and program outcomes. <i>Perkins Section 113; Chapter 74 603 CMR 4.05)</i></p> <p><b>Perkins Act Core Indicators:</b></p> <ol style="list-style-type: none"> <li>(1) Student attainment of challenging State established academic and technical skill proficiencies;</li> <li>(2) Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a post secondary degree or credential;</li> <li>(3) Placement in, retention in, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment; and</li> <li>(4) Student participation in and completion of career and technical education programs that lead to nontraditional training and employment.</li> </ol> <p><b>Chapter 74 Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Outcome I - Effective with the Class of 2003, the percentage of vocational technical education students who receive a high school diploma.</li> <li>2. Outcome II - Upon the development of the Certificate of Occupational Proficiency Assessment System, the percentage of vocational technical education students who receive a Certificate of Occupational Proficiency.</li> <li>3. Outcome III - The percentage of vocational technical education program graduates who are in a military program related to their program of study, employed related to their program of study or who are enrolled in postsecondary education or advanced training twelve months after graduation.</li> </ol>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Education Findings:**

*There was no evidence that the evaluation process includes Perkins Core Indicator data in determining the effectiveness of career and technical education programs as part of the district's overall evaluation process.*

*Core Indicator II – The district did not meet this standard. At Watertown High School, 84.74% of students with disabilities, 81.54% of students with economic disadvantages, and 80.00% of students reported as limited English proficient received a high school diploma over a three-year period. The state goal for all student populations is 91.23%.*

*Core Indicator IV – The district did not meet this standard. Watertown reported a 7.06% enrollment rate, falling short of the state goal of 9.43%. The Department is currently reviewing the arrangement whereby students receive instruction in cosmetology in a private school.*

<b>CRITERION NUMBER</b>	<b>CAREER AND TECHNICAL EDUCATION IX. RECORD KEEPING</b>	
	<b>Legal Standard</b>	
<b>CVTE 19</b>	Student records contain the items listed in the Student Record Review Checklist. <i>Perkins Section 5; Chapter 74 603 CMR 4.03 (4)(c)(d); 603 CMR 23.00.</i>	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Education Findings:**

*Student records inconsistently documented how assessments are used in the planning of a student's entire program. This was particularly evident in the records for students identified as current or formerly limited English proficient.*

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>CVTE 20</b>	Perkins Local Plans/Updates are appropriately designed, amended and locally monitored. The required records and documentation, including amendments and reports, are maintained. <i>Perkins Sections 13, 201</i>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>CVTE 21</b>	Perkins allocation and competitive grants are appropriately prepared, amended and locally monitored. The required records and documentation, including budget amendments and final reports, are maintained. <i>Perkins Sections 13, 201</i>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>		
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	<b>Legal Standard</b>
<b>CVTE 22</b>	<i>Career/Vocational Technical Education Reports (one-year placement report) and Student Information Management System (SIMS) data are accurate.</i>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 23</b>	The district uses Perkins funds in accordance with statutory fund-use rules, including supplement not supplant provisions. <i>Perkins Sections 135, 3114</i>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 24</b>	The district has adequate resources to enable the programs to meet current industry and Occupational Safety and Health Administration (OSHA) regulations with respect to facilities, safety, equipment and supplies. <i>Chapter 74 603 CMR 4.03 (8)</i>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

**APPENDIX:  
SCHOOL DISTRICT PROFILE INFORMATION**

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

<a href="#"><u>Approved Special Education Schools</u></a>	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.
<a href="#"><u>Charter School</u></a>	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.
<a href="#"><u>Collaborative</u></a>	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.
<a href="#"><u>Private School</u></a>	A non-publicly funded school that provides educational services directly to attending students.
<a href="#"><u>Public School</u></a>	Public schools are administered by a Public School District, and provide educational services directly to attending students.
<a href="#"><u>Public School Districts</u></a>	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.

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## 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 they 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

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#### 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

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#### **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

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

SE, MOA, ELE, TI, CVTE – 2006.doc  
File Name: Watertown CPR Final Report 2006.doc  
Last Revised on: November 2, 2006  
Prepared by: MG/VRK